

School District of the City of St. Charles

ACT Prep Skills Curriculum

Submitted to the Board of Education
July 9, 2015



ACT Prep Skills Curriculum Committee

Lead Facilitator

Ted Happel, St. Charles High School, St. Charles West High School, Assistant Principal

Committee Members

Christina Pupillo, St. Charles High School, Math

ACT Prep Skills Curriculum

TABLE OF CONTENTS

Table of Contents	3
Mission Statement	4
District Vision	4
District Values	
District Goals	
Philosophical Foundations	
Scope and Sequence	
Rationale and Course Descriptions	
ACT Prep Skills Curriculum	
ACT Prep Skills Curriculum Overview	11-12
ACT Prep Skills – All Subjects	13-54
Curriculum Units	
ACT Prep Skills – Math and Science	55-76
Curriculum Units	
ACT Prep Skills – English/Reading/Writing	77-94
Curriculum Units	
Appendix	95
Show Me Standards	

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 T	EST EXAM ESSENTIALS				
1.	Structure of the test	I			
2.	Purpose of the test	I			
3.	Test score usage	I			
ACT T	EST 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			
<u> </u>	A. Concepts	R			
	B. Properties	R			
4.	Expressions, equations, and inequalities	R			
5.					
6.	Properties of plane figures R				
7.	Measurement R				
8.	Functions	R			
SCIEN					
1.	Interpretation of data	R			
2.	Scientific investigation	R			
3.	Evaluation of models, inferences, and experimental results	R			
READ	NG				
1.	Main ideas and author's approach	R			
2.					
3.					
4.	Meanings of words	R			
5.	Generalizations and conclusions	R			
ENGL					
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			
WRITI	NG		
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) 1/2 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) 1/2 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 T	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:	Publisher: Princeton Review			
Princeton Review: Cracking the	Edition:			
ACT Premium 2015 Ed.	Author:			
	ISBN:			
TITLE:	Publisher: McGraw-Hill			
500 ACT Math Questions to	Edition:			
Know by Test Day	Author:			
	ISBN:			
TITLE:	Publisher: McGraw-Hill			
500 ACT Science Questions to	Edition:			
Know by Test Day	Author:			
	ISBN:			
TITLE:	Publisher: McGraw-Hill			
500 ACT Reading and Writing	Edition:			
Questions to Know by Test Day	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

AND THE PARTY OF T				
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 scores.				
ENDURING UNDERSTAND • Test-taking strategies	DINGS: 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? 		
WHA	Γ SHOULD STUDENTS KNOW, UNDERSTA	AND, AND BE ABLE TO DO AT THE END OF TH	IS UNIT?	
	Standards, Concepts, Co	ntent, Skills, Products, Vocabulary		
REFERENCE/STANDARD	STANDARDS: Content specific sta	andards that will be addressed in this unit.	MAJOR	SUPPORTING
GLE/CLE	•		STANDARD	STANDARD
CG 5ai	Understanding the ACT			
CG 5ai	ACT Test-Taking Skills			

OBJECTIVE # 1	Understanding the ACT	7			
REFERENCES/STANDARDS					
CCSS					
CCBS		WHAT SHOULD STUD	ENTS		
UNDERSTAN	ND?	KNOW?		BE ABLE TO DO?	
Concepts; essential truths that giv	ve meaning to the topic;	Facts, Names, Dates, Places	s, Information,	Skills; Products	
ideas that transfer acro		ACADEMIC VOCAB	ULARY	·	
The structure of the ACT		 The subjects that will b 	e tested on the	How to compute an ACT score	
The importance of their A	ACT score	ACT			
·		 Their personal scoring 	goals		
FACIL	ITATING ACTIVITIE	S – STRATEGIES AND MET	HODS FOR TEAC	CHING AND LEARNING	
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNIN	G TASK	DOK TARGET	
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
				4=Extended Thinking)	
 Instructional Lesson Practice computing scores 			3		
INTERDISCIPLINARY CONNECTION PRIOR KN		PRIOR KNOWLEDGE CO	ONNECTIONS		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?					
ASSESSMENT DESCRIPTI		ON	FORMATIVE	DOK TARGET	
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended	
			SUMMATIVE?	Thinking)	
Assessment on structure and scoring of the ACT			Summative	3	
	HOW WILL	WE RESPOND IF STUDENTS		ARNED?	
		Possible Intervention			
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNING TASK		DOK TARGET	
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Provide additional instruction	ction	Practice		2-3	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?					
Possible Extensions/Enrichments					
INSTRUCTIONAL ACTI	VITY/METHOD	STUDENT LEARNING TASK		DOK TARGET	
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
 Self-guided assignment 		 Student presentation of 	n the	3-4	
		information			

	Strand: Test Taking Strategies	
	Standard 1: <u>Understanding the ACT</u>	
	Level: ACT PREP	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Tasks
4.0	taught.	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with	
C	partial success.	
Score 3.0	The student will be able to answer questions involving: • Structure of the ACT	
3.0	Purpose and scoring goals	
	Compute a raw score	
	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	With help, a partial understanding of some of the simpler details and processes and	
1.0	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	Even with help, no understanding or skill demonstrated.	
0.0		

CG 5ai	OBJECTIVE # 2	ACT Test-Taking Skills	S				
WHAT SHOULD STUDENTS UNDERSTAND? KNOW? BE ABLE TO DO?			-				
UNDERSTAND? KNOW? Facts, Names, Dates, Places, Information, ideas that transfer across situations. Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY							
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. • The test-taking techniques and when to apply them • The practical skills that should be done before and during the ACT Test • The test-taking techniques and when to apply them • The practical skills that should be done before and during the ACT Test • TACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING TEACHER INSTRUCTIONAL ACTIVITY • STUDENT LEARNING TASK • Practice using test-taking strategies • Instructional Lesson • Practice using test-taking strategies • Standardized test experiences • Math, Science, English and Reading • Standardized test experiences HOW DOW KNOW WHAT STUDENTS HAVE LEARNED? • Assessment on structure and scoring of the ACT • Assessment on structure and scoring of the ACT • Assessment on structure and scoring of the ACT FACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			WHAT SHOULD STUD	ENTS			
• The test-taking techniques and when to apply them before and during the ACT Test before and during the ACT Test based answer questions on the ACT FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK Instructional Lesson Practice using test-taking strategies INTERDISCIPLINARY CONNECTION PRIOR KNOWLEDGE CONNECTIONS Math, Science, English and Reading Standardized test experiences HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? ASSESSMENT DESCRIPTION ASSESSMENT OF STUDENT STUDENTS HAVE LEARNED? FORMATIVE? ASSESSMENT OF STUDENTS HAVE NOT LEARNED? FORMATIVE? TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK TEACHER INSTRUCTIONAL ACTIVITY TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK TEACHER INSTRUCTIONAL ACTIVITY TIPLE TO ACTIVITY TO ACTIVITY TO ACTIVITY STUDENT LEARNING TASK TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK TEACHER INSTRUCTIONAL ACTIVITY TO ACTIVITY T	UNDERSTAND)?	KNOW?		BE ABLE TO DO?		
The test-taking techniques and when to apply them The practical skills that should be done before and during the ACT Test TEACHER INSTRUCTIONAL ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK TEACHER INSTRUCTIONAL ACTIVITY Practice using test-taking strategies INTERDISCIPLINARY CONNECTION Math, Science, English and Reading TEACHER INSTRUCTIONAL ACTIVITY PRIOR KNOWLEDGE CONNECTIONS Math, Science, English and Reading TEACHER INSTRUCTION ASSESSMENT DESCRIPTION ASSESSMENT DESCRIPTION ASSESSMENT DESCRIPTION TEACHER INSTRUCTIONAL ACTIVITY TEACHER INSTRUCTIONAL ACTIVITY TEACHER INSTRUCTIONAL ACTIVITY TEACHER INSTRUCTIONAL ACTIVITY THE practical skills that should be done before and during the ACT Test Teacher Instructions and eliminating, working backwards, and eliminating outliers to answer questions on the ACT TEACHER INSTRUCTIONAL ACTIVITY THE practical skills that should be done before and during the ACT Test Teacher Instructions and eliminating outliers to answer questions on the ACT Use process of eliminating outliers to answer questions on the ACT Teacher Instruction And Extra Edition (I = Recall, 2 = Skill/Concept, 3 = Strategic Thinking, 4 = Extended Thinking) TEACHER INSTRUCTIONAL ACTIVITY THE practical skill charter and scoring of the ACT The practical skill charter and scoring of eliminating outliers to answer questions on the ACT Teacher Instruction and the ACT Tea		Concepts; essential truths that give meaning to the topic;			Skills; Products		
them before and during the ACT Test 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 ONK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) • Instructional Lesson • Practice using test-taking strategies INTERDISCIPLINARY CONNECTION • Math, Science, English and Reading • Standardized test experiences HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? ASSESSMENT DESCRIPTION FORMATIVE OR SUMMATIVE? • Assessment on structure and scoring of the ACT Summative TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			ACADEMIC VOCAE	BULARY			
answer questions on the ACT FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK OOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) • Instructional Lesson • Practice using test-taking strategies INTERDISCIPLINARY CONNECTION • Math, Science, English and Reading • Standardized test experiences HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? ASSESSMENT DESCRIPTION FORMATIVE OR SUMMATIVE? • Assessment on structure and scoring of the ACT Summative Summative TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	 The test-taking techniques a 	and when to apply	 The practical skills that 	t should be done	 Use process of elimination, working 		
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK OOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) • Instructional Lesson • Practice using test-taking strategies 3 INTERDISCIPLINARY CONNECTION • Math, Science, English and Reading • Standardized test experiences HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? ASSESSMENT DESCRIPTION FORMATIVE OR SUMMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? • Assessment on structure and scoring of the ACT FORMATIVE? Summative TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK OOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) C1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	them		before and during the	ACT Test	backwards, and eliminating outliers to		
TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK Contact					answer questions on the ACT		
Instructional Lesson Instructional Lesson Interdiscription	FACILIT	TATING ACTIVITIE	S – STRATEGIES AND MET	HODS FOR TEAC	CHING AND LEARNING		
Instructional Lesson	TEACHER INSTRUCTION	AL ACTIVITY	STUDENT LEARNIN	NG TASK			
 Instructional Lesson Practice using test-taking strategies INTERDISCIPLINARY CONNECTION Math, Science, English and Reading Standardized test experiences HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? ASSESSMENT DESCRIPTION FORMATIVE OR SUMMATIVE? Assessment on structure and scoring of the ACT Summative Summative TEACHER INSTRUCTIONAL ACTIVITY Practice using test-taking strategies Standardized test experiences FORMATIVE (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 							
INTERDISCIPLINARY CONNECTION • Math, Science, English and Reading • Standardized test experiences HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? ASSESSMENT DESCRIPTION FORMATIVE OR SUMMATIVE? • Assessment on structure and scoring of the ACT HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK POK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) POK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)					C/		
Math, Science, English and Reading			3				
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? ASSESSMENT DESCRIPTION FORMATIVE OR SUMMATIVE? • Assessment on structure and scoring of the ACT 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) DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	INTERDISCIPLINARY CONNECTION PRIOR KNOWLEDGE CONNECTIONS						
ASSESSMENT DESCRIPTION OR OR SUMMATIVE: OR (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) • Assessment on structure and scoring of the ACT Summative Summative OSUMMATIVE: FORMATIVE (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			•				
OR SUMMATIVE? (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) ◆ Assessment on structure and scoring of the ACT HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK OK (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?					
● Assessment on structure and scoring of the ACT Summative 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)	ASSESSMENT DESCRIPTI		ON				
• Assessment on structure and scoring of the ACT HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK ON TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)							
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)					Θ/		
TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	 Assessment on structure an 						
TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		HOW WILL			ARNED?		
(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		1 - 1 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 -					
Thinking)	TEACHER INSTRUCTION.	AL ACTIVITY	STUDENT LEARNING TASK				
• Provide additional instruction • Practice 2-3	Provide additional instruction	on	Practice		2-3		
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?							
Possible Extensions/Enrichments							
INSTRUCTIONAL ACTIVITY/METHOD STUDENT LEARNING TASK DOK TARGET	INSTRUCTIONAL ACTIVI	TY/METHOD			DOK TARGET		
(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)							
• Self-guided assignment • Student presentation on the 3-4	 Self-guided assignment 		Student presentation of	on the	3-4		
information			· ·				

