School District of the City of St. Charles

ACT Prep Skills Curriculum

Submitted to the Board of Education

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ACT Prep Skills Curriculum Committee

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ACT Prep Skills Curriculum

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment

- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity

- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices

- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
   - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
   - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
   - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
   - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
   - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

ACT Prep Skills Scope and Sequence

ACT TEST EXAM ESSENTIALS	
1. Structure of the test	I
2. Purpose of the test	I
3. Test score usage	I
ACT TEST STRATEGIES	
1. Self Evaluation Skills	M
2. Develop Individual Learning Plan	M
A. Evaluate Pre-test data	M
B. Set learning goals based on data	M
C. Monitor progress	M
3. Learning and implementing ACT test strategies	M
A. Multiple Choice question strategies	M
B. Essay writing strategies	M
C. Practical Tips	M
MATH	
1. Basic operations and applications	R
2. Probability, statistics, and data analysis	R
3. Numbers	R
A. Concepts	R
B. Properties	R
4. Expressions, equations, and inequalities	R
5. Graphic representations	R
6. Properties of plane figures	R
7. Measurement	R
8. Functions	R
SCIENCE	
1. Interpretation of data	R
2. Scientific investigation	R
3. Evaluation of models, inferences, and experimental results	R
READING	
1. Main ideas and author's approach	R
2. Supporting details	R
3. Sequential, comparative, and cause/effect relationships	R
4. Meanings of words	R
5. Generalizations and conclusions	R
ENGLISH	
1. Topic development in terms of purpose and focus	R
2. Organization, unity, and coherence	R
3. Word Choice	R
A. Style	R
B. Tone	R
C. Clarity	R
D. Economy	R

4. Sentence Structure and Formation	R
5. Conventions of Usage	R
6. Conventions of Punctuation	R
WRITING	
1. Expressing judgments	R
2. Focusing on a topic	R
3. Developing a position	R
4. Organizing ideas	R
5. Using language	R

I = Introduce E = Enhance R = Reinforce M = Master

ACT Prep Rationale

Through ACT Prep coursework, students will understand the structure and purpose of the test, acquire test-taking strategies specific to the ACT exam, and will build content knowledge for successful completion of the ACT exam. The curriculum is organized around essential strands including English, reading, writing, and/or science, and math.

Through their completion of the ACT Prep course, students will:

1. Analyze their personal practice test results.

2. Utilize test results in post secondary educational opportunities.

3. Increase test taking skills and potentially improve test scores.

4. Use or improve content knowledge to increase subject skills and test scores.

5. Process and evaluate informational text to determine main ideas, validity, and reliability.

ACT Prep skills are an integral part of each student's educational experience. More than a body of knowledge, this course is essential for the development of test-taking abilities and increasing test scores. Through the ACT Prep program, students will be prepared to achieve success applicable to post secondary admissions and scholarships.

Course Descriptions:

ACT Prep Skills

(Elective) ½ unit; 10-12;

Prerequisite: English I and English II (or be currently enrolled in English II), Algebra I and Geometry (or be currently enrolled in Geometry)

The purpose of ACT Prep is to increase student awareness of the importance and significance of preparation for improving their ACT college entrance exam score. The students will become more confident of their ability with various concepts and relationships of the four areas tested by the ACT (Mathematics; Science; English; and Reading). Students will learn how

to think systematically and use the precise logic required for solving typical problems found on the ACT exam. Active involvement in and successful completion of the course should lead the student to greater confidence and higher scores on the ACT exam.

ACT English & Reading

(Elective) ½ unit; 10-12;

Prerequisite: English I and English II (or be currently enrolled in English II)

The purpose of ACT Prep is to increase student awareness of the importance and significance of preparation for improving their ACT college entrance exam score. The students will become more confident of their ability of work with various concepts and relationships of English, reading and writing. Students will learn how to think systematically and use the precise logic required for solving typical problems found on the ACT exam. Students enrolled in this class should be at least a sophomore with English I completed and or be enrolled in English II or higher grade level. Active involvement in and successful completion of the course should lead the student to greater confidence and higher scores on the ACT exam.

ACT Math & Science

(Elective) ½ unit; 10-12;

Prerequisite:Algebra I and Geometry (or be currently enrolled in Geometry)

The purpose of ACT Prep Math and Science is to increase student awareness of the importance and significance of preparation for improving their ACT college entrance exam score. The students will become more confident of their ability with various concepts and relationships with the Math and Science areas tested by the ACT. Students will learn how to think systematically and use the precise logic required for solving typical problems found on the ACT exam. Course will focus on: algebra, geometry, trig, data representation, research summaries, and conflicting viewpoints. Active involvement in and successful completion of the course should lead the student to greater confidence and higher scores on the Math and Science portions ACT exam.

ACT Prep Skills Curriculum

Curriculum Units, Proficiency Scales

COURSE OVERVIEW **COURSE: ACT Prep Skills** **CREDIT(S): 1/2 Unit** **PREREQUISITES: None**	**CURRICULUM WRITTEN: Spring 2015** **BOARD APPROVAL:** **REVISED:**

COURSE DESCRIPTION: Through ACT Prep coursework, students will understand the structure and purpose of the test, acquire test-taking strategies specific to the ACT exam, and will build content knowledge for successful completion of the ACT exam. The curriculum is organized around essential strands including English, reading, writing, and/or science, and math.	**COMMITTEE MEMBERS: Christina Pupillo**

UNITS IN THIS COURSE		DISTRICT COMMON ASSESSMENTS
UNIT TITLE	**UNIT DURATION**	
ACT Prep Skills – All Subjects	18 Weeks	
ACT Prep Skills – Math and Science	18 Weeks	
ACT Prep Skills – English/Reading/Writing	18 Weeks	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE		
TEXTBOOK INFORMATION		**ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES**
TITLE: Princeton Review: Cracking the ACT Premium 2015 Ed.	Publisher: Princeton Review Edition: Author: ISBN:	
TITLE: 500 ACT Math Questions to Know by Test Day	Publisher: McGraw-Hill Edition: Author: ISBN:	
TITLE: 500 ACT Science Questions to Know by Test Day	Publisher: McGraw-Hill Edition: Author: ISBN:	
TITLE: 500 ACT Reading and Writing Questions to Know by Test Day	Publisher: McGraw-Hill Edition: Author: ISBN:	

