



School District of the City of St. Charles

ACT Prep

Approved by the Board of Education
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**ACT Prep Skills
Curriculum Committee**

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District Mission

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

District Vision

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

District Values

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

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

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

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

School District Philosophical Foundations

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

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

ACT Prep Skills Rationale

ACT preparation is 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.

ACT Prep Skills Program Goals

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 Course Description

ACT Prep's purpose is to develop student's ACT test-taking skills with the goal of increasing test scores. Improved ACT scores can help with college admission and scholarship opportunities. Students will spend one quarter of the semester preparing for the Mathematics and Science tests and the other quarter preparing for the English and Reading tests. Students will switch teachers halfway through the semester. Students will think systematically and practice test-taking strategies required for solving typical problems found on the ACT exam

(Elective) 1/2 unit; 11-12; or grade 10 with teacher/counselor recommendation

Prerequisite: English 1, English 2, Algebra I, and Geometry

ACT PREP Enduring Understandings/Essential Learning Outcomes

Unit 1 (Introduction to ACT): Students will...

- Learn about the structure and purpose of the ACT.
- Learn how the ACT is scored.
- Learn how the ACT affects college admissions and scholarships.
- Set goals, with a focus on growth mindset.

Unit 2 (Number and Quantity): Students will...

- solve problems involving number sets, order of operations, fractions and decimals, exponents and square roots, scientific notation, absolute value, and factors and multiples.
- perform operations with complex numbers.
- perform operations with vectors and matrices.

Unit 3 (Algebra): Students will...

- Evaluate algebraic expressions, perform operations with polynomials, simplify radical and rational expressions, and solve geometric and arithmetic sequences.
- Solve linear equations and inequalities, quadratic equations and inequalities, absolute values and inequalities, systems of equations, polynomials.
- Recognize and use ratios, proportions, and percents.

Unit 4 (Functions): Students will...

- Identify a function given an equation, graph, or table.
- Determine the domain and range of function from an equation or graph.
- Evaluate functions given function notation.
- Choose a function that will model a given situation.
- Understand and interpret the graphs of linear, quadratic, radical, polynomial, logarithmic, and exponential functions.

Unit 5 (Geometry): Students will...

- Review key features of 2-dimensional shapes with an emphasis on triangles.
- Be familiar with properties of angles and angle pair relationships.
- Identify and use key formulas such as distance, midpoint, and pythagorean theorem.
- Describe transformations using coordinates.
- Understand the equation, features, and graph of a circle.
- Identify and use the basic trigonometric ratios and identities.

Unit 6 (Statistics and Probability): Students will...

- Calculate and interpret the mean, median, and mode of a data set.
- Use the fundamental counting principle to calculate the number of possible outcomes.
- Determine the probability of an event.

Unit 7 (Data Representation): Students will...

- Understand the data presented graphically, analyze graphical figures, draw conclusions from the data, assess the validity of the data, and predict future work based on the data.
- Apply strategies to answer questions that use challenging terminology, have unnecessary information give unexpected results, and show unusual data presentation.

Unit 8 (Research Summaries): Students will...

- Identify the scientific question or purpose of the experiment presented
- Create a hypothesis about the experiment's outcome
- Understand the scientific principles and techniques used in the experiment to answer the experimental design questions
- Utilize methods for analyzing the experimental data
- Draw conclusions based on the experiment and the results
- Predict how a change in the experiment will affect the outcome

Unit 9 (Conflicting Viewpoints): Students will...

- Summarize each scientific viewpoint.
- Compare and contrast two scientific viewpoints.
- Draw inferences that connect or relate the viewpoints to one another.
- Use appropriate strategies such as focusing on the big picture, looking at the right viewpoint, and avoiding distractors.

Unit 10 (Parts of Speech): Students will...

- Identify the scoring standards of the English and Reading tests.
- Set a personal goal and identify the action steps to meet the goal.
- Understand the different types of questions asked in the English and Reading tests and the specific knowledge or strategy required to be successful with each question type.

Unit 11 (Punctuation): Students will...