	Strand: ACT Test Taking Strategies	
	Standard 2: ACT Testing Skills	
	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:	 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: • reading directions • ordering passages based on strengths (can, can't, come back) • identifying practical skills However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	 Before test sleep watch eat layers coming prepared During test writing on the test ranking questions circling answers in test book 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.	
Score	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content Even with help, no understanding or skill demonstrated.	
0.0	-	



CONTENT AREA: ACT Preparation COURSE: ACT Test Prep

UNIT TITLE: Algebra UNIT DURATION: 3 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S): • 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 STANDARDS: Content specific standards that will be addressed in this unit. MAJOR SUPPORTI					
CCSS		STANDARD	STANDARD		
HSN-Q.A.2, 8.NS.A.1, 8.EE.A.1, 8.EE.A.4,	Pre- Algebra	X			
7.RP.A.3, 7.EE.A.1, HSS-MD.B.6					
HSN-Q.A.3; HSA-CED.A.1,A.2,A.3;	Elementary Algebra	X			
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					

OBJECTIVE # 3 Pre-Algebra						
REFERENCES/STANDARDS • 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						
CCSS						
	WHAT SHOULD STUDENTS					
UNDERSTAND?	KNOW?	BE ABLE TO DO?				
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products				
ideas that transfer across situations.	ACADEMIC VOCABULARY					
 Conceptual understanding of the real number 	 Algebra Vocabulary 	 Successfully answer algebra questions on 				
system	 Formulas 	the ACT				
 Solving procedures for different situations 						
 Interpret what an ACT question is asking 						
students to do						
	S – STRATEGIES AND METHODS FOR TEA	CHING 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 					
	WE KNOW WHAT STUDENTS HAVE LEAD					
ASSESSMENT DESCRIPTION		DOK TARGET				
	OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				
	SUMMATIVE?	67				
Pre-Algebra Test	Summative	3				
HOW WILL	WE RESPOND IF STUDENTS HAVE NOT LI	EARNED?				
	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				
	E 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>Pre-Algebra</u>	
	Level: ACT PREP	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Tasks
4.0	taught.	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with	
~	partial success.	
Score	The student will be able to solve problems involving:	
3.0	Exponent rules	
	Rate, proportions, percents, tax, and distance County of Theodore and analysis is a second of the second of	
	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	There are no major errors or omissions regarding the simpler details and processes as	Lea worked 22 hours this week and
2.0	the student:	made \$132. If she works 15 hours next
	 performs basic processes, such as: 	week at the same pay rate, how much
	 Interpreting tables 	will she make?
	 Solve simple Pre-Algebra problems (see sample tasks) 	(4.4.0) (0.70/0.0)
		(14-8)* (978/2+9)
	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	
C	3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and	
1.0	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	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content Even with help, no understanding or skill demonstrated.	
0.0	Even with help, no understanding of skill demonstrated.	
0.0		

OBJECTIVE # 4 Elementary Algebra								
REFERENCES/STANDARDS 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								
CCSS								
777 T T T T T T T T T T T T T T T T T T	WHAT SHOULD STUDENTS							
UNDERSTAND?	KNOW?	I. C	BE ABLE TO DO?					
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places ACADEMIC VOCAB	, Information,	Skills; Products					
 ideas that transfer across situations. Conceptual understanding of the real number 	Algebra Vocabulary	ULAK I	Successfully answer algebra questions on					
system	Algebra Vocabulary Formulas		the ACT					
 Solving procedures for different situations 	Formulas		the ACI					
 Interpret what an ACT question is asking 								
students to do								
	 S - STRATEGIES AND MET	HODS FOR TEA	CHING AND I FARNING					
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNIN		DOK TARGET					
TEMENER INSTRUCTIONAL ACTIVITY	STODENT EERINA	GIMOR	(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	ON	FORMATIVE	DOK TARGET					
		OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)					
		SUMMATIVE?	۵,					
Elementary Algebra Test	<u> </u>	Summative	3					
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?								
TEACHER INSTRUCTIONAL ACTIVITY	Possible Intervention STUDENT LEARNIN		DOK TARGET					
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNIN	GIASK	(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			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	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Tasks				
4.0	taught.					
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with					
~	partial success.					
Score	The student will be able to solve problems involving:					
3.0	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	There are no major errors or omissions regarding the simpler details and processes as					
2.0	the student:					
	• performs basic processes, such as:					
	 Graphing linear equations and inequalities 					
	 Writing equations for lines 					
	 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					
C	3.0 content					
	Score With help, a partial understanding of some of the simpler details and processes and					
1.0	some of the more complex ideas and processes.					
C	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content					
Score	Even with help, no understanding or skill demonstrated.					
0.0						



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

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: • Textbook	BIG IDEA(S): • Plane & Coordinate Geometry, Trigonometry
Graphing Calculators	Fiane & Coordinate Geometry, Ingonometry
Websites: <u>www.usatestprep.com</u> , <u>www.learningexpresshub.com</u>	
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
 Mathematics allows us to see patterns that might have remained unseen. 	What methods can be used to solve for unknown quantities?
Geometry 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	REFERENCE/STANDARD STANDARDS: Content specific standards that will be addressed in this MAJOR SUPPORTING					
CCSS	unit.	STANDARD	STANDARD			
HSG-C.A.2; HSG-GPE.A.1, A.2, B.5, B.6, B.7;	Coordinate Geometry	X				
HSG-C.B.5, 8.G.B.8						
HSG-SRT.A.2, B.5; HSG-GMD.A.3; 8.G.B.7;	Plane Geometry	X				
8.G.6.9; 7.G.A.1; 7.G.B.4						
HSG-SRT.C.6, C.8, D.11; HSF-TF.A.1, A.2, B.5,	Trigonometry	X				
C.8						

EFERENCES/STANDARDS HSG-C.A.2; HSG-GPE.A.1, A.2, B.5, B.6, B.7; HSG-C.B.5, 8.G.B.8						
CCSS						
AND DEPOSITANTES	WHAT SHOULD STU		DE 4 DV E 750 D 00			
UNDERSTAND?	KNOW:		BE ABLE TO DO?			
Concepts; essential truths that give meaning to th ideas that transfer across situations.	e topic; Facts, Names, Dates, Pla ACADEMIC VOC		Skills; Products			
 Conceptual understanding of the coording 			Successfully answer geometry questions on			
plane	Geometry vocabula Formulas	ту	the ACT			
 Solving procedures for different situation 			the ACI			
 Interpret what an ACT question is asking 	13					
students to do						
		ETHODS FOR TEA	L CHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVIT			DOK TARGET			
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,			
			4=Extended Thinking)			
Review Coordinate Geometry Topics	Practice		3			
INTERDISCIPLINARY CONNECTION	N PRIOR KNOWLEDGE	CONNECTIONS				
Science	Middle School Math					
	HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?					
ASSESSMENT DES	CRIPTION	FORMATIVE	DOK TARGET			
		OR SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
 Coordinate Geometry Test 		Summative	3			
HOW	WILL WE RESPOND IF STUDEN		EARNED?			
	Possible Interven					
TEACHER INSTRUCTIONAL ACTIVITY	TY STUDENT LEARN	ING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
			Thinking)			
Re-teach Geometry Topics	• Practice	THATE ALBERT	2-3			
HOW W	TILL WE RESPOND IF STUDENTS Possible Extensions/En		LEARNED?			
INSTRUCTIONAL ACTIVITY/METHO			DOK TARGET			
Mornochomman in the life in th	STUDENT LEARNING TASK		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
Self-guided assignment	Practice higher-leve	ACT Questions	3-4			
•						

	Strand: Geometry				
	Standard 5 : Coordinate 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: 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: • Distance formula • Midpoint • Slope • Performs basic processes, such as: • 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 Score 0.0	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 Even with help, no understanding or skill demonstrated.				