ACT Prep Skills – All Subjects

Curriculum Units, Proficiency Standards/Scales

CONTENT AREA: ACT Preparation **COURSE: ACT Test Prep**	**UNIT TITLE: Test-Taking Strategies** **UNIT DURATION: 18 weeks**

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: • Reading(s) / Handouts • Textbook	**BIG IDEA(S):** • Understanding the ACT Test and how scores will be used. • Using test-taking strategies on the ACT test will improve a student's score.
ENDURING UNDERSTANDINGS: • Test-taking strategies can be used to help improve test scores.	**ESSENTIAL QUESTIONS:** • Why should a student take the ACT? • What strategies can a student use to complete a multiple choice question?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *GLE/CLE*	**STANDARDS: Content specific standards that will be addressed in this unit.**	**MAJOR STANDARD**	**SUPPORTING STANDARD**
CG 5ai	Understanding the ACT		
CG 5ai	ACT Test-Taking Skills		

OBJECTIVE # 1	Understanding the ACT
REFERENCES/STANDARDS *CCSS*	• CG 5ai

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• The structure of the ACT • The importance of their ACT score	• The subjects that will be tested on the ACT • Their personal scoring goals	• How to compute an ACT score

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Instructional Lesson	• Practice computing scores	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Math, Science, English and Reading	• Standardized test experiences	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Assessment on structure and scoring of the ACT	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Provide additional instruction	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Student presentation on the information	3-4

Strand: Test Taking Strategies			
Standard 1: <u>Understanding the ACT</u>			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to answer questions involving:** • **Structure of the ACT** • **Purpose and scoring goals** • **Compute a raw score** **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• performs basic processes, such as:
	  ○ **showing knowledge to the tests focused on the ACT**
	  ○ **understanding the raw scoring**
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		

	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 2	ACT Test-Taking Skills
REFERENCES/STANDARDS *CCSS*	• CG 5ai

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• The test-taking techniques and when to apply them	• The practical skills that should be done before and during the ACT Test	• Use process of elimination, working backwards, and eliminating outliers to answer questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Instructional Lesson	• Practice using test-taking strategies	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Math, Science, English and Reading	• Standardized test experiences	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Assessment on structure and scoring of the ACT	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Provide additional instruction	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Student presentation on the information	3-4

Strand: ACT Test Taking Strategies			
Standard 2: ACT <u>Testing Skills</u>			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to:** • Apply techniques to approach unknown questions • Multiple choice strategies **The student exhibits no major conceptual or computational errors or omissions.**		• Process of Elimination • Working Backwards • Answering every question • Eliminating Outliers
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • performs basic processes, such as: o reading directions o ordering passages based on strengths (can, can't, come back) o identifying practical skills **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		• Before test o sleep o watch o eat o layers o coming prepared • During test o writing on the test o ranking questions o circling answers in test book o marking questions
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

CONTENT AREA: ACT Preparation COURSE: ACT Test Prep	UNIT TITLE: Algebra UNIT DURATION: 3 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
• **Textbook** • **Graphing Calculators** • **Websites: www.usatestprep.com, www.learningexpresshub.com**	• **Pre-Algebra, Elementary Algebra, Intermediate Algebra**
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
• Mathematics allows us to see patterns that might have remained unseen. • Algebra can be used to solve for unknown variables.	• What methods can be used to solve for unknown variables?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *CCSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
HSN-Q.A.2, 8.NS.A.1, 8.EE.A.1, 8.EE.A.4, 7.RP.A.3, 7.EE.A.1, HSS-MD.B.6	Pre- Algebra	x	
HSN-Q.A.3; HSA-CED.A.1,A.2,A.3; HSA-REI.A.1, B.3, B.4, C.7, D.10; HSF-IF.A.1,A.2,C.9, HSF-LE.A.1, A.3	Elementary Algebra	x	

OBJECTIVE # 3	Pre-Algebra
REFERENCES/STANDARDS *CCSS*	• HSN-Q.A.2, 8.NS.A.1, 8.EE.A.1, 8.EE.A.4, 7.RP.A.3, 7.EE.A.1, HSS-MD.B.6

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Conceptual understanding of the real number system • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Algebra Vocabulary • Formulas	• Successfully answer algebra questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Pre-Algebra Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Pre-Algebra Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Pre-Algebra Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Algebra			
Standard 3: Pre-Algebra			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Exponent rules • Rate, proportions, percents, tax, and distance • Central Tendency and probability **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• performs basic processes, such as:
	  ○ Interpreting tables
	  ○ Solve simple Pre-Algebra problems (see sample tasks)
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			Lea worked 22 hours this week and made $132. If she works 15 hours next week at the same pay rate, how much will she make?
			
			(14-8)* (978/2+9)

	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 4	Elementary Algebra	
REFERENCES/STANDARDS *CCSS*	HSN-Q.A.3; HSA-CED.A.1,A.2,A.3; HSA-REI.A.1, B.3, B.4, C.7, D.10; HSF-IF.A.1,A.2,C.9, HSF-LE.A.1, A.3	
WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Conceptual understanding of the real number system • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Algebra Vocabulary • Formulas	• Successfully answer algebra questions on the ACT
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Algebra Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math/Pre-Algebra	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Elementary Algebra Test	Summative	3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Algebra Topics	• Practice	2-3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4
	•	

Strand: Algebra			
Standard 4: Elementary Algebra			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Solve Quadratics • Function Notation • Domain and Range **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • **performs basic processes, such as:** o Graphing linear equations and inequalities o Writing equations for lines o Solving linear systems **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

