

SAT LAL Preparation

Grades 10-12

Haledon, New Jersey

Approved by the MRHS Board of Education August 2013

Manchester Regional High School Board of Education

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COURSE DESCRIPTION:

SAT LAL Preparation is a half-year course that is divided into the following interrelated and integrated units: Overview of the Test, Vocabulary Workshop, Reading, Writing, Grammar and Usage.

The purpose of this course is to practice strategies and skills to increase achievement on the Scholastic Aptitude Test (SAT). Activities will include building a larger vocabulary, building test-taking skills, practicing test-taking strategies, and improving critical reading analyses.

COURSE DATA:

Length of Course: 1 Semester (half-year)

Credits: 2.5

Periods per Week: Five

Classification: Grades 10-12

Prerequisite: None

Recommended Co-requisite: SAT Math Preparation

EVALUATION:

The purposes of evaluation are to provide information about student progress and to determine whether or not students have learned the subject matter that has been taught. Teachers will evaluate student progress by utilizing standardized tests, teacher-made quizzes, oral questioning, class participation, homework, special projects, exams and other school records.

GRADING SCHEME:

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| Writing | 25% |
| Tests/Projects | 30% |
| Quizzes | 25% |
| Homework/Class Participation | 20% |

Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

English Language Arts Standards » Reading: Literature » Grade 11-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.11-12.8. (Not applicable to literature)
- RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Reading: Informational Text » Grade 11-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
 - W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 - W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Production and Distribution of Writing

- W.11-12.4. 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 above.)
- W.11-12.5. 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.
- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
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English Language Arts Standards » Speaking & Listening » Grade 11-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.4. 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.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity

Conventions of Standard English

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.

Knowledge of Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

2009 New Jersey Core Curriculum Content Standards - 21st-Century Life and Careers

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| 9.1.12.A.2 | Participate in online strategy and planning sessions for course-based, school-based, or outside projects. |
| 9.1.12.A.3 | Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. |
| 9.1.12.A.4 | Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country. |
| 9.1.12.B.1 | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. |
| 9.1.12.B.2 | Create and respond to a feedback loop when problem solving. |
| 9.1.12.B.3 | Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering. |

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| 9.1.12.C.1 | Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.C.4 | Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. |
| 9.1.12.C.5 | Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. |
| 9.1.12.D.3 | Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill. |
| 9.1.12.E.1 | Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets. |
| 9.1.12.E.2 | Generate digital media campaigns in support of or opposing a current political, social, or economic issue. |
| 9.1.12.E.3 | Design a digital communication system to alert other countries in the event of a natural disaster. |
| 9.1.12.E.4 | Predict the impact of emerging media technologies on international business and globalization. |
| 9.1.12.E.5 | Compare laws governing the unethical use of media in different countries. |
| 9.1.12.F.1 | Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| 9.1.12.F.3 | Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad. |
| 9.1.12.F.4 | Explain the impact of computer hacking on products and services. |
| 9.1.12.F.5 | Formulate an opinion regarding a current workplace or societal/ethical issue based on research. |
| 9.1.12.F.6 | Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas. |

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

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| 9.3.12.C.1 | Assess and modify Personalized Student Learning Plans to support declared career goals. |
| 9.3.12.C.2 | Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities. |
| 9.3.12.C.3 | Develop personal interests and activities that support declared career goals and plans. |
| 9.3.12.C.4 | Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. |
| 9.3.12.C.5 | Identify transferable skills in career choices and design alternative career plans based on those skills. |
| 9.3.12.C.6 | Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities. |
| 9.3.12.C.7 | Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans). |
| 9.3.12.C.8 | Interpret how changing economic and societal needs influence employment trends and future education. |
| 9.3.12.C.9 | Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures. |
| 9.3.12.C.10 | Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business. |
| 9.3.12.C.11 | Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. |
| 9.3.12.C.12 | Determine the impact of past and/or recent lawsuits and/or court decisions regarding employment laws. |
| 9.3.12.C.13 | Comply with workplace child labor regulations and safety and health policies during structured learning experiences. |
| 9.3.12.C.14 | Interpret and justify written employer organizational policies and procedures for job performance. |
| 9.3.12.C.15 | Propose potential solutions for current workplace ethics court cases involving multinational companies. |