OBJECTIVE # 6	lane Geometry					
REFERENCES/STANDARDS H	7					
CCSS						
		WHAT SHOULD STUD	DENTS			
UNDERSTAND	?	KNOW?		BE ABLE TO DO?		
Concepts; essential truths that give n		Facts, Names, Dates, Place		Skills; Products		
ideas that transfer across	situations.	ACADEMIC VOCAL	BULARY			
 Solving procedures for different 	rent situations	 Geometry Vocabulary 		 Successfully answer geometry questions on 		
 Interpret what an ACT quest 	tion is asking	 Formulas 		the ACT		
students to do						
FACILIT	ATING ACTIVITIES	S – STRATEGIES AND MET	THODS FOR TEA	CHING AND LEARNING		
TEACHER INSTRUCTIONAL	AL ACTIVITY	STUDENT LEARNI	NG TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,		
				4=Extended Thinking)		
 Review Plane Geometry Top 	oics	Practice		3		
INTERDISCIPLINARY CO	ONNECTION	PRIOR KNOWLEDGE CONNECTIONS				
• Science		 Middle School Math 				
	HOW DO	WE KNOW WHAT STUDE	NTS HAVE LEAR	NED?		
ASSESS	MENT DESCRIPTION	ON	FORMATIVE	DOK TARGET		
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended		
			SUMMATIVE?	Thinking)		
 Plane Geometry Test 			Summative	3		
	HOW WILL	WE RESPOND IF STUDENT		ARNED?		
		Possible Intervention				
TEACHER INSTRUCTIONA	AL ACTIVITY	STUDENT LEARNI	NG 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 ACTIVI	TY/METHOD	STUDENT LEARNII	NG TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
 Self-guided assignment 		 Practice higher-level A 	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 					
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:					
2.0	 performs basic processes, such as: Area and Perimeter Pythagorean Theorem 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	TIVE # 7 Trigonometry						
REFERENCES/STANDARDS 1	, , , , ,						
CCSS							
		WHAT SHOULD STUI	DENTS				
UNDERSTANI		KNOW?	T C	BE ABLE TO DO?			
Concepts; essential truths that give ideas that transfer across		Facts, Names, Dates, Place		Skills; Products			
 The characteristics of the tr 		ACADEMIC VOCABULARY Geometry/Trig Vocabulary		Successfully answer trigonometry questions			
functions	igonometric	Geometry/frig vocabFormulas	uiai y	on the ACT			
Solving procedures for different states of the states	erent situations	Torridas		on the Act			
Interpret what an ACT questions are a second to the s							
students to do	Stion is asking						
	TATING ACTIVITIE	S – STRATEGIES AND MET	THODS FOR TEA	CHING AND LEARNING			
TEACHER INSTRUCTION		STUDENT LEARNI		DOK TARGET			
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,			
				4=Extended Thinking)			
Teach Trigonometry Topics		Practice		3			
INTERDISCIPLINARY CO	ONNECTION	PRIOR KNOWLEDGE CONNECTIONS					
• Physics		Middle School Math, Geometry					
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?							
ASSESSMENT DESCRIPTION				DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
			OR SUMMATIVE?	Thinking)			
Trigonometry Test			Summative	3			
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?							
Possible Interventions							
				ARIED:			
TEACHER INSTRUCTION	AL ACTIVITY		ons	DOK TARGET			
		Possible Interventi STUDENT LEARNI	ons	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
TEACHER INSTRUCTION • Re-teach Trigonometry Top	pics	Possible Interventi STUDENT LEARNI • Practice	ons NG TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3			
	pics	Possible Interventi STUDENT LEARNI • Practice E RESPOND IF STUDENTS I	ons NG TASK HAVE ALREADY	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3			
Re-teach Trigonometry Top	oics HOW WILL WE	Possible Interventi STUDENT LEARNI • Practice E RESPOND IF STUDENTS I Possible Extensions/Enr	ONS NG TASK HAVE ALREADY ichments	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 LEARNED?			
	oics HOW WILL WE	Possible Interventi STUDENT LEARNI • Practice E RESPOND IF STUDENTS I	ONS NG TASK HAVE ALREADY ichments	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
Re-teach Trigonometry Top	oics HOW WILL WE	Possible Interventi STUDENT LEARNI • Practice E RESPOND IF STUDENTS I Possible Extensions/Enr	ONS NG TASK HAVE ALREADY ichments NG TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
Re-teach Trigonometry Top INSTRUCTIONAL ACTIVE	oics HOW WILL WE	Possible Interventi STUDENT LEARNE • Practice E RESPOND IF STUDENTS I Possible Extensions/Enr STUDENT LEARNE	ONS NG TASK HAVE ALREADY ichments NG TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
Re-teach Trigonometry Top INSTRUCTIONAL ACTIVE	oics HOW WILL WE	Possible Interventi STUDENT LEARNE • Practice E RESPOND IF STUDENTS I Possible Extensions/Enr STUDENT LEARNE	ONS NG TASK HAVE ALREADY ichments NG TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			

	Strand: Geometry					
	Standard 7: <u>Trigonometry</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: 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					
Score 1.0 Score 0.0	3.0 content 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 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:

- Textbook
- Websites: www.usatestprep.com, www.learningexpresshub.com

ENDURING UNDERSTANDINGS:

- Scientific claims must be verified by independent investigations and experiments.
- Scientific data can be displayed using charts and graphs.

BIG IDEA(S):

 ACT Science Data Representation, ACT Science Research Summaries, ACT Science Conflicting Viewpoints

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

OBJECTIVE # 8	ACT Science Data Repr	resentation					
REFERENCES/STANDARDS							
CCSS CCSS							
WHAT SHOULD STUDENTS							
UNDERSTA	ND?	KNOW?		BE ABLE TO DO?			
Concepts; essential truths that gi		Facts, Names, Dates, Place	es, Information,	Skills; Products			
ideas that transfer acro	oss situations.	ACADEMIC VOCABULARY					
 Understand the informati 	ion displayed in a chart	 Science Vocabulary 		 Successfully answer science questions on 			
or graph				the ACT			
 Interpret what an ACT qu 	estion is asking students						
to do							
		S – STRATEGIES AND MET					
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNIN	NG TASK	DOK TARGET			
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,			
				4=Extended Thinking)			
Guided Practice		Practice		3			
	INTERDISCIPLINARY CONNECTION		ONNECTIONS				
Mathematics		Middle & High School Science					
		WE KNOW WHAT STUDE					
ASSES	SSMENT DESCRIPTION			DOK TARGET			
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
<u> </u>			SUMMATIVE? Summative	3			
Science Test	HOWWILL	WE DECDOND IS CELLDEN!		_			
	HOW WILL	WE RESPOND IF STUDENT Possible Intervention		CARNED?			
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNIN		DOK TARGET			
TEACHER INSTRUCTIO	TAL ACTIVITI	STODENT LEARNIN	IG TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
				Thinking)			
Review Data Representat	Review Data Representation Passages Practice			2-3			
		RESPOND IF STUDENTS I	HAVE ALREADY	LEARNED?			
Possible Extensions/Enrichments							
INSTRUCTIONAL ACTIV	VITY/METHOD	STUDENT LEARNIN	NG TASK	DOK TARGET			
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
6.16			OT 0	Thinking)			
 Self-guided assignment Practice higher-level ACT Questions 		CI Questions	3-4				

	Strand: Science Reasoning	
	Standard 8: <u>Data Representation</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: 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: • Basic features • Find Information • 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	
Score 1.0	3.0 content 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					
EFERENCES/STANDARDS • RST.9-10.1 through 10.10; WHST.9-10.2; WHST.9-10.9,						
CCSS						
	WHAT SHOULD STUD	DENTS				
UNDERSTAND?	KNOW?		BE ABLE TO DO?			
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,		Skills; Products			
ideas that transfer across situations.	ACADEMIC VOCABULARY					
Understand experimental design	Science Vocabulary	_	Successfully answer science questions on			
 Interpret what an ACT question is asking students 	 How to interpret a gi 	ven experiment	the ACT			
to do						
FACILITATING ACTIVITIE						
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNI	NG 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		NAME OF THE OWNER OWNER OF THE OWNER OWNE			
	WE KNOW WHAT STUDEN					
ASSESSMENT DESCRIPTION	ON	FORMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
		OR SUMMATIVE?	Thinking)			
Science Test		Summative:	3			
	WE RESPOND IF STUDENT		_			
	Possible Intervention	ons				
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNIN	NG TASK	DOK TARGET			
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
 Review Research Summary Passages 	Practice		2-3			
HOW WILL WI	E RESPOND IF STUDENTS I		LEARNED?			
	Possible Extensions/Enri					
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNIN	NG TASK	DOK TARGET			
	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)					
 Self-guided assignment 	 Practice higher-level A 	ACT Questions	3-4			

	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: • Identify control • 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	
	Even with help, no understanding or skill demonstrated.	

REFERENCES/STANDARDS • RST.9-10.1 through 10.10; WHST.9-10.1; WHST.9-10.9						
CCSS	WHAT SHOULD STUDEN	TS				
UNDERSTAND?	KNOW?	15	BE ABLE TO DO?			
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,		Skills; Products			
ideas that transfer across situations.	ACADEMIC VOCABULARY					
 Analyze and compare the viewpoints of scientists 	 Science Vocabulary 		 Successfully answer science questions on 			
 Interpret what an ACT question is asking students 			the ACT			
to do						
FACILITATING ACTIVITIE	 S - STRATEGIES AND METHO	DS FOR TEA	CHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING T		DOK TARGET			
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,			
			4=Extended Thinking)			
Guided Practice	 Practice 		3			
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONN					
Mathematics	Middle & High School Scient					
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?						
ASSESSMENT DESCRIPTION	ON FORMATIVE OR		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
		MMATIVE?	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		DOK TARGET			
	STUDENT LEARNING TASK		(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: Conflicting Viewpoints				
	Level: ACT PREP				
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Tasks			
4.0	taught.				
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with				
~	partial success.				
Score	The student will be able to solve problems involving:				
3.0	Predictions and hypotheses				
	Argument support or contradiction				
	The student exhibits no major concentual or computational energy or emissions				
	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	There are no major errors or omissions regarding the simpler details and processes as				
2.0	the student:				
	 performs basic processes, such as: 				
	 Identify similarities and differences 				
	 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	With help, a partial understanding of some of the simpler details and processes and				
1.0	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	Even with help, no understanding or skill demonstrated.				
0.0					



CONTENT AREA: ACT Preparation COURSE: ACT Test Prep

UNIT TITLE: English Test Exam Essentials

contribute to meaning?

UNIT DURATION: Six Weeks

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

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?					
	Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR	SUPPORTING		
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD		
CCSS.ELA-Literacy.W.11-	Topic Development in Terms of Purpose, Focus, and Organization	X			
12.4					
CCSS.ELA-Literacy.RI.11-	Knowledge of Language and Sentence Structure	X			
12.5 and CCss.ELA-					
Literacy.L.11-12.1					
CCSS.ELA-Literacy L.11-	CCSS.ELA-Literacy L.11- Punctuation and Usage Conventions				
12.1-2					

OBJECTIVE # 1	Topic Development in Te	erms of Purpose, Focus, and Organ	nization		
REFERENCES/STANDARDS	Literacy.W.11-12	1 / / 6			
i.e. GLE/CLE/MLS/NGSS	·				
		WHAT SHOULD STUDI	ENTS		
UNDERSTA		KNOW?		BE ABLE TO DO?	
Concepts; essential truths that gi ideas that transfer acre		Facts, Names, Dates, Places ACADEMIC VOCAB		Skills; Products	
 Understand how to development emphasis on organization 	•	English terminology		 Successfully answer questions on the English ACT test 	
		ES – STRATEGIES AND METI	HODS FOR TEAC		
TEACHER INSTRUCTION		STUDENT LEARNIN	METHODS FOR TEACHING AND LEARNING RNING TASK DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Review the specific subto	pics with students	 Use sample text to evaluand central idea 	late for purpose	DOK 1 – 3	
INTERDISCIPLINARY	CONNECTION	PRIOR KNOWLEDGE CO	NNECTIONS		
English/Reading/Writing		 Middle School English/P English 	rior High School		
	HOW DO	WE KNOW WHAT STUDEN	TS HAVE LEARN	NED?	
ASSESSMENT DESCRIPTION			FORMATIVE	DOK TARGET	
			OR SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Sample ACT style question	ns		Summative	DOK 1 – 3	
,		WE RESPOND IF STUDENTS	HAVE NOT LEA	ARNED?	
		Possible Intervention			
TEACHER INSTRUCTION	ONAL ACTIVITY	STUDENT LEARNIN	G TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
 Additional instruction and 	dactivities	 Remedial activities 		DOK1 – 3	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments					
INSTRUCTIONAL ACTI	IVITY/METHOD	STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Vary the lesson for different	ent levels	 Research the topic and/or create their own assessment to demonstrate knowledge 		DOK 1 – 4	