CONTENT AREA: ACT Preparation COURSE: ACT Math & Science Test Prep	UNIT TITLE: ACT Geometry UNIT DURATION: 3 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
• **Textbook** • **Graphing Calculators** • **Websites: www.usatestprep.com, www.learningexpresshub.com**	• **Plane & Coordinate Geometry, Trigonometry**
ENDURING UNDERSTANDINGS: • Mathematics allows us to see patterns that might have remained unseen. • Geometry can be used to solve for unknown quantities	**ESSENTIAL QUESTIONS:** • What methods can be used to solve for unknown quantities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *CCSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
HSG-C.A.2; HSG-GPE.A.1, A.2, B.5, B.6, B.7; HSG-C.B.5, 8.G.B.8	Coordinate Geometry	x	
HSG-SRT.A.2, B.5; HSG-GMD.A.3; 8.G.B.7; 8.G.6.9; 7.G.A.1; 7.G.B.4	Plane Geometry	x	
HSG-SRT.C.6, C.8, D.11; HSF-TF.A.1, A.2, B.5, C.8	Trigonometry	x	

OBJECTIVE # 5	Coordinate Geometry
REFERENCES/STANDARDS *CCSS*	HSG-C.A.2; HSG-GPE.A.1, A.2, B.5, B.6, B.7; HSG-C.B.5, 8.G.B.8

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Conceptual understanding of the coordinate plane • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Geometry Vocabulary • Formulas	• Successfully answer geometry questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Coordinate Geometry Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Coordinate Geometry Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Geometry Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4
•		

Strand: Geometry			
Standard 5 : <u>Coordinate Geometry</u>			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Parabolas and circles • Given two points, find the slope of the line • Use the distance and midpoint formulas **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • **Recalls formulas, such as:** o Distance formula o Midpoint o Slope • **Performs basic processes, such as**: o Given a graph, find the slope of the lines **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 6	Plane Geometry
REFERENCES/STANDARDS *CCSS*	HSG-SRT.A.2, B.5; HSG-GMD.A.3; 8.G.B.7; 8.G.6.9; 7.G.A.1; 7.G.B.4

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Geometry Vocabulary • Formulas	• Successfully answer geometry questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Plane Geometry Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Plane Geometry Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Geometry Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Geometry			
Standard 6: Plane Geometry			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Volume • Parallel lines and angles • Angle Relationships • Special Right Triangles • Circumference and area • Similar shapes **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • performs basic processes, such as: o Area and Perimeter o Pythagorean Theorem o Scale factors **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 7	Trigonometry
REFERENCES/STANDARDS *CCSS*	HSG-SRT.C.6, C.8, D.11; HSF-TF.A.1, A.2, B.5, C.8

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• The characteristics of the trigonometric functions • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Geometry/Trig Vocabulary • Formulas	• Successfully answer trigonometry questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Teach Trigonometry Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Physics	• Middle School Math, Geometry	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Trigonometry Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Trigonometry Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Geometry

Standard 7: Trigonometry

Level: ACT PREP

Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Right triangles with sine, cosine, and tangent • Unit circle • Transformations of graphs of sine, cosine, and tangent • Identities **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• **performs basic processes, such as:**
	  ○ basic sine, cosine, and tangent functions
	  ○ parent graphs of sine, cosine, and tangent
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		

	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

CONTENT AREA: ACT Preparation COURSE: ACT Math & Science Test Prep	UNIT TITLE: Science UNIT DURATION: 3 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
• **Textbook** • **Websites: www.usatestprep.com, www.learningexpresshub.com**	• **ACT Science Data Representation, ACT Science Research Summaries, ACT Science Conflicting Viewpoints**
ENDURING UNDERSTANDINGS: • Scientific claims must be verified by independent investigations and experiments. • Scientific data can be displayed using charts and graphs.	**ESSENTIAL QUESTIONS:** • To what extent are science and common sense related?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *CCSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
RST.9-10.1 through 10.10, WHST.9-10.9	ACT Science Data Representation	X	
RST.9-10.1 through 10.10; WHST.9-10.2; WHST.9-10.9,	ACT Science Research Summaries	X	
RST.9-10.1 through 10.10; WHST.9-10.1; WHST.9-10.9	ACT Science Conflicting Viewpoints	X	

OBJECTIVE # 8	ACT Science Data Representation
REFERENCES/STANDARDS *CCSS*	• RST.9-10.1 through 10.10, WHST.9-10.9

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand the information displayed in a chart or graph • Interpret what an ACT question is asking students to do	• Science Vocabulary	• Successfully answer science questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Guided Practice	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Mathematics	• Middle & High School Science	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Science Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Data Representation Passages	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Science Reasoning			
Standard 8: Data Representation			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Analyze the Data Presentation • Interpolate • Extrapolate • Mathematical Relationships **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • performs basic processes, such as: o Basic features o Find Information o Variable Correlation **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 9	ACT Science Research Summaries
REFERENCES/STANDARDS *CCSS*	• RST.9-10.1 through 10.10; WHST.9-10.2; WHST.9-10.9,

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand experimental design • Interpret what an ACT question is asking students to do	• Science Vocabulary • How to interpret a given experiment	• Successfully answer science questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Guided Practice	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Mathematics	• Middle & High School Science	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Science Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Research Summary Passages	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Science Reasoning			
Standard 9: Research Summaries			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Experimental Design • Similarities and differences • Predictions and hypotheses • Precision and accuracy **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • **performs basic processes, such as:** o Identify control o Basic similarities and differences **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 10	ACT Science Conflicting Viewpoints

REFERENCES/STANDARDS *CCSS*	• RST.9-10.1 through 10.10; WHST.9-10.1; WHST.9-10.9	
WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Analyze and compare the viewpoints of scientists • Interpret what an ACT question is asking students to do	• Science Vocabulary	• Successfully answer science questions on the ACT
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Guided Practice	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Mathematics	• Middle & High School Science	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Science Test	Summative	3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Conflicting Viewpoints Passages	• Practice	2-3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4
•	•	

Strand: Science Reasoning			
Standard 10: <u>Conflicting Viewpoints</u>			
Level: ACT PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Predictions and hypotheses • Argument support or contradiction **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• performs basic processes, such as:
	  o Identify similarities and differences
	  o Strengths and weaknesses
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		

