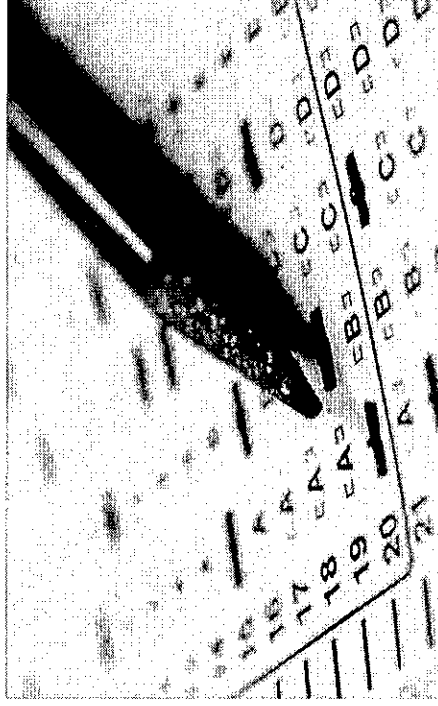


Secaucus Board of Education

College Exam Prep
Course Code: 1534
English Language Arts Literacy



*Born on November 2016
Aligned to the NJSL-ELA adopted 2016
Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education on December 22, 2016*

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District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner, that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

This course will focus on preparing students for the newly designed SAT Verbal. The exam is now designed to be more predictive of success in college and beyond. A greater emphasis will be placed on reasoning skills and context, rather than skills in isolation. Students will work with questions that are entirely passage-based, giving more opportunities to test a deeper understanding of how the passage is logically constructed and to draw connections between different parts of the passage. Students will hone their abilities to analyze how an author builds his/her argument, reason scientifically, define vocabulary in context, support their reasoning with evidence and construct logical arguments.

Interdisciplinary Connections

- ✓ American Literature
- ✓ World Literature
- ✓ Social Studies
- ✓ Science

Potential Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)

- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p>Unit 1:</p>	<p>Introduction to the SAT</p>																																											
<p>Timing:</p>	<p>Approximately 1-2 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.</p>																																											
<p>Standards:</p>	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Reading</th> <th style="width: 25%;">Writing</th> <th style="width: 25%;">Speaking/Listening</th> <th style="width: 25%;">Language</th> </tr> </thead> <tbody> <tr> <td>RL.11-12.1</td> <td>W.11-12.2.A, B, C, D, E, F</td> <td>SL.11-12.1.C, D</td> <td>L.11-12.1.A, B</td> </tr> <tr> <td>RL.11-12.2</td> <td>W. 11-12.4</td> <td>SL.11-12.2</td> <td>L.11-12.2.A, B</td> </tr> <tr> <td>RL.11-12.3</td> <td>W.11-12.5</td> <td>SL.11-12.3</td> <td>L.11-12.3</td> </tr> <tr> <td>RL.11-12.4</td> <td>W.11-12.8</td> <td>SL.11-12.4</td> <td>L.11-12.4. A, B, C,</td> </tr> <tr> <td>RL.11-12.5</td> <td>W.11-12.9.A, B</td> <td>SL.11-12.6</td> <td>D</td> </tr> <tr> <td>RL.11-12.6</td> <td>W.11-12.10</td> <td></td> <td>L.11-12.5.A, B</td> </tr> <tr> <td>RL.11-12.10</td> <td></td> <td></td> <td>L.11-12.6</td> </tr> <tr> <td>Tech</td> <td colspan="3">8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td>Career Ready Practices:</td> <td colspan="3">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </tbody> </table>				Reading	Writing	Speaking/Listening	Language	RL.11-12.1	W.11-12.2.A, B, C, D, E, F	SL.11-12.1.C, D	L.11-12.1.A, B	RL.11-12.2	W. 11-12.4	SL.11-12.2	L.11-12.2.A, B	RL.11-12.3	W.11-12.5	SL.11-12.3	L.11-12.3	RL.11-12.4	W.11-12.8	SL.11-12.4	L.11-12.4. A, B, C,	RL.11-12.5	W.11-12.9.A, B	SL.11-12.6	D	RL.11-12.6	W.11-12.10		L.11-12.5.A, B	RL.11-12.10			L.11-12.6	Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
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<p>Essential Questions:</p>	<p>Objectives:</p>			<p>Activities, Investigation, and Student Experiences:</p>																																								