STANDA	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:	Use sample text to evaluate for purpose			
	 Evaluate how a text is focused and organized 	and central idea			
	The student exhibits no major errors or omissions.				
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	Domical low covaled as a fit to 2.0 content but major among an amissions recogniting the 2.0 content				
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	CCTIVE # 2 Knowledge of Language and Sentence Structure					
REFERENCES/STANDARDS • Literacy.Rl.11-12	C C C					
i.e. GLE/CLE/MLS/NGSS						
	WHAT SHOULD STUDEN	NTS				
UNDERSTAND?	KNOW?		BE ABLE TO DO?			
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, It		Skills; Products			
ideas that transfer across situations.	ACADEMIC VOCABUL	LARY				
 Understand how language and sentence structure 	 English terminology 		 Successfully answer question on the English 			
effects overall understanding of text			ACT test			
	ES – STRATEGIES AND METHO					
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 evaluat		DOK 1 – 3			
	for style, tone, and revisio					
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CON					
English/Reading/Writing	Middle School and High School Er	•	DOK 1 – 3			
	O WE KNOW WHAT STUDENTS					
ASSESSMENT DESCRIPTI	ON 1	FORMATIVE	DOK TARGET			
		OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,			
		SUMMATIVE?	4=Extended Thinking)			
Sample ACT style questions		Summative	DOK 1 – 3			
HOW WILI	WE RESPOND IF STUDENTS H	HAVE NOT LEA	ARNED?			
	Possible Interventions					
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET			
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,			
A 1 100 - 10	B 11 1 11 11		4=Extended Thinking)			
Additional instruction and activities	Remedial activities	WE ALDEADY	DOK 1 – 3			
HOW WILL W	HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?					
INCORPLICATION AT A CATIVITY MEASURE	Possible Extensions/Enrichm		DOLTARGET			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK		DOK TARGET (1-Decall 2-Skill/Concert 2-Strategie Thinking			
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
Vary the lesson for different levels	Research the tonic and/or.	croato thoir	4-Datchucu Hillikilig)			
vary the lesson for different levels	 Research the topic and/or own assessment to demon 					
		iistiate				
knowledge						

STANDA	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 	 Use sample text to evaluate word choice for style, tone, and revision Use sample text to evaluate sentence 			
	The student exhibits no major errors or omissions.	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 C	onventions			
REFERENCES/STANDARDS • Literacy.L.11-12.:	1-2			
i.e. GLE/CLE/MLS/NGSS				
	WHAT SHOULD STUDEN	NTS		
UNDERSTAND?	KNOW?	_	BE ABLE TO DO?	
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,		Skills; Products	
ideas that transfer across situations.	ACADEMIC VOCABU	LARY		
 Understand how knowledge of conventions 	English terminology		 Successfully answer question on the English 	
contribute to the understanding of a text			ACT test	
	ES – STRATEGIES AND METHO			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	G TASK	DOK TARGET	
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Additional instruction and activities	Use sample text to evalua	ate usage and	DOK 1 – 3	
	punctuation	· ·		
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CON	NNECTIONS		
English/Reading/Writing	Middle School English/Pri	ior High School	DOK 1 – 3	
	English Classes	_		
HOW DO	O WE KNOW WHAT STUDENT	S HAVE LEARN	ED?	
ASSESSMENT DESCRIPTION FORMATIVE DOK TARGET				
		OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
		SUMMATIVE?	4=Extended Thinking)	
Sample ACT style questions		Summative	DOK 1 – 3	
HOW WILL	WE RESPOND IF STUDENTS		ARNED?	
	Possible Interventions			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	G 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 W	E RESPOND IF STUDENTS HA	VE ALREADY I	LEARNED?	
	Possible Extensions/Enrich			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING	G 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 			
own assessment to demonstrate		nstrate		
	knowledge			

STANDA	STANDARD: Usage Conventions and Punctuation			
SCORE	E 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	Grammar and punctuation activities		
		No red ink type activities		
	The student exhibits no major errors or omissions.			
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.			



CCSS.ELA-LITERACY.RI.11-12.4

CCSS.ELA-LITERACY.L.11-12.4

CONTENT AREA: ACT Preparation COURSE: ACT Test Prep

UNIT TITLE: Reading Test Exam Essentials UNIT DURATION: Three Weeks

MATERIALS / INSTRUCTION	AL RESOURCES FOR THIS UNIT:	BIG IDEA(S):			
 Reading(s) / Handot Technology Websites Video Links/DVDs/R 		Student will be able to read with facility, fluency, and comprehension and be able to evaluate fiction and non-fiction works.			
ENDURING UNDERSTANDIN	IGS:	ESSENTIAL QUESTIONS:			
 Supporting Details Themes, Purpose at Text Structure Arguments 	(Close Reading) and Word Choice and Point of View WHAT SHOULD STUDENTS KNOW, UNDERSTA	 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? 			
	Standards, Concepts, Con	tent, Skills, Products, Vocabulary			
i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific stand	lards 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	Supporting Details (Close	Reading) and Word Meaning	X		

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

OBJECTIVE # 1	Supporting De	etails (Close Reading)			
REFERENCES/STANDARDS		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-	
i.e. GLE/CLE/MLS/NGSS	i.e. GLE/CLE/MLS/NGSS LITERACY.L.11-12.4				
		WHAT SHOULD STUD	ENTS		
UNDERST	AND?	KNOW?		BE ABLE TO DO?	
Concepts; essential truths that	give meaning to the topic;	Facts, Names, Dates, Places,	Information,	Skills; Products	
ideas that transfer a	cross situations.	ACADEMIC VOCABUL	ARY		
 Understand close reading s and conclusions, supporting and determining word mea 	g details, synthesizing text	English terminology		Successfully answer questions on the English ACT test	
	FACILITATING ACT	TIVITIES – STRATEGIES AND METH	ODS FOR TEACHI	NG AND LEARNING	
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Review the specific subto	opics with students	Use sample text to evaluate for purpose and central idea		DOK 1 – 3	
INTERDISCIPLINARY	Y CONNECTION	PRIOR KNOWLEDGE CON	NECTIONS		
English/Reading/Writing		Middle School English/Prior High	h School English		
	Н	OW DO WE KNOW WHAT STUDE	NTS HAVE LEARNE	ED?	
	ASSESSMENT DESCRIPTI	ON	FORMATIVE	DOK TARGET	
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
C ACT			SUMMATIVE?	4=Extended Thinking)	
Sample ACT style question			Summative	DOK 1 – 3	
	HOV	N WILL WE RESPOND IF STUDENT Possible Intervent.		(NED?	
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING		DOK TARGET	
TEXTOTER III STREET	TEACHER INSTRUCTIONAL ACTIVITY		17.51	(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 I		ARNED?	
		Possible Extensions/Enr		20//	
INSTRUCTIONAL ACT	TIVITY/METHOD	STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Vary the lesson for different	rent levels	Research the topic and/or create their own assessment to demonstrate knowledge		DOK 1 – 4	

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.RI.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	 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 V	iew				
REFERENCES/STANDARDS	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					
i.e. GLE/CLE/MLS/NGSS	i.e. GLE/CLE/MLS/NGSS					
		WHAT SHOULD STUD KNOW?	ENTS			
	UNDERSTAND?			BE ABLE TO DO?		
Concepts; essential truths that give meaning to the		Facts, Names, Dates, Places, Information,		Skills; Products		
topic; ideas that transf		ACADEMIC VOCABULARY				
 Understand the main to 	•	English terminology		Successfully answer questions on the English ACT		
and utilize supporting d	etails to infer ideas or			test		
themes.						
		TIVITIES – STRATEGIES AND METH				
TEACHER INSTRUCT	TIONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,		
				4=Extended Thinking)		
Review the subtopics with	th students	Use sample text to evaluate		DOK 1 – 3		
INTERDICCIDI IN A	V CONNECTION	organization, unity, and cohe				
INTERDISCIPLINAR		PRIOR KNOWLEDGE CONNECTIONS				
English/Reading/Writing		 Middle School English/Prior High School English Classes 				
	ш	OW DO WE KNOW WHAT STUDE	NTC HAVE LEADIN	-n2		
	ASSESSMENT DESCRIPTI		FORMATIVE	DOK TARGET		
	ASSESSIVILIVI DESCRIPTI	ON	OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,		
		SUMMATIVE?		4=Extended Thinking)		
Sample ACT style questi	ons		Summative	DOK 1 – 3		
Sample Act style questi		WWILL WE RESPOND IF STUDENT				
	1101	Possible Interventi				
TEACHER INSTRUCT	TIONAL ACTIVITY	STUDENT LEARNING		DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,		
				4=Extended Thinking)		
Additional instruction as	nd activities	Remedial activities		DOK 1 – 3		
	HOW \	WILL WE RESPOND IF STUDENTS H	IAVE ALREADY LE	ARNED?		
		Possible Extensions/Enr	ichments			
INSTRUCTIONAL AC	INSTRUCTIONAL ACTIVITY/METHOD STUD		TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,		
				4=Extended Thinking)		
 Vary the lesson for diffe 	rent levels	Research the topic and/or cr	eate their own	DOK 1 – 4		
	·		knowledge			

STANDARD: Themes and Point of View

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	IDARDS • CCSS.ELA-LITERACY.RI.11-12.3, CCSS.ELA-LITERACY.RL.11-12.5, CCSS.ELA-LITERACY			.RI.11-12.5
i.e. GLE/CLE/MLS/NGSS	e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUD	ENTS	
UNDERST	AND?	KNOW?		BE ABLE TO DO?
Concepts; essential truths that		Facts, Names, Dates, Places, Information,		Skills; Products
ideas that transfer a		ACADEMIC VOCABUL	ARY	
Understand text struct	ture	 English terminology 		 Successfully answer question on the English ACT test
	FACILITATING ACT	IVITIES – STRATEGIES AND METH	HODS FOR TEACH	NG AND LEARNING
TEACHER INSTRUCT	IONAL 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
INTERDISCIPLINAR	Y CONNECTION	PRIOR KNOWLEDGE CON	NECTIONS	
• English/Reading/Writi	English/Reading/Writing		r High School	DOK 1 – 3
	НС	W DO WE KNOW WHAT STUDE	NTS HAVE LEARN	ED?
	ASSESSMENT DESCRIPTION	I	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Sample ACT style ques 	stions		Summative	DOK 1 – 3
	HOW	WILL WE RESPOND IF STUDENT	S HAVE NOT LEAF	RNED?
		Possible Intervent	ions	
TEACHER INSTRUCT	IONAL 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 W	ILL WE RESPOND IF STUDENTS I Possible Extensions/Enr		ARNED?
INSTRUCTIONAL AC	TIVITY/METHOD	STUDENT LEARNING		DOK TARGET
	,	3.35E.T. EEATUMO		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Vary the lesson for dif	ferent levels	 Research the topic and/or assessment to demonstrat 		

