

Course: SAT Prep - English
Unit #: 2 - Writing and Language

Year of Implementation: 2022-2023

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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.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.RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
 - NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- NJSLAW.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLAW.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **21st Century Life & Career Standards**
 - 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>
 - **9.2.12.CAP.5:** Assess and modify a personal plan to support current interests and postsecondary plans.
- **English Companion Standards**
 - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
 - Grade 9-10 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>
 - Grade 11-12 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.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 apply their learning to examine and revise texts while developing an awareness of the reading-writing connection.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.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

revision is a holistic process.

EU 2

texts vary in complexity and tone and are dependent on purpose and audience.

EU 3

in a written text, ideas must be organized and developed logically.

Essential Questions

EU 1

- How do the parts of a piece work together to enhance the whole?
- How does one small change impact the overall appeal of a text?
- Why is it important to consider context when revising a written work?

EU 2

- How can tone help the writer achieve his or her purpose?
- Can word choice affect how a piece is interpreted?
- How do I tackle complex texts with unfamiliar subject matter?

EU 3

- What is the role of evidence in a text?
- What does logical development look like?

<p><i>EU 4</i> without strategic choices, writing is ineffective.</p>	<ul style="list-style-type: none"> ● How can revising an essay improve organization? <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● What relationship exists between speaker, audience, and purpose? ● Why do writers use rhetorical devices?
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● basic grammar and mechanics rules. (NJSLSA.W5.) ● common errors most likely to appear on the assessment. (NJSLSA.W5.) ● even small revisions within a piece will affect the product as a whole. (NJSLSA.R2.) (NJSLSA.R4.) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● that genre influences word choice. (NJSLSA.R6.) ● that word choice influences tone. (NJSLSA.R4.) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● that claims must be supported by evidence. (NJSLSA.R2.) ● that logic requires expression of ideas in an organized way. (NJSLSA.R5.) ● that student bias is not a factor in the revision process. (NJSLSA.R6.) <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● techniques, strategies, and devices (choices) authors use to achieve their purpose. (NJSLSA.R1.) (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 and fix errors in subject/verb agreement, parallelism, modifier usage, passive voice, sentence fragments and/or run-ons, pronoun usage, faulty comparisons, etc. (NJSLSA.R6.) ● enhance the overall quality of a piece with every small change. (NJSLSA.W5) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● make changes consistent with the author's established tone. (NJSLSA.R4.) (NJSLSA.W5.) ● select word choice that supports tone, genre, and purpose. (NJSLSA.R4.) (NJSLSA.W5.) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● identify evidence. (NJSLA.RI.11-12.1.) ● evaluate effectiveness of organization and evidence. (NJSLSA.R5.) (NJSLA.RI.11-12.1) ● suppress personal feelings while considering a prompt or revision piece. (NJSLAW.11-12.4.) <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● identify the author's purpose. (NJSLSA.R1.) ● revise passages within a text to strengthen appeals to ethos, pathos, and logos. (NJSLAW.11-12.5.)

- rhetorical appeals (ethos, pathos, and logos) are created through an author's choices. (NJSLSA.R6.)

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:

- Reverse engineer a simple machine. **(M,T EU3)**
- Review sample test material to gain familiarity with structure and expectations **(A, EU1, EU2, EU3, EU4)**
- Create a list of common word choice and usage errors **(A, EU1)**
- Mini-lessons on grammar and usage. **(A, M, EU1)**
- Create "Wanted" posters for most common usage errors **(A, M EU1)**
- Give students a passage with a clearly identifiable tone. Have students highlight the words that create the tone. Then, assign each student a different tone and have students revise the piece to match the newly assigned tone by changing the words and phrases they highlighted in the first part of the activity. **(M, EU2)**
- Provide students with an extraordinarily well-written sentence or passage. Break down the structure of the sentence as

class. Then have students use the same structure to write their own sentence and reflect on how the structure of the sentence influences the impact on the reader. **(A, M, EU1, EU 2)**

- Create a quiz which assesses grammar skills. **(M, EU1)**
- Peer and self-edit brief written texts for correct vocabulary usage, varied sentence structure, and grammatical errors. **(M, EU1, EU2)**
- Identify examples of correct and/or incorrect grammar usage in professional writing. **(M, T, EU1, EU2)**
- Select texts from science, history, or literature to analyze rhetoric. **(M, T, EU3, EU4)**
- Select texts from science, history, or literature to analyze rhetorical choices. Then, change the audience for the text and have students explain what revisions would have to made to the text and why **(M, T, EU3, EU4)**
- Create mock standardized test prep questions for the SAT Writing and Language section. **(T, EU1, EU2, EU3, EU4)**

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.