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| 9.3.12.C.16 | Determine the consequences of quality control failures in the United States and in another country based on issues reported in the media. |
| 9.3.12.C.17 | Analyze relationships between companies and the communities in which they are located, and explain how the presence of companies in a community may have a positive or negative impact. |
| 9.3.12.C.18 | Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement. |
| 9.3.12.C.19 | Compare and contrast employee substance abuse policies (e.g., tobacco, drugs, and alcohol) by industry sector. |
| 9.3.12.C.20 | Analyze employment trends by industry sector to determine how employment and training requirements change over time. |
| 9.3.12.C.21 | Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement. |
| 9.3.12.C.22 | Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment). |
| 9.3.12.C.23 | Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. |
| 9.3.12.C.24 | Analyze why employers use different interview techniques. |

Modifications (ELLs, Special Education, Gifted and Talented)

- Preferential seating
- Timelines and check points
- Modify tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Follow all IEP modifications/504 plan
- Differentiated topics/instructions/lengths based on students' abilities
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Supplemental materials
- Teacher led and student led conferences

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Chalk board/white board
- Computer
- Curriculum Map
- Promethean Board/LCD/Overhead projector
- *Barron's SAT*

- www.majortests.com
- www.collegeboard.org
- Workbooks and teacher created handouts
- Models of responses and scores from earlier versions of the SAT exam
- Diagnostic pretest (compiled from earlier versions of SAT exams)

Teacher Notes:

- The following foundational skills should be developed continuously throughout the year:
 - Reading:
 - Make use of schema
 - Reread for clarification
 - Seeking meaning of unknown vocabulary
 - Make connections: text to text, text to self, text to world
 - Writing:
 - Use written and oral English appropriate for various purposes and audiences.
 - Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
 - Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

Unit Title: Overview of the Test

Unit Summary

This unit will focus on the rationale for and format of the SAT exam. Students will be exposed to SAT terminology, review specific sections to be tested, and consider rubrics/scoring methods for the exam. A diagnostic pretest will assess student weaknesses and areas particularly in need of remediation.

Unit Essential Questions

- How is the SAT exam structured to assess students?
- How can I use rubrics to aid in my success on the SAT exam?
- What terminology must I know to understand the tasks on the SAT exam?

Unit Enduring Understandings

Students will understand that...

- Carefully selecting questions to answer on the SAT exam is essential to success.
- Responding to reading questions and writing sections requires effort and demonstration of good writing ability.
- In order to gain acceptance to a four year college must perform well on the SAT exam.
- Knowing exam terminology will make taking the exam and understanding directions much clearer.
- The SAT requires students to demonstrate proficiency in reading and writing.

Unit Objectives

Students will know...

- The sections of the SAT exam and recall the requirements for each specific task.
- How the essay scoring rubric works.
- SAT exam terminology (eg: prompt, extended response, critical reading, etc).
- Specific learning needs by completion of a pre-test.

Students will be able to...

- Understand and apply terms specific to the SAT exam.
- Identify strengths and weaknesses within their reading and writing to prepare for the SAT exam.
- Discuss the various areas covered on the SAT exam and relate testing experience to the teacher/class.
- Predict questions to be asked on the SAT exam by analyzing previous SAT exams.

Formative Assessments

- Do now activities
- Worksheets with varied exercises
- Extended written responses
- Class discussion

Summative Assessment

- SAT diagnostic test

Unit Title: Vocabulary Workshop

Unit Summary

Includes vocabulary used on the SAT exam as well as grade-level appropriate vocabulary lessons to assist with reading selection comprehension. Vocabulary study will cover assorted subject areas to assist student understanding of varied fiction and non-fiction documents. Students will study words (prefix, suffix, and root) and demonstrate application in vocabulary usage through reading and writing.

Unit Essential Questions

- How can context change vocabulary?
- Why is vocabulary a point of testing on the SAT exam?
- Why is the understanding of words important to comprehension?

Unit Enduring Understandings

Students will understand that...

- Vocabulary understanding is essential to reading comprehension.
- Dissecting words can assist in defining vocabulary.
- Learning the etymology of a word is essential to learning and using the word.