STANDARD: Text Structure

CORE	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	 Analyze the impact of the author's choices. Analyze how an author's choices contribute to its overall structure and meaning. 	Use sample texts to determine how an author's choices impact structure.
	The student exhibits no major errors or omissions.	
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/STANDARS	· · ·					
i.e. GLE/CLE/MLS/NGSS	e. GLE/CLE/MLS/NGSS					
		WHAT SHOULD STUD	ENTS			
UNDERST	AND?	KNOW?		BE ABLE TO DO?		
Concepts; essential truths that		Facts, Names, Dates, Places, Information,		Skills; Products		
ideas that transfer a		ACADEMIC VOCABULARY				
 Analyze and evaluate the e 		English terminology		Successfully answer question on the English ACT test		
structure an author uses in						
including whether the structure	cture makes points clear,					
convincing, and engaging.						
		TIVITIES – STRATEGIES AND METH				
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Additional instruction and a	activities	Use sample text to evaluate wo	ord choice for	DOK 1 – 3		
		style, tone, and revision				
INTERDISCIPLINARY	CONNECTION	PRIOR KNOWLEDGE CON				
English/Reading/Writing		Middle School and High School English Classes		DOK 1 – 3		
	Н	OW DO WE KNOW WHAT STUDE	NTS HAVE LEARNI	ED?		
	ASSESSMENT DESCRIPTIO	DN	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Sample ACT style questions	5	Summative		DOK 1-3		
	HOV	N WILL WE RESPOND IF STUDENT	S HAVE NOT LEAR	NED?		
		Possible Intervent	ions			
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING	ΓASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Additional instruction and a	activities	 Remedial activities 		DOK 1 – 3		
	HOW \	WILL WE RESPOND IF STUDENTS I	HAVE ALREADY LE	ARNED?		
		Possible Extensions/Enr	ichments			
INSTRUCTIONAL ACT		STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Vary the lesson for different	t levels	Research the topic and/or crea assessment to demonstrate knows				

STANDA	RD: Arguments	
CCSS.ELA-L	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:	Use sample text to evaluate structure.
	 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.	
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

- aller-	
MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
 Textbook 	Pre-Algebra, Elementary Algebra, Intermediate Algebra
Graphing Calculators	
 Websites: <u>www.usatestprep.com</u>, <u>www.learningexpresshub.com</u> 	
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
 Mathematics allows us to see patterns that might have remained 	 What methods can be used to solve for unknown variables?
unseen.	
 Algebra 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	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR	SUPPORTING			
CCSS		STANDARD	STANDARD			
HSN-Q.A.2, 8.NS.A.1, 8.EE.A.1, 8.EE.A.4,	Pre- Algebra	X				
7.RP.A.3, 7.EE.A.1, HSS-MD.B.6						
HSN-Q.A.3; HSA-CED.A.1,A.2,A.3;	Elementary Algebra	X				
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						
HSN-CN.A.1; HSA-APR.A.1; HSA-REI.A.2,	Intermediate Algebra	X				
HSF-BF.B.3, HSF-IF.B.5, C.7; HSN-CN.C.8;						
HSF-LL.A.4; HSG-GPE.A.1, A.2,						

OBJECTIVE # 1 Pre-Algebra						
REFERENCES/STANDARDS • 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						
CCSS						
	WHAT SHOULD STUDENTS					
UNDERSTAND?	KNOW?	BE ABLE TO DO?				
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products				
ideas that transfer across situations.	ACADEMIC VOCABULARY					
 Conceptual understanding of the real number 	 Algebra Vocabulary 	 Successfully answer algebra questions on 				
system	 Formulas 	the ACT				
 Solving procedures for different situations 						
 Interpret what an ACT question is asking 						
students to do						
FACILITATING ACTIVITIE	S – STRATEGIES AND METHODS FOR T	EACHING 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?						
HOW DO	WE KNOW WHAT STUDENTS HAVE LE	ARNED?				
HOW DO ASSESSMENT DESCRIPTION		E DOK TARGET				
	ON FORMATIV OR	E DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended				
	ON FORMATIV OR SUMMATIV	E DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				
ASSESSMENT DESCRIPTION Pre-Algebra Test	ON FORMATIV OR SUMMATIV Summative	E DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3				
ASSESSMENT DESCRIPTION Pre-Algebra Test	ON FORMATIV OR SUMMATIV	E DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3				
ASSESSMENT DESCRIPTION Pre-Algebra Test HOW WILL	ON FORMATIV OR SUMMATIV Summative WE RESPOND IF STUDENTS HAVE NOT Possible Interventions	E DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED?				
ASSESSMENT DESCRIPTION Pre-Algebra Test	ON FORMATIV OR SUMMATIV Summative WE RESPOND IF STUDENTS HAVE NOT	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET				
ASSESSMENT DESCRIPTION Pre-Algebra Test HOW WILL	ON FORMATIV OR SUMMATIV Summative WE RESPOND IF STUDENTS HAVE NOT Possible Interventions	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended				
ASSESSMENT DESCRIPTION Pre-Algebra Test HOW WILL TEACHER INSTRUCTIONAL ACTIVITY	ON FORMATIV OR SUMMATIVI Summative WE RESPOND IF STUDENTS HAVE NOT Possible Interventions STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				
ASSESSMENT DESCRIPTION Pre-Algebra Test HOW WILL TEACHER INSTRUCTIONAL ACTIVITY Re-teach Pre-Algebra Topics	FORMATIVE OR SUMMATIVE Summative WE RESPOND IF STUDENTS HAVE NOT Possible Interventions STUDENT LEARNING TASK • Practice	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3				
ASSESSMENT DESCRIPTION Pre-Algebra Test HOW WILL TEACHER INSTRUCTIONAL ACTIVITY Re-teach Pre-Algebra Topics	ON FORMATIVE OR SUMMATIVE SUMMATIVE SUMMATIVE OF STUDENTS HAVE NOT Possible Interventions STUDENT LEARNING TASK • Practice E RESPOND IF STUDENTS HAVE ALREA	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3				
Pre-Algebra Test HOW WILL TEACHER INSTRUCTIONAL ACTIVITY Re-teach Pre-Algebra Topics HOW WILL WE	FORMATIVE OR SUMMATIVE SUMMATIVE SUMMATIVE SUMMATIVE OF A SUMATIVE OF A SUMMATIVE OF A SUMATIVE OF A SU	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 DY LEARNED?				
ASSESSMENT DESCRIPTION Pre-Algebra Test HOW WILL TEACHER INSTRUCTIONAL ACTIVITY Re-teach Pre-Algebra Topics	ON FORMATIVE OR SUMMATIVE SUMMATIVE SUMMATIVE OF STUDENTS HAVE NOT Possible Interventions STUDENT LEARNING TASK • Practice E RESPOND IF STUDENTS HAVE ALREA	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 DY LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				
Pre-Algebra Test HOW WILL TEACHER INSTRUCTIONAL ACTIVITY Re-teach Pre-Algebra Topics HOW WILL WE	FORMATIVE OR SUMMATIVE SUMMATIVE SUMMATIVE SUMMATIVE OF A SUMATIVE OF A SUMMATIVE OF A SUMATIVE OF A SU	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 DY LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				
Pre-Algebra Test HOW WILL TEACHER INSTRUCTIONAL ACTIVITY Re-teach Pre-Algebra Topics HOW WILL WILL INSTRUCTIONAL ACTIVITY/METHOD	ON OR SUMMATIVE Summative WE RESPOND IF STUDENTS HAVE NOT Possible Interventions STUDENT LEARNING TASK • Practice E RESPOND IF STUDENTS HAVE ALREA Possible Extensions/Enrichments STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 DY LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				
Pre-Algebra Test HOW WILL TEACHER INSTRUCTIONAL ACTIVITY Re-teach Pre-Algebra Topics HOW WILL WILL INSTRUCTIONAL ACTIVITY/METHOD	ON OR SUMMATIVE Summative WE RESPOND IF STUDENTS HAVE NOT Possible Interventions STUDENT LEARNING TASK • Practice E RESPOND IF STUDENTS HAVE ALREA Possible Extensions/Enrichments STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 2-3 DY LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				

	Strand: Algebra	
	Standard 18: <u>Pre-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: Number and quantity Scientific Notation and exponent rules Evaluate expressions Rate, proportions, percents, tax, and distance Central Tendency and probability 	
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 There are no major errors or omissions regarding the simpler details and processes as	
2.0	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							
	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						
CCSS							
WHAT SHOULD STUDENTS							
UNDERSTAND?	KNOW?		BE ABLE TO DO?				
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,		Skills; Products				
ideas that transfer across situations.	ACADEMIC VOCABULARY		6 6 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
Conceptual understanding of the real number	 Algebra Vocabulary 		Successfully answer algebra questions on				
system	 Formulas 		the ACT				
Solving procedures for different situations							
Interpret what an ACT question is asking							
students to do							
	CS – STRATEGIES AND METI						
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	G TASK	DOK TARGET				
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				
Review Algebra Topics	Practice		3				
Review Algebra Topics INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS		3				
Science							
	 Middle School Math/Pre-Algebra WE KNOW WHAT STUDENTS HAVE LEAF 		NED9				
ASSESSMENT DESCRIPTI		FORMATIVE	DOK TARGET				
ASSESSMENT DESCRIPTION	OR		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended				
		SUMMATIVE?	Thinking)				
Elementary Algebra Test	Summative		3				
	WE RESPOND IF STUDENTS	S HAVE NOT LE	ARNED?				
333 322	Possible Intervention						
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	G TASK	DOK TARGET				
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended				
5	5		Thinking) 2-3				
Re-teach Algebra Topics	Practice Practice	AND ALDEADY	-				
HOW WILL WI	E RESPOND IF STUDENTS H. Possible Extensions/Enric		LEARNED?				
INSTRUCTIONAL ACTIVITY/METHOD			DOK TARGET				
INSTRUCTIONAL ACTIVITI/METHOD	STUDENT LEARNING TASK		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)				
Self-guided assignment	Practice higher-level AC	T 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: Solve multistep linear equations Graphing linear equations and inequalities Writing equations for lines Understanding linear relationships Solving linear systems 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			
	S 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,			
CCSS				
	~ ~	WHAT SHOULD STUI	DENTS	77.77.77.70
UNDERSTAN		KNOW?	I C	BE ABLE TO DO?
Concepts; essential truths that give ideas that transfer acros		Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY		Skills; Products
How complex numbers rel		Algebra Vocabulary		Successfully answer algebra questions on
system	ate to the number	Formulas		the ACT
 Solving procedures for diff 	forent cituations	Formulas		the ACI
 Interpret what an ACT que 				
students to do	Stion is asking			
	TATING ACTIVITIE	S – STRATEGIES AND MET	THODS FOR TEA	L CHING AND LEARNING
TEACHER INSTRUCTION		STUDENT LEARNII		DOK TARGET
		2 2 2 2 1 V 1 2 2 2 2 1 V 1 2 2 2 2 2 2	. (0 111011	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
				4=Extended Thinking)
 Teach Advanced Algebra T 	Teach Advanced Algebra Topics			3
INTERDISCIPLINARY C	INTERDISCIPLINARY CONNECTION		ONNECTIONS	
• Science		 Middle School Math/ Algebra 		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?				
ASSESSMENT DESCRIPTI		ON	FORMATIVE	DOK TARGET
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Latamas diata Alashus Tast			SUMMATIVE? Summative	3
Intermediate Algebra Test		WE RESPOND IF STUDENT		
	now will	Possible Intervention		AKNED:
TEACHER INSTRUCTION	NAL ACTIVITY	STUDENT LEARNI		DOK TARGET
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended
				Thinking)
Re-teach Advanced Algebra	•	Practice		2-3
	HOW WILL WE	E RESPOND IF STUDENTS I		LEARNED?
INSTRUCTIONAL ACTIV	TTV/METHOD	Possible Extensions/Enr STUDENT LEARNI		DOK TARGET
INSTRUCTIONAL ACTIV	11 Y/ME I HOD	STUDENT LEARNIN	NG TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Self-guided assignment		Practice higher-level A	ACT Questions	3-4
1				