	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

CONTENT AREA: ACT Preparation **COURSE: ACT Test Prep**	**UNIT TITLE: English Test Exam Essentials** **UNIT DURATION: Six Weeks**

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: • *Reading(s) / Handouts* • *Technology* • *Websites* • *Video Links/DVDs/Recordings*	**BIG IDEA(S):** • **Examine and recognize correct grammar usage, punctuation, spelling, and vocabulary usage in Standard English.**
ENDURING UNDERSTANDINGS: • **Topic Development in Terms of Purpose, Focus, and Organization** • **Knowledge of Language and Sentence Structure** • **Usage and Punctuation Conventions**	**ESSENTIAL QUESTIONS:** • **How does a text develop a topic in regards to purpose and organization?** • **What knowledge of language contributes to the revision of a text?** • **What are the punctuation and usage conventions that are used to contribute to meaning?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	**STANDARDS: Content specific standards that will be addressed in this unit.**	**MAJOR STANDARD**	**SUPPORTING STANDARD**
CCSS.ELA-Literacy.W.11-12.4	Topic Development in Terms of Purpose, Focus, and Organization	X	
CCSS.ELA-Literacy.RI.11-12.5 and CCss.ELA-Literacy.L.11-12.1	Knowledge of Language and Sentence Structure	X	
CCSS.ELA-Literacy L.11-12.1-2	Punctuation and Usage Conventions	X	

OBJECTIVE # 1	Topic Development in Terms of Purpose, Focus, and Organization
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• Literacy.W.11-12.4

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand how to develop a focus in texts with emphasis on organization	• English terminology	• Successfully answer questions on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review the specific subtopics with students	• Use sample text to evaluate for purpose and central idea	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	• Middle School English/Prior High School English	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	DOK 1 – 4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Topic Development in Terms of Purpose and Focus		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** • Evaluate how a text is focused and organized **The student exhibits no major errors or omissions.**	• Use sample text to evaluate for purpose and central idea
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** understand how a text is focused and organized **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 2	Knowledge of Language and Sentence Structure
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• Literacy.RI.11-12.5 and Literacy.L.11-12.1

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand how language and sentence structure effects overall understanding of text	• English terminology	• Successfully answer question on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Use sample text to evaluate word choice for style, tone, and revision	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	Middle School and High School English Classes	DOK 1 – 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Knowledge of Language and Sentence Structure		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** • Evaluate how language and sentence structure effects overall understanding of text **The student exhibits no major errors or omissions.**	• Use sample text to evaluate word choice for style, tone, and revision • Use sample text to evaluate sentence structure for style, tone, and revision
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** understand how language and sentence structure effects overall understanding of text **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 3	Usage and Punctuation Conventions
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• Literacy.L.11-12.1-2

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand how knowledge of conventions contribute to the understanding of a text	• English terminology	• Successfully answer question on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Use sample text to evaluate usage and punctuation	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	• Middle School English/Prior High School English Classes	DOK 1 – 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Usage Conventions and Punctuation		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** evaluate how conventions contribute to enhance the understanding of a text **The student exhibits no major errors or omissions.**	• Grammar and punctuation activities • No red ink type activities
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Understand how knowledge of conventions contribute to the understanding of a text **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

CONTENT AREA: ACT Preparation COURSE: ACT Test Prep	UNIT TITLE: Reading Test Exam Essentials UNIT DURATION: Three Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
● *Reading(s) / Handouts* ● *Technology* ● *Websites* ● *Video Links/DVDs/Recordings*	● Student will be able to read with facility, fluency, and comprehension and be able to evaluate fiction and non-fiction works.
ENDURING UNDERSTANDINGS: ● **Supporting Details (Close Reading) and Word Choice** ● **Themes, Purpose and Point of View** ● **Text Structure** ● **Arguments**	**ESSENTIAL QUESTIONS:** ● **How are supporting details identified by utilizing close reading skills?** ● **What are the main ideas, themes and summaries in a text?** ● **How do sequential, comparative, and causal/effect relationships affect the text?** ● **How do word meanings and word choices affect style and tone?** ● **How does text structure contribute to the complex/subtle meaning of the passage?** ● **How does the main purpose and point of view shape content and style?** ● **How do main ideas and details of a passage support or negate a claim?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.L.11-12.4	Supporting Details (Close Reading) and Word Meaning	X	

CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RL.11-12.6 CCSS.ELA-LITERACY.RI.11-12.6	Themes, Purpose and Point of View	X	
CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.RI.11-12.5	Sequence and Text Structure	X	
CCSS.ELA-LITERACY.RI.11-12.5	Arguments	X	

OBJECTIVE # 1	Supporting Details (Close Reading)		
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• CCSS.ELA-LITERACY.RL.11-12.1, CCSS.ELA-LITERACY.RI.11-12.1 , CCSS.ELA-LITERACY.RL.11-12.4 , CCSS.ELA-LITERACY.RI.11-12.4, CCSS.ELA-LITERACY.L.11-12.4		
WHAT SHOULD STUDENTS…			
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*		**BE ABLE TO DO?** *Skills; Products*
• Understand close reading skills for locating basic facts and conclusions, supporting details, synthesizing text and determining word meaning.	• English terminology		• Successfully answer questions on the English ACT test
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**		**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review the specific subtopics with students	• Use sample text to evaluate for purpose and central idea		DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**		
• English/Reading/Writing	• Middle School English/Prior High School English		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions		Summative	DOK 1 – 3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*			
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**		**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities		DOK 1 – 3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*			
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**		**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge		DOK 1 – 4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Supporting Details (Close Reading) CCSS.ELA-LITERACY.RL.11-12.1 , CCSS.ELA-LITERACY.RI.11-12.1, CCSS.ELA-LITERACY.RL.11-12.4, CCSS.ELA-LITERACY.RI.11-12.4, CCSS.ELA-LITERACY.L.11-12.4		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	●
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Utilize close reading skills for locating basic facts and conclusions, supporting details, synthesizing text and determining word meaning. **The student exhibits no major errors or omissions.**	● Use sample text to evaluate for purpose, central idea and context clues.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Understand close reading skills for locating basic facts and conclusions, supporting details, synthesizing text and determining word meaning. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 2	Themes and Point of View
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• CCSS.ELA-LITERACY.RL.11-12.2, CCSS.ELA-LITERACY.RI.11-12.2, CCSS.ELA-LITERACY.RL.11-12.6 , CCSS.ELA-LITERACY.RI.11-12.6

