Title of planned course: Practical English

Subject Area: English

Grade Level: 12

Course Description: Practical English helps to prepare seniors to be literate citizens who can adapt to the working world. Students will read modern and contemporary literature. They will learn vocabulary words related to the literature, and they will write short pieces that will prepare them for the world of work.

Time/Credit for this Course: Full Year / 1 credit

Curriculum Writing Committee: Daniel Sleiman, Casey Smith, Deborah Hockman, Jodi Guro, Edward Goodenough, Christina Onorata, Lynzie Schaffer
Curriculum Map

August:
Introduction to writing: What is technical writing? Explain audience and purpose.

September:
Brief Correspondence: Emails, Memos, Letters, Ethics

October:
- Employment Communication: Resume, Letters, Interviews, Ethics, Resignations
- Proposals
- Bias and Credibility

November:
Harlem Renaissance and Modernism

December:
Harlem Renaissance and Modernism

January:
- Harlem Renaissance and Modernism
- Research Project
  - Reports: Summary, Abstract, Report
  - Writing for the Web: Organizing and designing Web Pages. Writing Text for the Web.
  - Instructions including Presentations for the Work World including the vocabulary of their focus area
- Midterms

February:
- Research Project
  - Reports: Summary, Abstract, Report
  - Writing for the Web: Organizing and designing Web Pages. Writing Text for the Web.
  - Instructions including Presentations for the Work World including the vocabulary of their focus area

March:
- Research Project
  - Reports: Summary, Abstract, Report
  - Writing for the Web: Organizing and designing Web Pages. Writing Text for the Web.
  - Instructions including Presentations for the Work World including the vocabulary of their focus area

April:
Contemporary Literature

May:
Contemporary Literature

June:
Final Exams
Wilson Area School District
Planned Course Materials

Course Title: Practical English

Textbook:
- Holt McDougal Literature: American Literature
- Technical Writing for Success, Darlene Smith-Worthington, 4th edition

Supplemental Books:
- Elements of Language
- Animal Farm by George Orwell
- Beowulf

Teacher Resources:
- Houghton Mifflin Harcourt ancillary workbooks
- Houghton Mifflin Harcourt CD ROMS for test construction
- Online editions for students and teachers
- Online interactive smart board lessons at thinkcentral.com
- Houghton Mifflin Harcourt supplemental video excerpts to reinforce lessons
- Cengage Instructor companion website
- MindTap course materials
- Various internet resources
Curriculum Scope & Sequence

**Planned Course:** Practical English

**Unit:** Introduction to Technical Writing

**Time frame:** One week

**State Standards:** CC1.2.11-12.A,B,C,G,J,K,L

**Essential content/objectives:** At the end of the unit, students will be able to:
- Students will understand the audience for technical writing
- Students will identify the purpose of technical writing

**Core Activities:** Students will complete/participate in the following:
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers and answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Develop vocabulary through the study of vocabulary in context and study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Determine how to meet the needs of a specific audience and a multiple audience

**Remediation:**
- Students can meet with teachers before and after school
- Students can work with a National Honors Society tutor
- Students can access the online textbook support

**Instructional Methods:**
- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials & Resources:**
- Textbooks
- Online resources
Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
Curriculum Scope & Sequence

Planned Course: Practical English

Unit: Employment Communication and Brief Correspondence

Time frame: Eight Weeks


Essential content/objectives: At the end of the unit, students will be able to:
- Write emails and various types of letters
- Create a resume
- Prepare for an interview

Core Activities: Students will complete/participate in the following:
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers and answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Develop vocabulary through the study of vocabulary in context and study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Write work appropriate communications

Remediation:
- Students can meet with teachers before and after school
- Students can work with a National Honors Society tutor
- Students can access the online textbook support

Instructional Methods:
- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:
- Textbooks
- Online resources
**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
Curriculum Scope & Sequence

Planned Course: Practical English

Unit: The Harlem Renaissance and Modernism: 1910-1940

Time frame: Eight weeks


Essential content/objectives: At the end of the unit, students will be able to:

- Read *The Harlem Renaissance and Modernism: 1910-1940, A Changing Awareness*
- Students will demonstrate knowledge of early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics
- Students will analyze documents of historical and literary significance for their themes, purposes, and rhetorical features
- Read the text analysis workshop, Modernism, which serves as a model for analyzing the literature in the unit
- Read the following poems by Langston Hughes: *Harlem; The Negro Speaks of Rivers; The Weary Blues*
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- Students will analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact
- Read *How It Feels to Be Colored Me* by Zora Neale Hurston. Students will cite textual evidence to support analysis of inferences, analyze the development of theme, analyze the effectiveness of structure, read and comprehend literary nonfiction, and acquire and use accurately general academic and domain-specific words and phrases
- Read the following poems by Robert Frost: *Acquainted with the Night; Nothing Gold Can Stay; “Out, Out—.*** Students will cite evidence to support analysis of inferences, analyze the impact of specific word choices on meaning and tone, and analyze the text to distinguish what is really meant from what is directly stated
- Read *A Rose for Emily* by William Faulkner and analyze the impact of the author’s choices regarding how to develop and relate elements of the story. Students will analyze the impact of specific word choices on meaning and tone
- Read *A New Kind of War* by Ernest Hemingway and cite textual evidence to support analysis of inference
- Students will determine an author’s point of view and purpose, read and comprehend literary nonfiction, and analyze nuances in the meaning of words with similar denotations

Core Activities: Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher’s discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
● Develop vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
● Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests

Extensions:
● Students may read other works in the unit The Harlem Renaissance
● Additional selection questions and ideas for research projects as well as other projects in the Resource Manager
● Encourage students to use vocabulary words from the unit in their writing

Remediation:
● Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students
● Additional help before or after school from teachers assigned to the tutoring lab for review or completion of assignments
● Level Up Online tutorial

Instructional Methods:
● Direct instruction
● Large and small group discussion
● Independent practice, group practice, Smartboard lessons, Powerpoint presentations
● Games, puzzles, jigsaws
● Class editing, peer editing, independent editing
● Projects created by groups, partners, or individuals
● Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

Materials & Resources:
● Media Smart CD
● Student One Stop Planner CD
● Audio Anthology CD
● Teacher One Stop Planner CD
● Diagnostic and Selection Test Booklets Unit and Benchmark
● Test Booklets
● Resource Manager Unit Booklets

Assessments:
● Class discussion, individual discussion
● Quizzes, tests
● Writing assignment rough and/or final draft
● Games, puzzles
● Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
Curriculum Scope & Sequence

**Planned Course:** Practical English

**Unit:** Reports: Summary, Abstract, Report

**Time frame:** Four Weeks

**State Standards:** CC.1.4.11-12.A-D, CC1.4.11-12.E,F,K,L,S,T,U,V,W,X; C.1.4.11-12.1

**Essential content/objectives:** At the end of the unit, students will be able to create a work appropriate research project.

**Core Activities:** Students will complete/participate in the following:
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers and answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Develop vocabulary through the study of vocabulary in context and study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Write work appropriate communications
- Determine the credibility of sources and recognize bias

**Remediation:**
- Students can meet with teachers before and after school
- Students can work with a National Honors Society tutor
- Students can access the online textbook support

**Instructional Methods:**
- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials & Resources:**
- Textbooks
- Online resources
**Assessments:**
- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
Curriculum Scope & Sequence

Planned Course: Practical English

Unit: Writing for the Web

Time frame: 2 weeks


Essential content/objectives: At the end of the unit, students will be able to write text for web pages.

Core Activities: Students will complete/participate in the following:
● Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers and answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
● Develop vocabulary through the study of vocabulary in context and study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
● Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
● Write web appropriate text
● Participate in peer editing

Extensions:
● Students may seek to publish some work online in appropriate sources

Remediation:
● Students can meet with teachers before and after school
● Students can work with a National Honors Society tutor
● Students can access the online textbook support

Instructional Methods:
● Direct instruction
● Large and small group discussion
● Independent practice, group practice
● Smart board lessons
● PowerPoint presentations
● Games, puzzles, jigsaws
● Class editing, peer editing, independent editing
● Projects created by groups, partners, or individuals
● Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction
Materials & Resources:
● Textbooks
● Online resources
● Google Classroom
● Online sources

Assessments:
● Class discussion, individual discussion
● Quizzes, tests
● Writing assignment rough and/or final draft
● Games, puzzles
● Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
Curriculum Scope & Sequence

Planned Course: Practical English

Unit: Reports and Proposals

Time frame: 3-4 weeks


Essential content/objectives: At the end of the unit, students will be able to write a proposal and a report.