Unit Objectives

Students will know...

- Words that are used prominently on the SAT test.
- How to break-apart words to ascertain meaning.
- When to use context clues to discover words meanings in reading selections.

Students will be able to...

- Identify and define pertinent terms and standardized test vocabulary words.
- Illustrate knowledge of vocabulary part of speech and proper use in verbal and written communication.
- Extrapolate meaning of different definitions of the vocabulary within a text.
- Utilize new vocabulary terms repeatedly in speaking, reading, and writing.

Formative Assessments

- Do now activities
- Worksheets with varied exercises
- Word list memorization
- Extended written responses
- Class discussion
- Narrative and persuasive reading selection responses
- Quizzes

Summative Assessment

- Standard assessments
- Reading tests
- Essays

Unit Title: Reading

Unit Summary

This unit includes strategies from which to respond to questions related to narrative, persuasive, and informational reading selections. Students will demonstrate fluency and comprehension in reading these texts. Additionally, they will use strategies for answering questions to perform critical reading and sentence completion questions.

Unit Essential Questions

- What strategies are most useful when reading and understanding literary texts?
- What are the main elements of a narrative passage?
- How does persuasion work?
- How do authors use literary devices to enhance the reader's experience and understanding?
- How does an author's work persuade readers' opinions?
- What facets are at play which helps the reader to identify author's purpose?
- How is an author's point of view supported by structure and voice in nonfiction writing?
- What devices do persuasive writers employ to persuade readers?
- How can inference be an effective tool toward determining hidden meaning?
- How does a reader differentiate between fact and opinion?
- How is meaning changed through the use of style and mechanics (ie: syntax, diction, structure, tone, voice, etc.)?
- What elements must be present to deem an online source valid?
- How do literary devices affect reading and emotions through understanding?
- How can developmentally appropriate materials be read independently with speed and accuracy?

Unit Enduring Understandings

Students will understand that...

- All texts have conventions specific to their subjects/topics.
- Texts are written for a variety of purposes.
- Readers form opinions about and draw conclusions from persuasive texts by analyzing and evaluating evidence that writers use to support their positions.
- An author's point of view impacts his presentation of information.
- When analyzing and evaluating texts, it is important to evaluate the quality as well as the quantity of supporting evidence for the author's position.
- In analyzing and evaluating persuasive text, it is important to consider what the author does not say.
- Understanding of topic specific vocabulary is critical to understanding all texts.
- Mechanics and syntax support meaning.
- Narratives are written to entertain, but the themes presented provide lessons from which all can learn.
- Reading of all texts requires skill in inferring meaning.
- Reading actively is essential to understanding of all reading selections.

Unit Objectives

Students will know...

- How theme motivates and guides the selection.
- Appropriate vocabulary words from the selection.
- As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny.
- Interpretation of text supported by citing evidence fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and postsecondary settings.

Students will be able to...

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone.
- Read a wide range of literature to understand important universal themes and the human experience.
- Determine the author's point of view and explain how it influences the presentation of ideas.

- Identify what the author does not say and explain why it is important.
- Evaluate clarity and accuracy of information through close reading and investigation of other sources.
- Identify and explain persuasive devices and strategies.
- Strong readers critically think about what they have read and apply background knowledge.
- The conventions of all texts and their purposes.
- The difference between fact and opinion.
- Persuasive devices and strategies.
- Literary terms appropriate for narrative and persuasive reading.
- How to read actively to glean the most from their reading.
- The role vocabulary plays in understanding reading.
- Explain how the author uses the conventions of persuasive texts.
- Identify specific claims in a text and how they are supported.
- Evaluate the effectiveness of the text.
- Identify elements of a narrative text and the required tasks for this portion of the SAT test.
- Consider and examine use of literary devices, story structure, characters, and conflict for a narrative passage.
- Design strategies for responding to multiple choice questions.
- Identify elements of a persuasive text and the required tasks for this portion of the SAT test.
- Practice the persuasive techniques such as propaganda, connotative and figurative language, and rhetorical device.
- Analyze editorials and decipher persuasive techniques used in the writing of these articles.
- Define vocabulary to gain meaning from reading.