<ul style="list-style-type: none"> • What is the SAT? • How can I perform at my highest personal best on this exam? • What is a realistic goal for me and how can I achieve and even surpass that goal? • How will taking a diagnostic test provide me with valuable information? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the structure of the English section of the SAT test. ❖ Understand how the SAT is scored. ❖ Complete a diagnostic test that will provide a baseline score on which to build. ❖ Establish a clearer understanding of their personal strengths and weaknesses. ❖ Become familiar with the unique structure of the SAT. 	<ol style="list-style-type: none"> 1) Teacher introduction to the English sections of the exam. 2) Review directions for various sections. 3) Give specific guidelines for recording answers in the student produced questions. 4) Students read and discuss introductory material in their textbook in class to be sure students understand content. 5) In class review of these sections – students work in small groups to compare answers. 6) Using the Promethean Board, students will view information provided by the College Board and other sites. <p>Explain and discuss the scoring system.</p>
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<p>Assessments:</p> <p>Class Participation Diagnostic Test Assignments (as listed under Activities) Group work</p>	<p>Materials:</p> <p>Text – <i>The Official SAT Study Guide</i> published by the CollegeBoard <i>The Elements of Style</i>, By William Strunk Jr., and E.B. White. Interactive Whiteboard Laptops with Internet access</p>	<p>Resources:</p> <p>CollegeBoard Website Major Tests</p>
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Unit 2:

Critical Reading

Timing:

Approximately 6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.

Standards:

New Jersey Student Learning Standards

Reading		Writing	Speaking/Listening	Language
RL.11-12.1	RL.11-12.1	W.11-12.2.A, B, C, D, E, F	SL.11-12.1.C, D	L.11-12.1.A, B
RL.11-12.2	RL.11-12.2	W. 11-12.4	SL.11-12.2	L.11-12.2.A, B
RL.11-12.3	RL.11-12.3	W.11-12.5	SL.11-12.3	L.11-12.3
RL.11-12.4	RL.11-12.7	W.11-12.8	SL.11-12.4	L.11-12.4. A, B, C, D
RL.11-12.5	RL.11-12.10	W.11-12.9.A, B	SL.11-12.6	L.11-12.5.A, B
RL.11-12.6		W.11-12.10		L.11-12.6
Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11			

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What is the Reading section of the SAT? • How can I best navigate this section of the exam? • What strategies will be effective to use on this section? • Why is vocabulary important on the SAT and beyond? • How will knowing Greek and Latin roots, suffixes, and 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the format of the Reading Section. ❖ Understand that carefully selecting questions to answer on the SAT exam is essential to success. ❖ Understand that responding to reading questions requires effort, demonstration of good reading skills, and vocabulary knowledge. ❖ Understand that all texts have conventions specific to their subjects/topics. ❖ Understand that in analyzing and evaluating persuasive text, it is important to consider what the author does not say. ❖ Apply helpful strategies to use when answering reading comprehension questions. ❖ Apply Greek and Latin prefixes, suffixes, and roots when deciphering unfamiliar words. ❖ Focus on the Critical Reading section of the SAT. ❖ Learn strategies and techniques that will enable students to perform optimally on this section of the exam. ❖ Practice and develop word analysis skills. ❖ Understand and apply terms specific to the SAT exam. ❖ Identify strengths and weaknesses within their reading to prepare for the SAT exam. 	<p>Activities, Investigation, and Student Experiences:</p> <ol style="list-style-type: none"> 1) Teacher introduction to the Critical Reading Section and questions. 2) The class will read and discuss the textbook material on this section. 3) Individual in-class practice of reading passages demonstrating application of the learned techniques and strategies such as highlighting and sectioning. 4) The following reading foundational skills should be developed continuously throughout the unit: <ul style="list-style-type: none"> • Make use of schema • Reread for clarification • Seeking meaning of unknown vocabulary • Make connections: text to text, text to self, text to world 5) Group practice and review. 6) Promethean answering and discussion of the College Board Question of the Day. 7) Teacher review handouts on Greek, Anglo-Saxon, and Latin prefixes, suffixes, and roots and discussion on how to apply them to the vocabulary based questions. 8) Promethean Board websites on vocabulary enrichment. 9) Analyze and discuss previous SAT exams and their sentence completion/critical reading questions. 10) Direct instruction on tone, diction, syntax, details, and figurative language.

