

Wilson Area School District Planned Course Guide

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: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Jodi Guro, Christina Everett

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:

- A Raisin in the Sun by Lorraine Hansberry

December:

- Night by Elie Weisel

January:

- Career Research Project
 - Summaries and abstracts
 - Workplace documents
- Midterms

February:

- Career Research Project
 - Workplace documents
 - Writing for the Web: Organizing and designing a webpage

March:

- Career Research Project
 - Writing for the Web: Organizing and designing a webpage
 - Formal reflection

April:

- Mock Interview Preparations/Sessions

May / June:

- Mock Interview Sessions continued
- Finals

Planned Course Materials

Course Title: Practical English

Textbook:

- British Literature, Grade 12, Holt McDougal
- Technical Writing for Success, Darlene Smith-Worthington, 4th edition

Supplemental Books:

- A Raisin in the Sun by Lorraine Hansberry
- Night by Elie Wiesel

Teacher Resources:

- Houghton Mifflin Harcourt CD ROMS for test construction
- Online editions for students and teachers
- Houghton Mifflin Harcourt supplemental video excerpts to reinforce lessons
- Cengage Instructor companion website
- Various internet resources

Curriculum Scope & Sequence

Planned Course: Practical English

Unit: Introduction to Technical Writing

Time frame: 2-3 weeks

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:

- Distinguish between technical and non-technical writing
- Understand the audience for technical writing
- Identify the purpose, scope, and medium 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
- Create custom examples of technical writing relevant to each student's intended career choice
- 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:

- Google Classroom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction
- Supplemental Videos
- Guest Speakers

Materials & Resources:

- Textbooks
- Online resources
- Supplemental novels and accompanying materials
- Kahoot/Quizziz/Booklet/Quizlet
- No Red Ink
- Vocabulary Practice

Assessments:

- Class and individual discussion
- Student-created documents
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools
- Student Presentations

Curriculum Scope & Sequence

Planned Course: Practical English

Unit: Employment Communication and Brief Correspondence

Time frame: 5-7 Weeks

State Standards: CC.1.4.11-12.A-D, CC1.4.11.11-12.E,F,K,L,S,T,U,V,W,X

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

- Read and discuss Chapters 5, 11, and 15 in the Technical Writing textbook
- Write emails for a variety of purposes
- Craft various types of workplace communication
- Identify good and poor elements of resumes and cover letters
- Create a resume, cover letter, thank you letter, and resignation notice
- Analyze the ethics of workplace communication, interactions, and behavior and the general principle of goodwill

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
- Group Project

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:

- Google Classroom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats

- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction
- Supplemental videos
- Guest speakers

Materials & Resources:

- Textbook, Technical Writing for Success
- Kami
- Storyboard That
- Kahoot/Quizziz/Booklet/Quizlet
- No Red Ink
- Vocabulary Practice

Assessments:

- Class discussion, individual discussion
- Student-created documents
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
- Presentations

Curriculum Scope & Sequence

Planned Course: Practical English 12

Unit: A Raisin in the Sun by Lorraine Hansberry

Time Frame: 5-6 Weeks

Common Core Standards: 1.3.11-12.A, B, C, D, E, F, G, I, J; 1.5.11-12.A

Essential Content/Objectives: By the end of the unit students will be able to:

- Analyze the development of plot, character, theme, symbolism, point of view, and author's purpose as well understand the artistic and historic value of the novel

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

- Read A Raisin in the Sun
- 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
- 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

Extension: Students will explore the relationship between the novel and current real life situations and learn to apply these to real life.

Remediation:

- 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

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- A Raisin in the Sun
- Kami
- Storyboard That
- Kahoot/Quizziz/Booklet/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: Practical English 12

Unit: Night by Elie Weisel

Time Frame: 5-6 Weeks

Common Core Standards: 1.3.11-12.A, B, C, D, E, F, G, I, J; 1.5.11-12.A

Essential Content/Objectives: By the end of the unit students will be able to:

- Analyze the development of plot, character, theme, symbolism, point of view, and author's purpose as well to understand the artistic and historic value of the novel

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

- Read Night by Elie Weisel
- 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. 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
- 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

Extension: Students will explore the relationship between the novel and current real life situations and learn to apply these to real life

Remediation:

- 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

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing
- Instruction
- Guest Speaker

Materials & Resources:

- Night by Elie Weisel
- Kami
- Storyboard That
- Kahoot/Quizziz/Booklet/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: Practical English

Unit: Career Research Project: Summaries and Abstracts & Workplace documents/reports

Time frame: 5-7 Weeks

State Standards: CC.1.4.11-12.A-D, CC1.4.11.11-12.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:

- Effectively summarize and create abstracts for various pieces of writing
- Identify the credibility and bias of a website
- Create a series of documents specific to each student's intended career, including:
 - Mechanism description
 - Process description
 - Periodic report
 - News release
 - Incident report
 - Formal instructions for a specific workplace task
- Conduct research as necessary for the creation of the aforementioned documents

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
- Research intended career to be able to create fully functional instructional and supplemental documents and technical writing

Extension:

- Students can draft another formal workplace proposal, this time in direct correlation with the career research project
- Students can create a second document of their choice to match the individual needs of their career
- 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:

- Google Classroom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons

- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction
- Guest speakers

Materials & Resources:

- Textbooks
- Online resources

Assessments:

- Class discussion, individual discussion
- Student-created documents
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools
- Games, puzzles
- Presentations

Curriculum Scope & Sequence

Planned Course: Practical English

Unit: Career Research Project: Writing for the Web

Time frame: 3-4 weeks

State Standards: CC.1.4.11-12.A-D, CC1.4.11.11-12.E,F,K,L,S,T,U,V,W,X

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

- Explain the principles behind a business website
- Differentiate between writing for the web-based and non-web-based sources
- Design a functional showcase website

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
- Utilize Google Sites to create a fully functional career showcase website

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:

- Google Classroom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Textbooks
- Online resources

Assessments:

- Class discussion, individual discussion
- Student-created website
- Formal reflection
- Presentation/screencast
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope & Sequence

Planned Course: Practical English

Unit: Mock Interview preparations and sessions, guest speakers

Time frame: 5-6 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, I 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:

- Conduct interview sessions and write proper questions in order to find qualified individuals for particular roles
- Showcase their talents and skills in a way that will show they are not only prepared for the interview, but also prepared to take on their new role.
- Relate to their audience (interviewer/interviewee)
- Discuss proper etiquette, dress, and preparation
- Guest speakers will come in to help with interviews and to speak to the students

Core Activities:

- Students will prepare to interview and be interviewed. We will prepare for this by first taking notes independently and 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 create a list of questions, and create an environment to conduct interviews. They will be responsible for preparing for their interviews and for creating outlines/documents that detail requirements for a job applicant.
- Students will engage in classroom discussion that may include but are not limited to job requirements, proper dress, and how to speak to specific audiences.
- Students will extend their academic and workplace vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- We will have guest speakers in various areas of work that will discuss real life situations with the students.

Extensions:

- Students may read other works of contemporary literature, both in and out of the textbook
- 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:

- Students may seek additional help from teachers before and after school in the library.
- Students may access various online resources for additional interviewing tips.

Instructional Methods:

- Google Classroom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction
- Guest speakers

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 11
- Kami
- Storyboard That
- Kahoot/Quizziz/Booklet/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools
- Presentations