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand the main topics and ideas in a text and utilize supporting details to infer ideas or themes.	• English terminology	• Successfully answer questions on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review the subtopics with students	• Use sample text to evaluate the structure for organization, unity, and cohesion	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	• Middle School English/Prior High School English Classes	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	DOK 1 – 4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Themes and Point of View

CCSS.ELA-LITERACY.RL.11-12.2, CCSS.ELA-LITERACY.RI.11-12.2 , CCSS.ELA-LITERACY.RL.11-12.6 , CCSS.ELA-LITERACY.RI.11-12.6

SCORE	DESCRIPTION	SAMPLE TASKS
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	●
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Evaluate the main topics and ideas in a text and utilize supporting details to infer ideas or themes. **The student exhibits no major errors or omissions.**	● Use sample text to infer ideas or themes.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Understand the main topics and ideas in a text and locate supporting details to infer ideas or themes. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 3	Text Structure
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	● CCSS.ELA-LITERACY.RI.11-12.3, CCSS.ELA-LITERACY.RL.11-12.5, CCSS.ELA-LITERACY.RI.11-12.5

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
● Understand text structure	● English terminology	● Successfully answer question on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
● Additional instruction and activities	● Use sample text to evaluate word choice for style, tone, and revision	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
● English/Reading/Writing	● Middle School English/Prior High School English Classes	DOK 1 – 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
● Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
● Additional instruction and activities	● Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
● Vary the lesson for different levels	● Research the topic and/or create their own assessment to demonstrate knowledge	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Text Structure CCSS.ELA-LITERACY.RI.11-12.3, CCSS.ELA-LITERACY.RL.11-12.5, CCSS.ELA-LITERACY.RI.11-12.5		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	●
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Analyze the impact of the author's choices. ● Analyze how an author's choices contribute to its overall structure and meaning. **The student exhibits no major errors or omissions.**	● Use sample texts to determine how an author's choices impact structure.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Understand text structure. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 4	Arguments
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• CCSS.ELA-LITERACY.RI.11-12.5

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Analyze and evaluate the effectiveness of the structure an author uses in his or her argument, including whether the structure makes points clear, convincing, and engaging.	• English terminology	• Successfully answer question on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Use sample text to evaluate word choice for style, tone, and revision	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	Middle School and High School English Classes	DOK 1 – 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Arguments

CCSS.ELA-LITERACY.RI.11-12.5

SCORE	DESCRIPTION	SAMPLE TASKS
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	●
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Analyze and evaluate the effectiveness of the structure an author uses in his or her argument, including whether the structure makes points clear, convincing, and engaging. **The student exhibits no major errors or omissions.**	● Use sample text to evaluate structure.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Identify the structure an author uses in his or her argument. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

ACT Prep Skills: Math and Science

Curriculum

CONTENT AREA: ACT Preparation COURSE: ACT Math & Science Test Prep	UNIT TITLE: Algebra UNIT DURATION: 6 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
• **Textbook** • **Graphing Calculators** • **Websites: www.usatestprep.com, www.learningexpresshub.com**	• **Pre-Algebra, Elementary Algebra, Intermediate Algebra**
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
• Mathematics allows us to see patterns that might have remained unseen. • Algebra can be used to solve for unknown variables.	• What methods can be used to solve for unknown variables?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *CCSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
HSN-Q.A.2, 8.NS.A.1, 8.EE.A.1, 8.EE.A.4, 7.RP.A.3, 7.EE.A.1, HSS-MD.B.6	Pre- Algebra	x	
HSN-Q.A.3; HSA-CED.A.1,A.2,A.3; HSA-REI.A.1, B.3, B.4, C.7, D.10; HSF-IF.A.1,A.2,C.9, HSF-LE.A.1, A.3	Elementary Algebra	x	
HSN-CN.A.1; HSA-APR.A.1; HSA-REI.A.2, HSF-BF.B.3, HSF-IF.B.5, C.7; HSN-CN.C.8; HSF-LL.A.4; HSG-GPE.A.1, A.2,	Intermediate Algebra	x	

OBJECTIVE # 1	Pre-Algebra
REFERENCES/STANDARDS *CCSS*	• HSN-Q.A.2, 8.NS.A.1, 8.EE.A.1, 8.EE.A.4, 7.RP.A.3, 7.EE.A.1, HSS-MD.B.6

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Conceptual understanding of the real number system • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Algebra Vocabulary • Formulas	• Successfully answer algebra questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Pre-Algebra Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Pre-Algebra Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Pre-Algebra Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Algebra			
Standard 18: Pre-Algebra			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Number and quantity • Scientific Notation and exponent rules • Evaluate expressions • Rate, proportions, percents, tax, and distance • Central Tendency and probability **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• performs basic processes, such as:
	  ○ Arithmetic
	  ○ Interpreting tables
	  ○ Translate Expressions
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		

	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 2	Elementary Algebra
REFERENCES/STANDARDS *CCSS*	HSN-Q.A.3; HSA-CED.A.1,A.2,A.3; HSA-REI.A.1, B.3, B.4, C.7, D.10; HSF-IF.A.1,A.2,C.9, HSF-LE.A.1, A.3