<p>roots serve me well when taking the SAT?</p> <ul style="list-style-type: none"> • What is the Critical Reading section of the SAT? • What strategies will be helpful to me on this section? 	<ul style="list-style-type: none"> ❖ Predict questions to be asked on the SAT exam by analyzing previous SAT exams. ❖ Use context clues in a passage to figure out which meaning of a word or phrase is being used. ❖ Analyze how an author's word choice shapes meaning, style, and tone. ❖ Select appropriate evidence from the text to support an answer. 	<p><u>Sample Assignment</u></p> <p>Assign a range of reading passages that includes some longer and more difficult selections, and provide students with needed scaffolding and support so that they can develop the needed independence in reading such pieces.</p> <p>CLOSE READING (Use any of the passages in the textbook):</p> <p>Read the passage and answer the following questions:</p> <ol style="list-style-type: none"> 1) Summarize what happens in the passage. 2) What are the narrator's intentions? What evidence in the text supports your answer? 3) What is the mood of the passage? Please select two specific examples from the passage to support your answer. 4) What is the tone of the passage? List two literary devices that the author uses to create tone and give evidence from the text that supports your answer. <p><u>Sample Assignment</u> <u>Tone Practice</u></p> <p>There are many tones a writer can take. For example: serious, humorous, romantic, silly, tragic, ironic, lyrical (melodic and poetic), earnest, sentimental, pompous, mocking, apologetic, and many more. Ask students to find the tone of different passages and select evidence from these passages that support their answers.</p>
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<p>Assessments:</p> <p>Class Participation Diagnostic Test Assignments (as listed under Activities) Group work</p>	<p>Materials:</p> <p>Text – <i>The Official SAT Study Guide</i> published by the CollegeBoard Interactive Whiteboard Laptops with Internet access</p>	<p>Resources:</p> <p><u>CollegeBoard Website</u> <u>Major Tests</u></p>

Unit 3:
Writing Section: Multiple Choice

Timing: Approximately 4 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.

New Jersey Student Learning Standards

	Reading	Writing	Speaking/Listening	Language
RL.11-12.1	RI.11-12.1	W.11-12.2.A, B, C, D, E, F	SL.11-12.1.C, D	L.11-12.1.A, B
RL.11-12.2	RI.11-12.2	W. 11-12.4	SL.11-12.2	L.11-12.2.A, B
RL.11-12.3	RI.11-12.3	W.11-12.5	SL.11-12.3	L.11-12.3
RL.11-12.4	RI.11-12.7	W.11-12.8	SL.11-12.4	L.11-12.4. A, B, C,
RL.11-12.5	RI.11-12.10	W.11-12.9.A, B	SL.11-12.6	D
RL.11-12.6		W.11-12.10		L.11-12.5.A, B
RL.11-12.10				L.11-12.6
Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11			

Essential Questions:

Objectives:

Activities, Investigation, and Student Experiences:

<ul style="list-style-type: none"> • Why is grammar important? • 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? • How will knowing the conventions of English grammar and usage improve my SAT score and contribute to my academic and personal growth beyond the exam? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the structure of the English section of the SAT test. ❖ Understand that the SAT requires students to demonstrate proficiency in reading and writing. There are rules of grammar that must be followed to be an effective writer. ❖ Understand that an innate understanding of grammar is a key component of the Writing Process. ❖ Understand that grammar lays the foundation needed to express a writer's voice. ❖ Understand how to revise sentences using basic rules of grammar. ❖ Familiarize themselves with the English sections of the SAT. ❖ Recognize and correct errors in subject verb agreement. ❖ Identify commonly confused words. ❖ Detect errors in sentence construction. ❖ Revise sentences using basic rules of grammar. ❖ Engage their peers in the revision process. ❖ Learn rules of grammar and usage and demonstrate their knowledge of these conventions. ❖ Choose the best version of a given piece of writing. ❖ Improve a paragraph by making editorial decisions. 	<ol style="list-style-type: none"> 1) Teacher introduction to the Multiple Choice Writing Questions of the exam. 2) The class will read and discuss the textbook material on this section. 3) Students will do individual in-class practice on this section demonstrating application and understanding of the learned rules, techniques, and strategies. 4) Group practice and review. 5) Individual in-class practice of the writing multiple choice questions demonstrating application of the learned techniques and strategies such as highlighting and sectioning. 6) The following writing foundational skills should be developed continuously throughout the year: <ol style="list-style-type: none"> a. Use written and oral English appropriate for various purposes and audiences. b. Development: the topic, theme, stand/perspective, argument is fully developed. c. Organization: the text exhibits discernible progressions of ideas. d. Style: writers demonstrate quality of imagination, individuality, and distinctive voice. e. Word choice: the words are precise and vivid. f. Sentence formation: sentences are complete and varied in length and structure.
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<ul style="list-style-type: none">• How do proficiency and knowledge of the English language apply across the curriculum?	
<ul style="list-style-type: none">g. Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.h. Direct instruction on revision and editing by using DWL's and varied incorrect sentences taken from the students' diagnostic tests. <p>Teach writing and grammar by using workshops, mini lessons, peer reviews, and revision and editing throughout the marking period and the research process. Items that should be addressed include but are not limited to comma usage, semi- colon use, run-on sentences, fragments, comma splices, coordinating conjunctions, etc. Instructions and activities to teach grammar are available in the <i>Writer's Inc: A Student Handbook for Writing and Learning</i> and in the <i>Writer's Inc</i> teacher's manual. Grammar quizzes should be given periodically to assess student learning.</p>	

Assessments:	Materials:	Resources:
<p>Class Participation Diagnostic Test Assignments (as listed under Activities) Group work</p>	<p>Text – <i>The Official SAT Study Guide</i> published by the CollegeBoard Previous copies of the administered SAT exams <i>Writer’s Inc. A Student Handbook for Writing and Learning</i> Interactive Whiteboard Laptops with Internet access</p>	<p>CollegeBoard Website Major Tests</p>

<p>Unit 4:</p>	<p>The Essay</p>			
<p>Timing:</p>	<p>Approximately 4 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.</p>			
<p>Standards:</p>	<p>New Jersey Student Learning Standards</p>			
	<p>Reading</p>	<p>Writing</p>	<p>Speaking/Listening</p>	<p>Language</p>
<p>Tech</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10</p>	<p>W.11-12.2.A, B, C, D, E, F W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9.A, B W.11-12.10</p>	<p>SL.11-12.1.C, D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.6</p>	<p>L.11-12.1.A, B L.11-12.2.A, B L.11-12.3 L.11-12.4. A, B, C, D L.11-12.5.A, B L.11-12.6</p>
<p>Career Ready Practices:</p>	<p>8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> <p>CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</p>			
<p>Essential Questions:</p>	<p>Objectives:</p>	<p>Activities, Investigation, and Student Experiences:</p>		

<ul style="list-style-type: none"> • What is the Essay section of the SAT? • How can I achieve my personal best score on my essay? • How are the essays scored? • What are the appropriate writing strategies that one can use in order to complete the assignment? • How does one write an effective analytical essay? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the essay section of the SAT test. ❖ Understand their personal weaknesses and strengths. ❖ Understand how the SAT essay is scored. ❖ Understand that the SAT requires students to demonstrate proficiency in reading and writing. There are rules of grammar that must be followed to be an effective writer. ❖ Understand that grammar is a key component of the Writing Process. ❖ Understand that grammar lays the foundation needed to express a writer's voice. 	<ol style="list-style-type: none"> 1) Teacher introduction to the Essay section of the SAT. 2) Students will read and discuss the textbook material on this section of the SAT. 3) Teacher instruction of effective techniques to be used on the Essay. 4) Direct instruction on sentence variety and paragraph structure. 5) Direct instruction on how to compose an effective introductory paragraph for the analytical essay, including a thesis statement and a plan of attack. 6) Direct instruction on what is required in each of the four paragraphs and how they can deviate and improve. Furthermore, teach students the most common rhetorical devices used in the SAT passages. 7) Teach students the Jane Schaffer "Chunk Paragraph" model of writing: <u>Writing a One-Chunk Paragraph</u> 8) Students will do practice 50 minute essays at home and in class demonstrating their understanding and application of learned techniques. 9) Students will read model essays providing examples of the full range of scores from 1 (the lowest) to 4 (the highest) in each of the Reading, Analysis, and Writing categories. 10) Students will compare their own essays to these model essays.
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<p>11) Students will view model essays on the Promethean Board and discuss the merits and deficiencies of each.</p>		
<p>Resources:</p> <p>CollegeBoard Website Major Tests Writing a One-Chunk Paragraph PowerPoint</p>	<p>Materials:</p> <p>Text – <i>The Official SAT Study Guide</i> published by the CollegeBoard Interactive Whiteboard Laptops with Internet access</p>	<p>Assessments:</p> <p>Class Participation Diagnostic Test Assignments (as listed under Activities) Group work</p>