Core Activities: Students will complete/participate in the following:
● Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers and answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
● Develop vocabulary through the study of vocabulary in context and study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
● Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests

Extensions:
● Students may want to write a proposal for a new business

Remediation:
● Students can meet with teachers before and after school
● Students can work with a National Honors Society tutor
● Students can access the online textbook support

Instructional Methods:
● Direct instruction
● Large and small group discussion
● Independent practice, group practice
● Smart board lessons
● PowerPoint presentations
● Games, puzzles, jigsaws
● Class editing, peer editing, independent editing
● Projects created by groups, partners, or individuals
● Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction
Materials & Resources:
- Textbooks
- Online resources
- Google Classroom
- Online sources

Assessments:
- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
Curriculum Scope & Sequence

**Planned Course:** Practical English

**Unit:** Instructions and Presentations

**Time frame:** 2 weeks


**Essential content/objectives:** At the end of the unit, students will be able to organize, write, and format instructions.

**Core Activities:** Students will complete/participate in the following:
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers and answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Develop vocabulary through the study of vocabulary in context and study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests

**Extensions:**
- Students may wish to write instructions for school-based projects, home improvement projects, or web sites

**Remediation:**
- Students can meet with teachers before and after school
- Students can work with a National Honors Society tutor
- Students can access the online textbook support

**Instructional Methods:**
- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction
**Materials & Resources:**
- Textbooks
- Online resources
- Google Classroom
- Online sources

**Assessments:**
- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
**Curriculum Scope & Sequence**

**Planned Course:** Practical English

**Unit:** Contemporary Literature: 1940 -- Present

**Time frame:** 8 weeks

**State Standards:** RL 1-6, RL 9-10, RI 1-7, RI 9-10, SL 1, SL 1b-c, SL 2, SL 5-6, L 1-2, L 2a, L 3, L 3a, L 4a-c, L 5, L 5a-b

**Essential content/objectives:** At the end of the unit, students will be able to:

- Students will read *Contemporary Literature: 1940 – Present, New Perspectives*. They will demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes and topics. They will analyze documents of historical and literary significance for their themes and purposes.
- Students will read the text analysis workshop, *Voice in Contemporary Literature*, which serves as a model for analyzing the literature in the unit.
- Students will read *Adam* by Kurt Vonnegut. They will analyze the impact of diction on meaning and tone, analyze the development of theme, determine the point of view and purpose, and analyze a complex set of ideas to explain how specific individuals, ideas, or events interact and develop over the course of a text.
- Students will read an excerpt of *Letter from Birmingham Jail* by Martin Luther King Jr. They will cite textual evidence to support analysis of inferences, determine the meaning of words and phrases including figurative and connotative meaning, and determine the author’s point of view and purpose as well as beauty in language.
- Students will complete a media study entitled *Perspective in the News*, which includes a newscast and an article. Students will integrate and evaluate multiple sources of information presented in multiple media formats in order to make informed decisions.

**Core Activities:**

- Students may listen to, read aloud, or read independently the texts listed above according to the teacher’s discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students’ personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
Extensions:
● Students may read other works in the unit Contemporary Literature
● Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager
● Students will be encouraged to use vocabulary words from the unit in their own writing.

Remediation:
● Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students
● Students may seek additional help from teachers before and after school as well as in the tutoring lab
● Students may be assigned to the tutoring lab for review or completion of assignments
● Students may use Level Up Online tutorials

Instructional Methods:
● Direct instruction
● Large and small group discussions
● Independent practice, group practice
● Smart board lessons
● PowerPoint presentations
● Games, puzzles, jigsaws
● Class editing, peer editing, independent editing
● Projects created by groups, partners, or individuals
● Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

Materials & Resources:
● Media Smart CD
● Student One Stop Planner CD
● Audio Anthology CD
● Teacher One Stop Planner CD
● Diagnostic and Selection Test Booklets
● Unit and Benchmark Test Booklets
● Resource Manager Unit Booklets

Assessments:
● Class discussion, individual discussion
● Quizzes, tests
● Writing assignment rough and/or final draft
● Games, puzzles
● Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.