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Conceptual understanding of the real number system • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Algebra Vocabulary • Formulas	• Successfully answer algebra questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Algebra Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math/Pre-Algebra	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Elementary Algebra Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Algebra Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Algebra			
Standard 18: Elementary Algebra			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Operations with Polynomials • Solve Quadratics • Sequences • Interpreting graphs • Function Notation • Domain and Range **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • **performs basic processes, such as:** o Solve multistep linear equations o Graphing linear equations and inequalities o Writing equations for lines o Understanding linear relationships o Solving linear systems o The real number system **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 3	Intermediate Algebra
REFERENCES/STANDARDS *CCSS*	HSN-CN.A.1; HSA-APR.A.1; HSA-REI.A.2, HSF-BF.B.3, HSF-IF.B.5, C.7; HSN-CN.C.8; HSF-LL.A.4; HSG-GPE.A.1, A.2,

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• How complex numbers relate to the number system • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Algebra Vocabulary • Formulas	• Successfully answer algebra questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Teach Advanced Algebra Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math/ Algebra	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Intermediate Algebra Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Advanced Algebra Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Algebra			
Standard 3: <u>Intermediate</u> <u>Algebra</u>			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Graphs of rational functions • Composite functions • Solving with imaginary numbers • Simplify rational expressions • Logarithms • Graphs of conic sections **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • performs basic processes, such as: o Transformations of parent function o Absolute value equations and inequalities o Operations with imaginary numbers **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

CONTENT AREA: ACT Preparation COURSE: ACT Math & Science Test Prep	UNIT TITLE: ACT Geometry UNIT DURATION: 6 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
• **Textbook** • **Graphing Calculators** • **Websites: www.usatestprep.com, www.learningexpresshub.com**	• **Plane & Coordinate Geometry, Trigonometry**
ENDURING UNDERSTANDINGS: • Mathematics allows us to see patterns that might have remained unseen. • Geometry can be used to solve for unknown quantities	**ESSENTIAL QUESTIONS:** • What methods can be used to solve for unknown quantities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *CCSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
HSG-C.A.2; HSG-GPE.A.1, A.2, B.5, B.6, B.7; HSG-C.B.5, 8.G.B.8	Coordinate Geometry	x	
HSG-SRT.A.2, B.5; HSG-GMD.A.3; 8.G.B.7; 8.G.6.9; 7.G.A.1; 7.G.B.4	Plane Geometry	x	
HSG-SRT.C.6, C.8, D.11; HSF-TF.A.1, A.2, B.5, C.8	Trigonometry	x	

OBJECTIVE # 4	Coordinate Geometry
REFERENCES/STANDARDS *CCSS*	HSG-C.A.2; HSG-GPE.A.1, A.2, B.5, B.6, B.7; HSG-C.B.5, 8.G.B.8

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Conceptual understanding of the coordinate plane • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Geometry Vocabulary • Formulas	• Successfully answer geometry questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Coordinate Geometry Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Coordinate Geometry Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Geometry Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Geometry			
Standard 4 : <u>Coordinate Geometry</u>			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Parabolas and circles • Angle measure • Arc and distance in a circle **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • **performs basic processes, such as:** o Distance formula o Midpoint o Locate points on coordinate plane o Slope **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 5	Plane Geometry	
REFERENCES/STANDARDS *CCSS*	HSG-SRT.A.2, B.5; HSG-GMD.A.3; 8.G.B.7; 8.G.6.9; 7.G.A.1; 7.G.B.4	
WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Geometry Vocabulary • Formulas	• Successfully answer geometry questions on the ACT
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Plane Geometry Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Science	• Middle School Math	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Plane Geometry Test	Summative	3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Geometry Topics	• Practice	2-3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Geometry			
Standard 5: Plane Geometry			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Volume • Parallel lines and angles • Angle Relationships • Special Right Triangles • Circumference and area • Similar shapes **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • performs basic processes, such as: o Area and Perimeter o Pythagorean Theorem o Scale factors **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 6	Trigonometry
REFERENCES/STANDARDS *CCSS*	HSG-SRT.C.6, C.8, D.11; HSF-TF.A.1, A.2, B.5, C.8

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• The characteristics of the trigonometric functions • Solving procedures for different situations • Interpret what an ACT question is asking students to do	• Geometry/Trig Vocabulary • Formulas	• Successfully answer trigonometry questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Teach Trigonometry Topics	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Physics	• Middle School Math, Geometry	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Trigonometry Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Re-teach Trigonometry Topics	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Geometry			
Standard 6: Trigonometry			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Right triangles with sine, cosine, and tangent • Unit circle • Transformations of graphs of sine, cosine, and tangent • Identities **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • **performs basic processes, such as:** o basic sine, cosine, and tangent functions o parent graphs of sine, cosine, and tangent **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

CONTENT AREA: ACT Preparation COURSE: ACT Math & Science Test Prep	UNIT TITLE: Science UNIT DURATION: 6 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
• **Textbook** • **Websites: www.usatestprep.com, www.learningexpresshub.com**	• **ACT Science Data Representation, ACT Science Research Summaries, ACT Science Conflicting Viewpoints**
ENDURING UNDERSTANDINGS: • Scientific claims must be verified by independent investigations and experiments. • Scientific data can be displayed using charts and graphs.	**ESSENTIAL QUESTIONS:** • To what extent are science and common sense related?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *CCSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
RST.9-10.1 through 10.10, WHST.9-10.9	ACT Science Data Representation	X	
RST.9-10.1 through 10.10; WHST.9-10.2; WHST.9-10.9,	ACT Science Research Summaries	X	
RST.9-10.1 through 10.10; WHST.9-10.1; WHST.9-10.9	ACT Science Conflicting Viewpoints	X	

OBJECTIVE # 7	ACT Science Data Representation
REFERENCES/STANDARDS *CCSS*	• RST.9-10.1 through 10.10, WHST.9-10.9

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand the information displayed in a chart or graph • Interpret what an ACT question is asking students to do	• Science Vocabulary	• Successfully answer science questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Guided Practice	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Mathematics	• Middle & High School Science	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Science Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Data Representation Passages	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Science Reasoning			
Standard 7: Data Representation			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Analyze the Data Presentation • Interpolate • Extrapolate • Mathematical Relationships **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • performs basic processes, such as: o Basic features o Find Information o Variable Correlation **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 8	ACT Science Research Summaries
REFERENCES/STANDARDS *CCSS*	• RST.9-10.1 through 10.10; WHST.9-10.2; WHST.9-10.9,