	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: • Transformations of parent function • Absolute value equations and inequalities • 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 Score 0.0	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 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

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

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?					
	Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this	MAJOR	SUPPORTING		
CCSS	unit.	STANDARD	STANDARD		
HSG-C.A.2; HSG-GPE.A.1, A.2, B.5, B.6, B.7;	Coordinate Geometry	X			
HSG-C.B.5, 8.G.B.8					
HSG-SRT.A.2, B.5; HSG-GMD.A.3; 8.G.B.7;	Plane Geometry	X			
8.G.6.9; 7.G.A.1; 7.G.B.4					
HSG-SRT.C.6, C.8, D.11; HSF-TF.A.1, A.2, B.5,	Trigonometry	X			
C.8					

	rdinate Geometry					
	HSG-C.A.2; HSG-GPE.A.1, A.2, B.5, B.6, B.7; HSG-C.B.5, 8.G.B.8					
CCSS		WWA E CHOW D CENT	TING.			
TANDED CELL VID A		WHAT SHOULD STUD	ENTS	DE ANA ETO DOS		
UNDERSTAND?		KNOW?	I. C	BE ABLE TO DO?		
Concepts; essential truths that give medideas that transfer across situ		Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY		Skills; Products		
Conceptual understanding of the standing			OULANI	Successfully answer geometry questions on		
plane	ne coordinate	Geometry VocabularyFormulas		 Successfully answer geometry questions on the ACT 		
 Solving procedures for different 	t cituations	• Formulas		the ACI		
 Interpret what an ACT question students to do 	i is asking					
	TING ACTIVITIE	S – STRATEGIES AND MET	THONG FOR TEA	CHINC AND I FADNING		
TEACHER INSTRUCTIONAL		STUDENT LEARNIN		DOK TARGET		
TEACHER INSTRUCTIONAL	ACTIVITI	STUDENT LEARNII	NG TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,		
				4=Extended Thinking)		
Review Coordinate Geometry 1	Горісѕ	Practice		3		
INTERDISCIPLINARY CONNECTION		PRIOR KNOWLEDGE CONNECTIONS				
• Science		Middle School Math				
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?						
ASSESSMENT DESCRIPTI		ON	FORMATIVE	DOK TARGET		
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended		
			SUMMATIVE?	Thinking)		
Coordinate Geometry Test			Summative	3		
	HOW WILL	WE RESPOND IF STUDENT		ARNED?		
		Possible Intervention				
TEACHER INSTRUCTIONAL	ACTIVITY	STUDENT LEARNIN	NG TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended		
				Thinking)		
Re-teach Geometry Topics		Practice		2-3		
	HOW WILL WE	E RESPOND IF STUDENTS I	HAVE ALREADY	LEARNED?		
		Possible Extensions/Enri	chments			
INSTRUCTIONAL ACTIVITY	/METHOD	STUDENT LEARNIN	NG TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Self-guided assignment		Practice higher-level A	CT Questions	3-4		
Sen guided assignment		Tractice migner-level A	CI QUESTIONS			

	Strand: Geometry	
	Standard 4 : Coordinate 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: 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: • Distance formula • Midpoint • Locate points on coordinate plane • 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						
		WHAT SHOULD STUI	DENTS			
UNDERSTAN		KNOW?		BE ABLE TO DO?		
Concepts; essential truths that giv	<u> </u>	Facts, Names, Dates, Place		Skills; Products		
ideas that transfer acro	ss situations.	ACADEMIC VOCA	BULARY			
 Solving procedures for dif 	fferent situations	 Geometry Vocabulary 	,	 Successfully answer geometry questions on 		
 Interpret what an ACT qu 	estion is asking	 Formulas 		the ACT		
students to do						
FACIL	ITATING ACTIVITIE	S – STRATEGIES AND MET	THODS FOR TEA	CHING AND LEARNING		
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNI	NG TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,		
	4=Extended Thinking)					
 Review Plane Geometry Topics Practice 3 				3		
INTERDISCIPLINARY CONNECTION PRIOR KNOWLEDGE CONNECTIONS						
• Science		 Middle School Math 				
	HOW DO	WE KNOW WHAT STUDE	NTS HAVE LEAR	NED?		
ASSESSMENT DESCRIPTION			FORMATIVE	DOK TARGET		
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended		
			SUMMATIVE?	Thinking)		
 Plane Geometry Test 			Summative	3		
	HOW WILL	WE RESPOND IF STUDENT		CARNED?		
		Possible Interventi				
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNI	NG TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Re-teach Geometry Topic	CS	Practice		2-3		
	HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?					
		Possible Extensions/Enr				
INSTRUCTIONAL ACTIV	VITY/METHOD	STUDENT LEARNI	NG TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
 Self-guided assignment 		 Practice higher-level A 	ACT Questions	3-4		

	Strand: Geometry	
	Standard 5: Plane Geometry	
	Level: ACT MATH/SCIENCE PREP	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Tasks
4.0	taught.	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The student will be able to solve problems involving:	
3.0	Volume	
3.0	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	There are no major errors or omissions regarding the simpler details and processes as	
2.0	the student:	
	 performs basic processes, such as: 	
	 Area and Perimeter 	
	 Pythagorean Theorem 	
	 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	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
C -	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score	Even with help, no understanding or skill demonstrated.	
0.0		

0.11; HSF-TF.A.1, A.2, B.5, C.8			
WWW.F.GWOVY.B.GMVI	TINE C		
	DENTS	PE + PI E E O P O O	
		BE ABLE TO DO?	
		Skills; Products	
		Cusassi III. anavon trias na mastru sucestiana	
,. •		 Successfully answer trigonometry questions on the ACT 	
• Formulas		off the ACT	
C CTD ATECHE AND MED	CHODG FOD TEA		
		DOK TARGET	
STUDENT LEARNIN	NG TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
		4=Extended Thinking)	
Practice		3	
 Physics Middle School Math, Geometry HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? 			
ON	FORMATIVE	DOK TARGET	
	OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended	
	SUMMATIVE?	Thinking)	
	Summative	3	
		ARNED?	
STUDENT LEARNII	NG TASK	DOK TARGET	
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Practice		2-3	
	HAVE ALREADY	LEARNED?	
STUDENT LEARNII	NG TASK	DOK TARGET	
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended	
• Practice higher level A	CT Questions	Thinking)	
Practice nigher-level A	CI Questions) - 	
	WHAT SHOULD STUD KNOW? Facts, Names, Dates, Place ACADEMIC VOCAR • Geometry/Trig Vocabu • Formulas S - STRATEGIES AND MET STUDENT LEARNIN • Practice PRIOR KNOWLEDGE CO • Middle School Math, O WE KNOW WHAT STUDENT Possible Interventio STUDENT LEARNIN • Practice ERESPOND IF STUDENT Possible Extensions/Enry STUDENT LEARNIN	WHAT SHOULD STUDENTS KNOW? Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY • Geometry/Trig Vocabulary • Formulas S – STRATEGIES AND METHODS FOR TEATSTUDENT LEARNING TASK • Practice PRIOR KNOWLEDGE CONNECTIONS • Middle School Math, Geometry WE KNOW WHAT STUDENTS HAVE LEAR ON FORMATIVE OR SUMMATIVE? Summative WE RESPOND IF STUDENTS HAVE NOT LE Possible Interventions STUDENT LEARNING TASK • Practice E RESPOND IF STUDENTS HAVE ALREADY Possible Extensions/Enrichments STUDENT LEARNING TASK	

	Strand: Geometry	
	Standard 6: <u>Trigonometry</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: 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: 6 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	MATERIALS /	/ INSTRUCTIONAL !	RESOURCES FOR	R THIS UNIT:
--	-------------	-------------------	---------------	--------------

- Textbook
- Websites: www.usatestprep.com, www.learningexpresshub.com

BIG IDEA(S):

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

OBJECTIVE # 7	ECTIVE # 7 ACT Science Data Representation								
REFERENCES/STANDARDS		ough 10.10, WHST.9-10.9							
CCSS (STATE OF THE STATE OF THE									
WHAT SHOULD STUDENTS									
UNDERSTA	KNOW?		BE ABLE TO DO?						
Concepts; essential truths that give meaning to the topic;		Facts, Names, Dates, Places, Information,		Skills; Products					
ideas that transfer across situations.		ACADEMIC VOCABULARY							
 Understand the information displayed in a chart 		 Science Vocabulary 		 Successfully answer science questions on 					
or graph				the ACT					
 Interpret what an ACT question is asking students 									
to do									
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING									
TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARN		STUDENT LEARNII	NG TASK	DOK TARGET					
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,					
				4=Extended Thinking)					
Guided Practice		Practice		3					
INTERDISCIPLINARY CONNECTION		PRIOR KNOWLEDGE CONNECTIONS							
Mathematics	made a man solution								
		WE KNOW WHAT STUDE							
ASSESSMENT DESCRIPTIO		DN	FORMATIVE	DOK TARGET					
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)					
Colores Total			SUMMATIVE? Summative	3					
Science Test		WE DECROND IE CELIDENT		_					
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?									
TEACHED INSTRUCTION	TEACHER INSTRUCTIONAL ACTIVITY Possible Interventions STUDENT LEARNING TASK			DOK TARGET					
TEACHER INSTRUCTIO	NAL ACTIVITI	STODENT LEARNIN	NG TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended					
				Thinking)					
Review Data Representati	ion Passages	Practice		2-3					
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?									
Possible Extensions/Enrichments									
INSTRUCTIONAL ACTIV	VITY/METHOD	STUDENT LEARNI		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: <u>Data Representation</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: • 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: • Basic features • Find Information • 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.					
Score 0.0	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content Even with help, no understanding or skill demonstrated.					

