

Course: SAT Prep - English
Unit #: Reading - Unit 1

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.e of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
 - NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - **21st Century Life & Career Standards**

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
 - All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **Interdisciplinary Content Standards**
 - List any standards from other content areas that apply to this unit.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage

of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to read and comprehend texts of varied genres, purposes, subjects, and complexities; and recognize how the author's choices within a text help to achieve the author's purpose.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Enduring Understandings

Students will understand that . . .

EU 1

recognizing context and mode (persuasive, definition, cause and effect, etc) inform a reader's ability to comprehend a text.

EU 2

interpretation of data is just as important as interpretation of facts.

EU 3

the ability/ being able to use context and root words to interpret the meaning of unfamiliar words is a valuable life skill.

EU 4

each passage contains a purpose, claim, and intended audience which shape/impact the choices made by the writer.

Essential Questions

EU 1

- How do the events occurring at the time a text is created impact the argument?
- How/Why do writers strategically use choices that are reflective of their experience and purpose?
- Why are some skill-sets and forms of analysis better matched to one type of writing over another?
- What is active reading and how does it help us to quickly and accurately understand a text?
- What do we (as readers) do that creates confusion and/or misunderstanding when analyzing a text?

EU 2

- How do authors use visual representations of data to strengthen and expand their claims?
- How is data analyzed and is there only one way to view data?
- What types of data are referenced in the SAT reading section?

EU 3

- Why are contextual reading strategies necessary?
- What strategies can we use to better understand difficult texts?
- How does choice of diction change the impact on the audience ?

EU 4

- In what ways is a passage's tone or meaning influenced by its audience and purpose?
- How does an author support his or her claim effectively?

<p><i>EU 5</i> a rhetorical relationship exists between the speaker's/writer's purpose, the information within the passage and the way a passage is structured.</p>	<p><i>EU 5</i></p> <ul style="list-style-type: none"> • How do an author's choices (tools and ideas used to support a central idea) and experience influence the meaning of a passage? • How and why do authors use evidence from different genres to support their arguments? • How can the reorganization of a passage or the changing of evidence change the impact? • How does a writer strategically use organization and structure to impact an audience/reader?
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • how to recognize the differences between the types of SAT passages used: classic and contemporary U.S. and World Literature, History/Social Studies, and Science. (NJSLSA.R6.) • the types of questions and common question stems utilized in passages.(NJSLSA.R4.) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • how to read charts, graphs, and data presented. (NJSLSA.R4.) (NJSLSA.R5.) • types of questions utilized in passages. (NJSLSA.R5.) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • how to find contextual clues (comparison, contrast, inference).(NJSLSA.R4.) • How to identify key words and line references in a sentence stem. (NJSLSA.R4.) 	<p><u>Skills</u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify the origin and historical context of a passage or document. (NJSLSA.R1.) • apply knowledge of the genre and those specific reading strategies appropriate to the context of the passage.(NJSLSA.R5.) • Identify and create questions unique to the genre of a chosen SAT passage. (NJSLSA.R4.) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify the purpose of the data presented.(NJSLSA.R4.) (NJSLSA.R5.) • analyze the effectiveness of the data.(NJSLSA.R5.) • synthesize the relationship between the data and the text. (NJSLSA.R4.) (NJSLSA.R5.) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • identify and interpret the context clues in a passage to best understand the meaning of a word.(NJSLSA.R4.) • define and use vocabulary words as well as their synonyms and antonyms. (NJSLSA.R4.)

EU 4

- the rhetorical triangle (speaker, audience, purpose) exists within each passage. (NJSLSA.R3.) (NJSLSA.R6.)
- how one aspect of the triangle is influenced by the others. (NJSLSA.R6.)
- how claims are built to achieve a goal.(NJSLSA.R2.)
- types of questions utilized in passages. (NJSLSA.R1.) (NJSLSA.R4).

EU 5

- the ways an author uses style and content to persuade the audience. (NJSLSA.R6.)
- the importance of evidence to achieve a goal. (NJSLSA.R2.)
- how organization of information contributes to the power, persuasiveness, or beauty of the text. (NJSLSA.R5.)

EU 4

- Identify and describe the intended audience.(NJSLSA.R3.) (NJSLSA.R6.)
- identify and explain the claim. (NJSLSA.R1.)
- evaluate the claim's effectiveness. (NJSLSA.R1.) (NJSLSA.R1.)
- determine an author's point of view and purpose in a text. (NJSLSA.R1.) (NJSLSA.R2.)
- Create questions that assess the validity of an author's claim. (NJSLSA.W5.)
- Rate value of questions and revise/edit if necessary. (NJSLSA.R1.) (NJSLSA.W5.)