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand experimental design • Interpret what an ACT question is asking students to do	• Science Vocabulary • How to interpret a given experiment	• Successfully answer science questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Guided Practice	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Mathematics	• Middle & High School Science	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Science Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Research Summary Passages	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Science Reasoning			
Standard 8: Research Summaries			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Experimental Design • Similarities and differences • Predictions and hypotheses • Precision and accuracy **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • **performs basic processes, such as:** o Identify control o Basic similarities and differences **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

OBJECTIVE # 9	ACT Science Conflicting Viewpoints
REFERENCES/STANDARDS *CCSS*	• RST.9-10.1 through 10.10; WHST.9-10.1; WHST.9-10.9

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Analyze and compare the viewpoints of scientists • Interpret what an ACT question is asking students to do	• Science Vocabulary	• Successfully answer science questions on the ACT

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Guided Practice	• Practice	3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• Mathematics	• Middle & High School Science	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Science Test	Summative	3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review Conflicting Viewpoints Passages	• Practice	2-3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Self-guided assignment	• Practice higher-level ACT Questions	3-4

Strand: Science Reasoning			
Standard 9: <u>Conflicting Viewpoints</u>			
Level: ACT MATH/SCIENCE PREP			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks**
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	**The student will be able to solve problems involving:** • Predictions and hypotheses • Argument support or contradiction **The student exhibits no major conceptual or computational errors or omissions.**		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • performs basic processes, such as: o Identify similarities and differences o Strengths and weaknesses **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	**With help, a partial understanding of the 2.0 content but not the 3.0 content**	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

ACT Prep Skills: English/Reading/Writing

Curriculum

CONTENT AREA: ACT Prep **COURSE: English/Reading/Writing**	**UNIT TITLE: English Test Exam Essentials** **UNIT DURATION: Semester**

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: • *Reading(s) / Handouts* • *Technology* • *Websites* • *Video Links/DVDs/Recordings*	**BIG IDEA(S):** • **Examine and recognize correct grammar usage, punctuation, spelling, and vocabulary usage in Standard English.**
ENDURING UNDERSTANDINGS: • **Topic Development in Terms of Purpose, Focus, and Organization** • **Knowledge of Language and Sentence Structure** • **Usage and Punctuation Conventions**	**ESSENTIAL QUESTIONS:** • **How does a text develop a topic in regards to purpose and organization?** • **What knowledge of language contributes to the revision of a text?** • **What are the punctuation and usage conventions that are used to contribute to meaning?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	**STANDARDS: Content specific standards that will be addressed in this unit.**	**MAJOR STANDARD**	**SUPPORTING STANDARD**
CCSS.ELA-Literacy.W.11-12.4	Topic Development in Terms of Purpose, Focus, and Organization	X	
CCSS.ELA-Literacy.RI.11-12.5 and CCss.ELA-Literacy.L.11-12.1	Knowledge of Language and Sentence Structure	X	
CCSS.ELA-Literacy L.11-12.1-2	Punctuation and Usage Conventions	X	

OBJECTIVE # 1	Topic Development in Terms of Purpose, Focus, and Organization	
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• Literacy.W.11-12.4	
WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand how to develop a focus in texts with emphasis on organization	• English terminology	• Successfully answer questions on the English ACT test
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review the specific subtopics with students	• Use sample text to evaluate for purpose and central idea	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	• Middle School English/Prior High School English	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK1 – 3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	DOK 1 – 4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Topic Development in Terms of Purpose and Focus		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** • Evaluate how a text is focused and organized **The student exhibits no major errors or omissions.**	• Use sample text to evaluate for purpose and central idea
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** understand how a text is focused and organized **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 2	Knowledge of Language and Sentence Structure
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• Literacy.RI.11-12.5 and Literacy.L.11-12.1

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand how language and sentence structure effects overall understanding of text	• English terminology	• Successfully answer question on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Use sample text to evaluate word choice for style, tone, and revision	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	• Middle School English/Prior High School English Classes	DOK 1 – 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Knowledge of Language and Sentence Structure		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** • Evaluate how language and sentence structure effects overall understanding of text **The student exhibits no major errors or omissions.**	• Use sample text to evaluate word choice for style, tone, and revision • Use sample text to evaluate sentence structure for style, tone, and revision
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** understand how language and sentence structure effects overall understanding of text **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 3	Usage and Punctuation Conventions
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• Literacy.L.11-12.1-2

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand how knowledge of conventions contribute to the understanding of a text	• English terminology	• Successfully answer question on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Use sample text to evaluate usage and punctuation	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	• Middle School English/Prior High School English Classes	DOK 1 – 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Usage Conventions and Punctuation		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** evaluate how conventions contribute to enhance the understanding of a text **The student exhibits no major errors or omissions.**	• Grammar and punctuation activities • No red ink type activities
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Understand how knowledge of conventions contribute to the understanding of a text **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

CONTENT AREA: ACT Prep COURSE: English/Reading/Writing	UNIT TITLE: Reading Test Exam Essentials UNIT DURATION: Semester

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
• *Reading(s) / Handouts* • *Technology* • *Websites* • *Video Links/DVDs/Recordings*	• Student will be able to read with facility, fluency, and comprehension and be able to evaluate fiction and non-fiction works.
ENDURING UNDERSTANDINGS: • **Supporting Details (Close Reading) and Word Choice** • **Themes, Purpose and Point of View** • **Text Structure** • **Arguments**	**ESSENTIAL QUESTIONS:** • **How are supporting details identified by utilizing close reading skills?** • **What are the main ideas, themes and summaries in a text?** • **How do sequential, comparative, and causal/effect relationships affect the text?** • **How do word meanings and word choices affect style and tone?** • **How does text structure contribute to the complex/subtle meaning of the passage?** • **How does the main purpose and point of view shape content and style?** • **How do main ideas and details of a passage support or negate a claim?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.L.11-12.4	Supporting Details (Close Reading) and Word Meaning	X	
CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RL.11-12.6	Themes, Purpose and Point of View	X	