OBJECTIVE #8 ACT Science Research	Summaries				
REFERENCES/STANDARDS • RST.9-10.1 thr	ENCES/STANDARDS • RST.9-10.1 through 10.10; WHST.9-10.2; WHST.9-10.9,				
CCSS					
WHAT SHOULD STUDENTS					
UNDERSTAND?	UNDERSTAND? KNOW?		BE ABLE TO DO?		
Concepts; essential truths that give meaning to the topic;			Skills; Products		
ideas that transfer across situations.	ACADEMIC VOCABUI	LARY			
 Understand experimental design 	 Science Vocabulary 		 Successfully answer science questions on 		
 Interpret what an ACT question is asking students 	 How to interpret a given 	experiment	the ACT		
to do					
FACILITATING ACTIVITIE	CS – STRATEGIES AND METHO	DDS FOR TEAC	CHING 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 CON	NECTIONS			
 Mathematics 	 Middle & High School Science 				
	WE KNOW WHAT STUDENTS				
ASSESSMENT DESCRIPTI	ON FO	ORMATIVE	DOK TARGET		
		OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
		JMMATIVE?	ε,		
Science Test		mmative	3		
HOW WILL	WE RESPOND IF STUDENTS H Possible Interventions	IAVE NOT LE	ARNED?		
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 W	E RESPOND IF STUDENTS HAV Possible Extensions/Enrichn		LEARNED?		
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: Identify control 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.	

BJECTIVE #9 ACT Science Conflicting Viewpoints						
REFERENCES/STANDARDS • RST.9-10.1 through 10.10; WHST.9-10.1; WHST.9-10.9						
CCSS						
	WHAT SHOULD STUDENTS					
UNDERSTAND?	KNOW?	T. C	BE ABLE TO DO?			
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Place ACADEMIC VOCAE		Skills; Products			
ideas that transfer across situations.		OULARI	Conservation of the conser			
Analyze and compare the viewpoints of scientists Analyze and compare the viewpoints of scientists	Science Vocabulary		 Successfully answer science questions on the ACT 			
 Interpret what an ACT question is asking students to do 			the ACI			
10 00						
FACILITATING ACTIVITIES	S STRATECIES AND MET	HODE FOD TEA	CHING AND LEADNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNIN		DOK TARGET			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNIN	GIASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,			
			4=Extended Thinking)			
Guided Practice	Practice		3			
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CO	NNECTIONS				
Mathematics	Middle & High School S	Science				
	WE KNOW WHAT STUDEN					
ASSESSMENT DESCRIPTION	ON	FORMATIVE	DOK TARGET			
		OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
		SUMMATIVE? Summative	<u> </u>			
Science Test	WE RESPOND IF STUDENT		3			
HOW WILL	WE RESPOND IF STUDENTS Possible Interventio		ARNED;			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNIN		DOK TARGET			
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended			
			Thinking)			
Review Conflicting Viewpoints Passages	Practice Practice	AND ALDEADY	2-3			
HOW WILL WE	RESPOND IF STUDENTS H Possible Extensions/Enric		LEARNED?			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNIN		DOK TARGET			
	STUDENT LEARNING TASK		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
Self-guided assignment	Practice higher-level A	CT Questions	3-4			

	Strand: Science Reasoning					
	Standard 9: Conflicting Viewpoints					
	Level: ACT MATH/SCIENCE PREP					
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Tasks				
4.0	taught.					
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with					
~	partial success.					
Score	The student will be able to solve problems involving:					
3.0	Predictions and hypotheses					
	Argument support or contradiction					
	The standard and thick are successful and successfu					
	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	There are no major errors or omissions regarding the simpler details and processes as					
2.0	the student:					
	• performs basic processes, such as:					
	 Identify similarities and differences 					
	 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	With help, a partial understanding of some of the simpler details and processes and					
1.0	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	Even with help, no understanding or skill demonstrated.					
0.0						

ACT Prep Skills: English/Reading/Writing

Curriculum



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

contribute to meaning?

UNIT DURATION: Semester

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

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?					
Standards, Concepts, Content, Skills, Products, Vocabulary					
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR	SUPPORTING		
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD		
CCSS.ELA-Literacy.W.11-	Topic Development in Terms of Purpose, Focus, and Organization	X			
12.4					
CCSS.ELA-Literacy.RI.11-	Knowledge of Language and Sentence Structure	X			
12.5 and CCss.ELA-					
Literacy.L.11-12.1					
CCSS.ELA-Literacy L.11-	Punctuation and Usage Conventions	X			
12.1-2					

OBJECTIVE # 1	Topic Development in Te	erms of Purpose, Focus, and Organ	nization			
REFERENCES/STANDARDS						
i.e. GLE/CLE/MLS/NGSS						
	WHAT SHOULD STUDENTS					
UNDERSTA	UNDERSTAND? KNOW?		BE ABLE TO DO?			
Concepts; essential truths that gi		Facts, Names, Dates, Places		Skills; Products		
ideas that transfer acre		ACADEMIC VOCAB	ULARY			
Understand how to develop a	focus in texts with	 English terminology 		Successfully answer questions on the English ACT		
emphasis on organization				test		
		ES – STRATEGIES AND MET				
TEACHER INSTRUCTION	TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
Review the specific subtopics		Use sample text to evaluate for purpose and central idea		DOK 1 – 3		
INTERDISCIPLINARY	INTERDISCIPLINARY CONNECTION PRIOR KNOWLEDGE CONNECTIONS					
 English/Reading/Writing 		Middle School English/Prior High	gh School English			
	HOW DO	O WE KNOW WHAT STUDEN	TS HAVE LEARN	NED?		
ASSESSMENT DESCRIPTION		ON	FORMATIVE	DOK TARGET		
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,		
			SUMMATIVE?	4=Extended Thinking)		
Sample ACT style questions			Summative	DOK 1 – 3		
	HOW WILL	WE RESPOND IF STUDENTS Possible Intervention		ARNED?		
TEACHER INSTRUCTION	ONAL ACTIVITY	STUDENT LEARNIN	G TASK	DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
 Additional instruction and act 	ivities	Remedial activities		DOK1 – 3		
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments						
INSTRUCTIONAL ACTI	VITY/METHOD	STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Vary the lesson for different le	evels	 Research the topic and/or of 		DOK 1 – 4		
		assessment to demonstrate knowledge				

STANDA	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:	 Use sample text to evaluate for purpose 			
	 Evaluate how a text is focused and organized 	and central idea			
	The student exhibits no major errors or omissions.				
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				
1.5					
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	Literacy.RI.11-12.5 au			
i.e. GLE/CLE/MLS/NGSS				
		WHAT SHOULD STUDI	ENTS	
UNDERSTAND? KNOW?			BE ABLE TO DO?	
	Concepts; essential truths that give meaning to the topic;		, Information,	Skills; Products
ideas that transfer acre		ACADEMIC VOCAB	ULARY	
Understand how language and		 English terminology 		Successfully answer question on the English ACT
effects overall understanding				test
		ES – STRATEGIES AND METI		
TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING TASK		G TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Additional instruction and act	ivities	Use sample text to evaluate style, tone, and revision	word choice for	DOK 1 – 3
INTERDISCIPLINARY	CONNECTION	PRIOR KNOWLEDGE CO	NNECTIONS	
English/Reading/Writing		Middle School English/Prior High School		DOK 1 – 3
		English Classes		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?				
ASSESSMENT DESCRIPTION		ON	FORMATIVE	DOK TARGET
ASS	ESSMENT DESCRIPTION	ON		
ASS	ESSIMENT DESCRIPTION	ON	OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
	ESSIVIEIVI DESCRII II	ON	OR SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Sample ACT style questions			OR SUMMATIVE? Summative	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3
		. WE RESPOND IF STUDENTS Possible Intervention	OR SUMMATIVE? Summative HAVE NOT LEA	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3
	HOW WILL	WE RESPOND IF STUDENTS	OR SUMMATIVE? Summative HAVE NOT LEA	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 ARNED? DOK TARGET
Sample ACT style questions	HOW WILL	L WE RESPOND IF STUDENTS Possible Intervention	OR SUMMATIVE? Summative HAVE NOT LEA	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 ARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Sample ACT style questions	HOW WILL	L WE RESPOND IF STUDENTS Possible Intervention	OR SUMMATIVE? Summative HAVE NOT LEA	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 RNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
Sample ACT style questions TEACHER INSTRUCTION	HOW WILL ONAL ACTIVITY ivities	WE RESPOND IF STUDENTS Possible Intervention STUDENT LEARNIN	OR SUMMATIVE? Summative HAVE NOT LEA STASK AVE ALREADY I	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 RNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3
Sample ACT style questions TEACHER INSTRUCTION	HOW WILL ONAL ACTIVITY ivities HOW WILL W	• Remedial activities RESPOND IF STUDENTS Possible Intervention STUDENT LEARNIN • Remedial activities	OR SUMMATIVE? Summative HAVE NOT LEA S HASK G TASK AVE ALREADY I hments	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 RNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3
 Sample ACT style questions TEACHER INSTRUCTION Additional instruction and act 	HOW WILL ONAL ACTIVITY ivities HOW WILL W	• Remedial activities **E RESPOND IF STUDENTS Possible Intervention STUDENT LEARNIN* • Remedial activities **E RESPOND IF STUDENTS HE Possible Extensions/Enrice**	OR SUMMATIVE? Summative HAVE NOT LEA S HASK G TASK AVE ALREADY I hments	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 RNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 LEARNED?
 Sample ACT style questions TEACHER INSTRUCTION Additional instruction and act 	HOW WILL ONAL ACTIVITY ivities HOW WILL W	• Remedial activities **E RESPOND IF STUDENTS Possible Intervention STUDENT LEARNIN* • Remedial activities **E RESPOND IF STUDENTS HE Possible Extensions/Enrice**	OR SUMMATIVE? Summative HAVE NOT LEA S HASK G TASK AVE ALREADY I hments	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 RNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 LEARNED? DOK TARGET
 Sample ACT style questions TEACHER INSTRUCTION Additional instruction and act 	HOW WILL ONAL ACTIVITY ivities HOW WILL W IVITY/METHOD	• Remedial activities **E RESPOND IF STUDENTS Possible Intervention STUDENT LEARNIN* • Remedial activities **E RESPOND IF STUDENTS HE Possible Extensions/Enrice**	OR SUMMATIVE? Summative SHAVE NOT LEA SS GTASK AVE ALREADY I hments GTASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 RNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Sample ACT style questions TEACHER INSTRUCTIO Additional instruction and act INSTRUCTIONAL ACTIONAL ACT	HOW WILL ONAL ACTIVITY ivities HOW WILL W IVITY/METHOD	• Remedial activities E RESPOND IF STUDENTS H Possible Extensions/Enrice STUDENT LEARNIN	OR SUMMATIVE? Summative HAVE NOT LEA AS G TASK AVE ALREADY I hments G TASK reate their own	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 RNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) DOK 1 – 3 LEARNED? DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