	The College Essay			
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading	Writing	Speaking/Listening	Language
RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 RI.11-12.10	W.11-12.2.A, B, C, D, E, F W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9.A, B W.11-12.10	SL.11-12.1.C, D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.6	L.11-12.1.A, B L.11-12.2.A, B L.11-12.3 L.11-12.4. A, B, C, D L.11-12.5.A, B L.11-12.6
Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11			
Essential Questions:	Objectives:			Activities, Investigation, and Student Experiences:

<ul style="list-style-type: none"> • What is the college essay and its purpose? • How do we evaluate writing? • How can we use evaluation and reflection to improve our writing? • How do we approach writing? • How does each step in the process impact your writing? • How can we use evaluation and reflection to improve our writing? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the purpose, requirements, and review process of the college application essay. ❖ Understand the qualities of a good application essay. ❖ Understand that writing is a multi-stage process. ❖ Understand that writing is a reflective process. ❖ Understand that conventional spelling and proper grammar mechanics promote fluency of communication. ❖ Describe the key components of a successful admissions essay. ❖ Write a sample admissions essay for a college of choice. ❖ Analyze sample college admission essays. ❖ Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non- print texts. ❖ Demonstrate a command of language, at the paragraph and sentence level. ❖ Enhance their writing by having a purpose and by using transitions. ❖ Utilize vivid verbs and imagery in their writing 	<ol style="list-style-type: none"> 1) Review admissions essay requirements. As students may know, each college they apply to will require at least one written essay. 2) Distribute the “Recipe for a College Admissions Essay” handout and note that most admissions essays will be on one of three different topics: (1) who are you; (2) why us; and (3) a creative approach to a question. 3) Stress that students’ main goal should be to share information about themselves in a clear, engaging way. 4) Review successful essays. Before students begin their own essays, give them a chance to review successful essays from other students. You may distribute all of the sample essays to each student. You may choose one (or more) for a full group discussion. Or you may distribute one essay each to small groups of students and ask them to discuss how the essay is organized and why they think it was successful. 5) Allow students to research universities they would like to apply to and look at what are the college essay requirements for each individual college. 6) Begin writing an essay. After your review of successful essays, have students turn to the last page of the Recipe handout. Give them time to follow the steps to begin an essay of their own.
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- 7) Allow students to review and edit their essays using writing computer software before submitting their drafts for review.
- 8) Review and reinforce the concept of writing as a multi-step process.

Sample Assignment:

Choose one of the following Common Application Essay Prompts and compose a well-organized essay that has from 450 to 650 words answering it:

- 1) Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- 2) The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?
- 3) Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- 4) Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an

<p>ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.</p> <p>5) Discuss an accomplishment or event, formal or informal that marked your transition from childhood to adulthood within your culture, community, or family.</p>		
<p>Resources:</p> <p><u>CollegeBoard Website</u></p> <p><u>Major Tests</u></p> <p><u>Check out a College</u></p> <p><u>Common Application</u></p> <p><u>“Sparking the Future: Getting Down to It! Admission Essay”</u></p>	<p>Materials:</p> <p>Text – <i>The Official SAT Study Guide</i> published by the CollegeBoard</p> <p>Interactive Whiteboard</p> <p>Laptops with Internet access</p>	<p>Assessments:</p> <p>Class Participation</p> <p>Diagnostic Test</p> <p>Assignments (as listed under Activities)</p> <p>Group work</p>