CCSS.ELA-LITERACY.RI.11-12.6			
CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.RI.11-12.5	Sequence and Text Structure	X	
CCSS.ELA-LITERACY.RI.11-12.5	Arguments	X	

OBJECTIVE # 1	Supporting Details (Close Reading)		
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• CCSS.ELA-LITERACY.RL.11-12.1, CCSS.ELA-LITERACY.RI.11-12.1 , CCSS.ELA-LITERACY.RL.11-12.4 , CCSS.ELA-LITERACY.RI.11-12.4, CCSS.ELA-LITERACY.L.11-12.4		
WHAT SHOULD STUDENTS…			
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*		**BE ABLE TO DO?** *Skills; Products*
• Understand close reading skills for locating basic facts and conclusions, supporting details, synthesizing text and determining word meaning.	• English terminology		• Successfully answer questions on the English ACT test
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**		**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review the specific subtopics with students	• Use sample text to evaluate for purpose and central idea		DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**		
• English/Reading/Writing	• Middle School English/Prior High School English		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions		Summative	DOK 1 – 3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*			
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**		**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities		DOK 1 – 3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*			
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**		**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge		DOK 1 – 4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Supporting Details (Close Reading) CCSS.ELA-LITERACY.RL.11-12.1 , CCSS.ELA-LITERACY.RI.11-12.1, CCSS.ELA-LITERACY.RL.11-12.4, CCSS.ELA-LITERACY.RI.11-12.4, CCSS.ELA-LITERACY.L.11-12.4		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	●
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Utilize close reading skills for locating basic facts and conclusions, supporting details, synthesizing text and determining word meaning. **The student exhibits no major errors or omissions.**	● Use sample text to evaluate for purpose, central idea and context clues.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Understand close reading skills for locating basic facts and conclusions, supporting details, synthesizing text and determining word meaning. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 2	Themes and Point of View
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• CCSS.ELA-LITERACY.RL.11-12.2, CCSS.ELA-LITERACY.RI.11-12.2, CCSS.ELA-LITERACY.RL.11-12.6 , CCSS.ELA-LITERACY.RI.11-12.6

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Understand the main topics and ideas in a text and utilize supporting details to infer ideas or themes.	• English terminology	• Successfully answer questions on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review the subtopics with students	• Use sample text to evaluate the structure for organization, unity, and cohesion	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	• Middle School English/Prior High School English Classes	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	DOK 1 – 4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Themes and Point of View CCSS.ELA-LITERACY.RL.11-12.2, CCSS.ELA-LITERACY.RI.11-12.2 , CCSS.ELA-LITERACY.RL.11-12.6 , CCSS.ELA-LITERACY.RI.11-12.6		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	●
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Evaluate the main topics and ideas in a text and utilize supporting details to infer ideas or themes. **The student exhibits no major errors or omissions.**	● Use sample text to infer ideas or themes.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Understand the main topics and ideas in a text and locate supporting details to infer ideas or themes. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE # 3	Text Structure
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	● CCSS.ELA-LITERACY.RI.11-12.3, CCSS.ELA-LITERACY.RL.11-12.5, CCSS.ELA-LITERACY.RI.11-12.5

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
● Understand text structure	● English terminology	● Successfully answer question on the English ACT test
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
● Additional instruction and activities	● Use sample text to evaluate word choice for style, tone, and revision	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
● English/Reading/Writing	● Middle School English/Prior High School English Classes	DOK 1 – 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
● Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
● Additional instruction and activities	● Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
● Vary the lesson for different levels	● Research the topic and/or create their own assessment to demonstrate knowledge	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Text Structure CCSS.ELA-LITERACY.RI.11-12.3, CCSS.ELA-LITERACY.RL.11-12.5, CCSS.ELA-LITERACY.RI.11-12.5		
SCORE	**DESCRIPTION**	**SAMPLE TASKS**
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	●
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Analyze the impact of the author's choices. ● Analyze how an author's choices contribute to its overall structure and meaning. **The student exhibits no major errors or omissions.**	● Use sample texts to determine how an author's choices impact structure.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Understand text structure. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

OBJECTIVE #	Arguments
REFERENCES/STANDARDS *i.e. GLE/CLE/MLS/NGSS*	• CCSS.ELA-LITERACY.RI.11-12.5

WHAT SHOULD STUDENTS…		
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	**KNOW?** *Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY*	**BE ABLE TO DO?** *Skills; Products*
• Analyze and evaluate the effectiveness of the structure an author uses in his or her argument, including whether the structure makes points clear, convincing, and engaging.	• English terminology	• Successfully answer question on the English ACT test

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Use sample text to evaluate word choice for style, tone, and revision	DOK 1 – 3
INTERDISCIPLINARY CONNECTION	**PRIOR KNOWLEDGE CONNECTIONS**	
• English/Reading/Writing	Middle School and High School English Classes	DOK 1 – 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	**FORMATIVE OR SUMMATIVE?**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Sample ACT style questions	Summative	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Possible Interventions*		
TEACHER INSTRUCTIONAL ACTIVITY	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Additional instruction and activities	• Remedial activities	DOK 1 – 3

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? *Possible Extensions/Enrichments*		
INSTRUCTIONAL ACTIVITY/METHOD	**STUDENT LEARNING TASK**	**DOK TARGET** (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Vary the lesson for different levels	• Research the topic and/or create their own assessment to demonstrate knowledge	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Arguments

CCSS.ELA-LITERACY.RI.11-12.5

SCORE	DESCRIPTION	SAMPLE TASKS
4.0	**In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**	●
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	**The student:** ● Analyze and evaluate the effectiveness of the structure an author uses in his or her argument, including whether the structure makes points clear, convincing, and engaging. **The student exhibits no major errors or omissions.**	● Use sample text to evaluate structure.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** Identify the structure an author uses in his or her argument. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
LND	**Even with help, no understanding or skill demonstrated.**	

ACT Prep Skills Curriculum

Appendix

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

TURN OVER

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

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The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

TURN OVER

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

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