STANDA	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 	 Use sample text to evaluate word choice for style, tone, and revision Use sample text to evaluate sentence 				
	The student exhibits no major errors or omissions.	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 C	onventions		
REFERENCES/STANDARDS	• Literacy.L.11-12.1-2			
i.e. GLE/CLE/MLS/NGSS	,			
		WHAT SHOULD STUDE	ENTS	
UNDERSTA		KNOW?		BE ABLE TO DO?
Concepts; essential truths that gi		Facts, Names, Dates, Places		Skills; Products
ideas that transfer acr		ACADEMIC VOCAB	ULARY	
Understand how knowledge of		 English terminology 		Successfully answer question on the English ACT
contribute to the understandi				test
		ES – STRATEGIES AND METI		
TEACHER INSTRUCTION	ONAL ACTIVITY	STUDENT LEARNIN	G TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Additional instruction and act	ivities	 Use sample text to evaluate punctuation 	usage and	DOK 1 – 3
INTERDISCIPLINARY	CONNECTION	PRIOR KNOWLEDGE CO	NNECTIONS	
English/Reading/Writing		Middle School English/Prior	High School	DOK 1 – 3
		English Classes		
	HOW DO	WE KNOW WHAT STUDEN	TS HAVE LEARN	IED?
ASS	ESSMENT DESCRIPTION	ON	FORMATIVE	DOK TARGET
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
			SUMMATIVE?	4=Extended Thinking)
Sample ACT style questions			Summative	DOK 1 – 3
	HOW WILL	WE RESPOND IF STUDENTS Possible Intervention		ARNED?
TEACHER INSTRUCTION	ONAL ACTIVITY	STUDENT LEARNIN	G TASK	DOK TARGET
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Additional instruction and act	ivities	Remedial activities		DOK 1 – 3
	HOW WILL W	E RESPOND IF STUDENTS H	AVE ALREADY I	LEARNED?
		Possible Extensions/Enric		
INSTRUCTIONAL ACT		STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Vary the lesson for different le	evels	 Research the topic and/or cr 		
		assessment to demonstrate	knowledge	

STANDA	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	Grammar and punctuation activities			
		No red ink type activities			
	The student exhibits no major errors or omissions.	·			
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

A CONTRACTOR OF THE PARTY OF TH	
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:	ESSENTIAL QUESTIONS:
 Supporting Details (Close Reading) and Word Choice Themes, Purpose and Point of View Text Structure Arguments 	 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				
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	Х		

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

OBJECTIVE # 1	Supporting De	etails (Close Reading)			
REFERENCES/STANDARDS	CCSS.ELA-LITERACY.RL.11-12.1, CCSS.ELA-LITERACY.RI.11-12.1, CCSS.ELA-LITERAC			RL.11-12.4 , CCSS.ELA-LITERACY.RI.11-12.4, CCSS.ELA-	
i.e. GLE/CLE/MLS/NGSS	e. GLE/CLE/MLS/NGSS LITERACY.L.11-12.4				
		WHAT SHOULD STUD	ENTS		
UNDERST	AND?	KNOW?		BE ABLE TO DO?	
Concepts; essential truths that	give meaning to the topic;	Facts, Names, Dates, Places,	Information,	Skills; Products	
ideas that transfer a	cross situations.	ACADEMIC VOCABUL	ARY		
 Understand close reading s and conclusions, supporting and determining word mea 	g details, synthesizing text	English terminology		Successfully answer questions on the English ACT test	
	FACILITATING ACT	TIVITIES – STRATEGIES AND METH	ODS FOR TEACHI	NG AND LEARNING	
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Review the specific subto	opics with students	Use sample text to evaluate for purpose and central idea		DOK 1 – 3	
INTERDISCIPLINARY	Y CONNECTION	PRIOR KNOWLEDGE CON	NECTIONS		
• English/Reading/Writing		Middle School English/Prior High School English			
	Н	OW DO WE KNOW WHAT STUDE	NTS HAVE LEARNE	ED?	
	ASSESSMENT DESCRIPTI	ON	FORMATIVE	DOK TARGET	
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
Carrella ACT at the carrella			SUMMATIVE?	4=Extended Thinking) DOK 1 – 3	
Sample ACT style question		AVAILL ME DECOME IF STUDENT	Summative		
	ном	N WILL WE RESPOND IF STUDENT Possible Intervent.		(NED?	
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING		DOK TARGET	
		STODENT LEARNING TASK		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Additional instruction an	 Additional instruction and activities Remedial activities 		DOK 1 – 3		
	HOW	WILL WE RESPOND IF STUDENTS I		ARNED?	
		Possible Extensions/Enr		20//	
INSTRUCTIONAL ACT	IIVITY/METHOD	STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Vary the lesson for differ	rent levels	Research the topic and/or create their own assessment to demonstrate knowledge		DOK 1 – 4	

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.RI.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	 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 V	iew	iew		
REFERENCES/STANDARDS	• 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				
i.e. GLE/CLE/MLS/NGSS	i.e. GLE/CLE/MLS/NGSS				
		WHAT SHOULD STUD	ENTS		
UNDERST		KNOW?		BE ABLE TO DO?	
Concepts; essential truths t		Facts, Names, Dates, Places,		Skills; Products	
topic; ideas that transf		ACADEMIC VOCABU	LARY		
 Understand the main to 	•	English terminology		Successfully answer questions on the English ACT	
and utilize supporting d	etails to infer ideas or			test	
themes.					
		TIVITIES – STRATEGIES AND METH			
TEACHER INSTRUCT	TIONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET	
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
				4=Extended Thinking)	
Review the subtopics with	th students	Use sample text to evaluate		DOK 1 – 3	
INTERDICCIDI IN A	V CONNECTION	organization, unity, and cohe PRIOR KNOWLEDGE CON			
INTERDISCIPLINAR					
English/Reading/Writing		Middle School English/Prior High School Facilish Classes			
	ш	English Classes OW DO WE KNOW WHAT STUDE	NTC HAVE LEADIN	-n2	
	ASSESSMENT DESCRIPTI		FORMATIVE	DOK TARGET	
	ASSESSIVILIVI DESCRIPTI	ON	OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
			SUMMATIVE?	4=Extended Thinking)	
Sample ACT style questi	ons		Summative	DOK 1 – 3	
Sample Act style questi		WWILL WE RESPOND IF STLIDENT	ILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
	1101	Possible Interventi			
TEACHER INSTRUCT	TIONAL ACTIVITY	STUDENT LEARNING		DOK TARGET	
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
				4=Extended Thinking)	
Additional instruction as	nd activities	Remedial activities		DOK 1 – 3	
	HOW \	WILL WE RESPOND IF STUDENTS I	IAVE ALREADY LE	ARNED?	
		Possible Extensions/Enr	ichments		
INSTRUCTIONAL AC	INSTRUCTIONAL ACTIVITY/METHOD STUDENT LEARNING TASK		DOK TARGET		
	·			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
				4=Extended Thinking)	
 Vary the lesson for diffe 	rent levels	Research the topic and/or create their own		DOK 1 – 4	
	assessment to demonstrate knowledge				

STANDARD: Themes and Point of View

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:	Use sample text to infer ideas or themes.
	 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. 	
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	e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUD	FNTS	
UNDERST	AND?	KNOW?		BE ABLE TO DO?
Concepts; essential truths t		Facts, Names, Dates, Places,	Information.	Skills; Products
topic; ideas that transf	_	ACADEMIC VOCABU	-	,
Understand text stru		English terminology		Successfully answer question on the English
		,		ACT test
	FACILITATING ACT	TIVITIES – STRATEGIES AND METI	HODS FOR TEACHI	NG AND LEARNING
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
				4=Extended Thinking)
 Additional instruction 	n and activities	 Use sample text to evaluation 	uate word choice	DOK 1 – 3
		for style, tone, and revi	sion	
INTERDISCIPLINAR	Y CONNECTION	PRIOR KNOWLEDGE CON	NECTIONS	
English/Reading/Wr	iting	 Middle School English/P 	rior High School	DOK 1 – 3
		English Classes		
		OW DO WE KNOW WHAT STUDE	NTS HAVE LEARNI	
	ASSESSMENT DESCRIPTION	ON	FORMATIVE	DOK TARGET
			OR	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
			SUMMATIVE?	4=Extended Thinking)
Sample ACT style qu			Summative	DOK 1 – 3
	HOV	V WILL WE RESPOND IF STUDENT		RNED?
		Possible Intervent		
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
				4=Extended Thinking)
Additional instruction		Remedial activities	141/5 4155-515-5	DOK 1 – 3
	HOW \	WILL WE RESPOND IF STUDENTS		ARNED?
INICTOLICTIONIAL ACC	TIVITY /NACTUCE	Possible Extensions/Eng		DONTABOLT
INSTRUCTIONAL ACTIVITY/METHOD STUDENT LEAF		STUDENT LEARNING	IASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
				4=Extended Thinking)
Vary the lesson for diff	ferent levels	Research the topic and/or	create their own	· Extended Hillings
,	assessment to demonstra			

STANDARD: Text Structure

CORE	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	 Analyze the impact of the author's choices. Analyze how an author's choices contribute to its overall structure and meaning. 	Use sample texts to determine how an author's choices impact structure.
	The student exhibits no major errors or omissions.	
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/STANDARS	REFERENCES/STANDARS • CCSS.ELA-LITERACY.RI.11-12.5			
i.e. GLE/CLE/MLS/NGSS				
		WHAT SHOULD STUD	ENTS	
UNDERST	AND?	KNOW?		BE ABLE TO DO?
Concepts; essential truths ti	_	Facts, Names, Dates, Places, Information,		Skills; Products
topic; ideas that transfe		ACADEMIC VOCABU	LARY	
Analyze and evaluate the		 English terminology 		Successfully answer question on the English ACT
structure an author uses				test
including whether the st				
clear, convincing, and en				
		TIVITIES – STRATEGIES AND METH		
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING	TASK	DOK TARGET
				(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Additional instruction an	nd activities	Use sample text to evaluate	word choice for	DOK 1 – 3
		style, tone, and revision		
INTERDISCIPLINAR	Y CONNECTION	PRIOR KNOWLEDGE CON		
English/Reading/Writing		Middle School and High School English Classes		DOK 1 – 3
	Н	OW DO WE KNOW WHAT STUDE	NTS HAVE LEARNI	ED?
	ASSESSMENT DESCRIPTION	DN	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Sample ACT style questions	5		Summative	DOK 1 – 3
	HOV	W WILL WE RESPOND IF STUDENT	S HAVE NOT LEAF	RNED?
		Possible Intervent	ions	
TEACHER INSTRUCT	TEACHER INSTRUCTIONAL ACTIVITY STUDENT LEARNING		TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Additional instruction and a	activities	Remedial activities		DOK 1-3
	HOW \	WILL WE RESPOND IF STUDENTS I		ARNED?
		Possible Extensions/Enr		
INSTRUCTIONAL ACT	FIVITY/METHOD	STUDENT LEARNING		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
 Vary the lesson for different levels Research the topic and/or creasesessment to demonstrate k 				

STANDA	RD: Arguments	
CCSS.ELA-L	ITERACY.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:	Use sample text to evaluate structure.
	 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.	
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

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 everincreasing 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



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

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.

Il 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.

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 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

URN OVER

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 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