EU 5

- identify and discuss persuasive writing techniques (rhetoric) within a given text. (NJSLSA.R3.) (NJSLSA.R4.) (NJSLSA.R6.)
- examine and rate the strengths of the relationship between style, organization, evidence, and purpose.
- evaluate how evidence enhances or detracts from the author's purpose.(NJSLSA.R6.)
- postulate how different evidence could strengthen or weaken the author's purpose or claim. (NJSLSA.R2.) (NJSLSA.R3.) (NJSLSA.W5.)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

For example:

- *Mini-lessons on identifying purpose, claim, and intended audience. (A, EU4)*
- *Give students multiple sets of questions from the SAT. Have them highlight words and phrases in the sentence stems that are repeated in different questions to identify patterns. (A, EU5)*
- *Mini-lessons on elements of rhetoric. (A, EU4, EU5)*
- *Review sample test material to gain familiarity with the structure and expectations. (A, EU4, EU 5)*
- *Find and identify higher-level vocabulary in newspapers, magazines, historical documents, and scientific texts. (A, EU3)*
- *Give students a list of commonly used sentence stems from the SAT Reading Section. Have students find the sentence stems as used in a practice test and explain what each question is trying to evaluate (the student's ability to...) (A, M, EU4)*
- *Select and define unknown vocabulary words in a sample document and generate appropriate synonyms/antonyms. (A, M, EU3)*
- *Work with a group to discuss and evaluate correct and incorrect answers to standardized test questions. (A, M, EU1, EU3)*
- *Analyze and break down reading passages to determine point of view, audience, and purpose. (M, EU1, EU4, EU5)*
- *Give students a passage that has been cut up into sections or paragraphs. Have them place the paragraphs in order and then explain their reasoning, noting how the structure/order impacts the meaning and the writer's ability to achieve their purpose. (A, M EU4, EU5)*
- *Create slides with excerpts from Sample SAT Passages that contain challenging/little known vocabulary words. Have students work in pairs to create their own definitions based upon the context clues. For each definition they create, each pair must identify the textual evidence (context clues) used to support their definition. Have pairs share their definitions with the class and award points for student-generated definitions that most closely align with the dictionary definition. (A, M, T, EU4)*
- *Have students complete the practice questions for one passage from a Reading section of the SAT. Then place them in pair and have them retake the same test with a partner, discussing their reasoning for each of their individual answers as they work together to choose the best answer. Go over the answers as a class and award points for the most correct answers. (A, M,T, EU1, EU2, EU3, EU4, EU5)*
- *Generate alternative ideas to add to or detract from the author's stance. (A, M,T, EU1, EU2, EU3, EU4, EU5)*
- *Instruct on the various types of charts, graphs, and data and how to correctly read and interpret the data. (A, EU 2)*
- *Explore alternative ways charts, graphs, and data from various contexts and disciplines can be interpreted. (M, EU 2, EU 5)*

- *Introduce students to Khan Academy. Regularly have students login, complete practice activities and note their progress. (A, M, T, EU1, EU2, EU3, EU4, EU5)*
- *Have students create and maintain a log/journal in which they note new vocabulary words they encounter, identify any roots and create ways to remember the words. These could include drawing pictures or cartoons that reflect the word and meaning, creating rhymes that help them to remember the word and meaning, creating a two sentence story for the word, creating a story that is one paragraph long and correctly uses the word a set number of times, etc. (A, M, EU3)*
- *Have students create and maintain a log/journal in which they note their strengths and weaknesses, identify the types of passages and questions they excel and the struggle with, and set personal goals. At the end of the marking period, have students create a study plan that includes the resources (Khan Academy, etc) and a schedule they will use to improve in those areas they have identified as weaknesses and meet their goals. (A, M, T, EU1, EU2, EU3, EU4, EU5)*
- *Use context clues to understand passages. (T, EU 3)*

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	SAT Prep Curriculum 2022 - Unit 1 (Reading)	1 marking period (31 or 32 class days)
2	SAT Prep Curriculum 2022- Unit 2 (Writing and Language)	1 marking period (31 or 32 class days)
3		
4		

Suggested Instructional Materials

Kaplan SAT Prep 2018 Textbook
CollegeBoard SAT Study Guide (2020 Edition)
Khan Academy Website (<https://www.khanacademy.org/>)
College Board Website (<https://satsuite.collegeboard.org/sat>)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.