Formative Assessments

- Do now activities
- Worksheets with varied exercises
- Class discussions
- Writing assignments
- Narrative and persuasive reading responses

Summative Assessments

- Standard assessments
- Unit tests

Unit Title: Writing

Unit Summary

Includes the writing process and expository writing tasks. Informative writing is designed to prompt the different forms of informational writing. Informative writing allows a student to gather appropriate research materials and apply knowledge to their writing. Through various different activities the students will synthesize information in an effort to master the different forms of informative expression.

Unit Essential Questions

- How does the writing process shape the final written and oral product?
- What are the appropriate writing strategies that one can use in order to complete the assignment?
- How can the use of brainstorming strategies strengthen our writing?
- How can peer editing make our writing more effective?
- Why is it important to write clearly and effectively?
- What makes writing worth reading?
- How do I select an appropriate point of view for writing?
- How can I effectively analyze a quotation/writing situation?
- How does one write an effective persuasive and/or expository essay?

Unit Enduring Understandings

Students will understand that...

- Persuasive writing requires students to gather and analyze information from various perspectives.
- Both Expository and Persuasive writing is designed to convey information on a given subject in a clear and interesting manner.
- The use of the writing process as a means of polishing the written work.
- Using the various attention grabbing methods can enhance their arguments.
- There is a writing process necessary to appropriately complete persuasive and expository pieces of writing.
- Understanding the writing task is essential in accurate completion of the assigned tasks.
- Incorporating various and appropriate supporting details are necessary for an effective response.

Unit Objectives

Students will know...

- How does the writing process shape the final written and oral product?
- What are the appropriate writing strategies that one can use in order to complete the assignment?
- How can the use of brainstorming strategies strengthen our writing?
- How can peer editing make our writing more effective?
- Why is it important to write clearly and effectively?
- What makes writing worth reading?
- How do I select an appropriate point of view for writing?
- How can I effectively analyze a quotation/writing situation?

Students will be able to...

- Define and narrow a topic.
- Use a scoring rubric to evaluate written work.
- Draft a thesis statement and use supportive evidence to support the thesis statement.
- Use specific vocabulary appropriate to the topic.
- Produce written and oral work based on the conclusions drawn from the information gathered.
- Compose persuasive and expository essays for various purposes.
- Use varied types of arguments for writing.
- Write with a point.
- Complete the writing process from brainstorming to peer editing.
- Show cause and effect relationships.

- Convince a reader to think, act, or feel a certain way.
- Write so a reader can visualize what he/she has read.
- Write complete paragraphs that have topic and concluding sentences as well as sufficient support.
- Include personal voice in writing.

Formative Assessments

- Class discussions
- Prewriting
- Drafting
- Self/Peer revision
- Peer conferencing / editing
- Analyzing quotation/situation
- Graphic organizers
- Rubric assessments
- Practice selections
- Revise and edit worksheets
- Rough drafts

Summative Assessments

- Final drafts
- Oral assessments
- Standard assessments

Unit Title: Grammar and Usage

Unit Summary

This unit will focus on grammar and usage within reading and writing. Specific grammar and usage skills will be addressed. Students will be able to demonstrate competence in identifying and correcting errors in grammar and usage.

Unit Essential Questions

- How does one recognize and correct errors in grammar, usage, and sentence structure?
- How does knowledge of grammar improve reading, writing, and speaking?
- How does the use of good grammar reflect one's ability to communicate?

Unit Enduring Understandings

Students will understand that...

- There are rules of grammar that must be followed to be an effective writer.
- An innate understanding of grammar is a key component of the Writing Process.
- Grammar lays the foundation needed to express a writer's voice.

Unit Objectives

Students will know...

- How to revise sentences using basic rules of grammar.
- How to engage their peers in the revision process.

Students will be able to...

- Recognize and correct errors in subject verb agreement.
- Appropriately use Standard English conventions when writing, speaking, editing and revising.
- Identify commonly confused words.
- Detect errors in sentence construction.

Formative Assessments

- Class discussion
- Grammar and usage worksheets
- Revise and edit
- Analysis of responses to academic prompts

Summative Assessments

- Standard assessments
- Essays