- Explore the unique ways the ACT assesses verbs, subject-verb agreement, adjectives, adverbs, pronoun usage, and possessives with the goal of using strategies to successfully and quickly respond to questions.

Unit 12 (Commonly Confused Words): Students will...

- Explore the unique ways the ACT assesses punctuation, including commas, semicolons, colons, parentheses, and dashes, with the goal of using strategies to successfully and quickly respond to punctuation questions.

Unit 13 (Sentence Structure/ Paragraph): Students will...

- Explore the unique ways the ACT assesses commonly confused words, including idioms, who/whom, homonyms, and contractions, with the goal of using strategies to successfully and quickly respond to punctuation questions.

Unit 14 (Test Specific Structure/ Strategies): Students will...

- Explore the unique ways the ACT assesses sentence structure and paragraph development, including transitions, word choice, conciseness and clarity, author's choice, paragraph sentence sequencing, and paragraph order, with the goal of using strategies to successfully and quickly respond to punctuation questions.

Unit 15 (Reading Meaning of Words): Students will...

- Learn specific vocabulary words relevant to the ACT and explore strategies for finding the meaning of unfamiliar vocabulary words through context clues, with the goal of using strategies to successfully and quickly respond to vocabulary questions

Unit 16 (Main Ideas and Specific Details): Students will...

- Explore the unique ways the ACT assesses main idea and supporting detail, including their role in defending a claim, with the goal of using strategies to successfully and quickly respond to main idea, supporting detail, and author's intent questions.

Unit 17 (Reading Comprehension): Students will...

- Explore the unique ways the ACT assesses reading comprehension, with the goal of using strategies to successfully and quickly draw conclusions, make inferences, and identify sequential, comparative and causal relationships within a passage.

ACT Prep Skills Course Overview	
Grade level(s): 11-12 (10 - with counselor or teacher recommendation)	Credits earned: .5
Course Rationale	Course Description
<p>ACT 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.</p>	<p>ACT Prep’s purpose is to develop student’s ACT test-taking skills with the goal of increasing test scores. Improved ACT scores can help with college admission and scholarship opportunities. Students will spend one quarter of the semester preparing for the Mathematics and Science tests and the other quarter preparing for the English and Reading tests. Students will switch teachers halfway through the semester. Students will think systematically and practice test-taking strategies required for solving typical problems found on the ACT exam.</p>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to...</i> Through their completion of the ACT Prep course, students will:</p> <ol style="list-style-type: none"> 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. 	

Priority Missouri Learning Standards/National Standards

[5-10 skills that every student must master]

Math and Science

MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

A.LQE: Linear, quadratic, and exponential models.

A.REI: Reasoning with equations and inequalities.

A.IF: Interpreting functions.

A.DS: Data and statistical analysis.

G.SRT: Similarity, right triangles, and trigonometry.

G.C: Circles.

G.GMD: Geometric measurement and dimension.

English and Reading:

11-12.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

11-12.RL.1.A/ 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

11-12.RL.1.B/11-12.RI.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

11-12.RL.2.A./ 11-12.RI.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

11-12.RL.3.D/ 11-12.RI.3.D: Read and comprehend literary/ informational text independently and proficiently.



Unit 1: Introduction to ACT
Desired Results


Standards	Transfer Goal(s) /Big Ideas	
Not applicable	Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> The ACT test is designed to be tricky and requires preparation and practice to achieve your personal best.	<i>Students will consider...</i> How is the ACT test design different from normal school assessment? What skills or strategies are required to do well on the ACT test?
Learning Targets		
<i>Students will...</i> Learn about the structure and purpose of the ACT. Learn how the ACT is scored. Learn how the ACT affects college admissions and scholarships. Set goals, with a focus on growth mindset.		
Unit Duration:		
2 class periods		



Unit 2: Number and Quantity

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
NQ.A, NQ.B	<i>Students can develop fundamental math skills, interpret what an ACT question is asking them to do, apply solving strategies for different situations, and use these skills to improve their ACT Math score.</i>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand ...</i></p> <p>how to work with real numbers (including concepts like order of operations, fractions and decimals, and absolute value), complex numbers, and vectors and matrices.</p>	<p><i>Students will consider ...</i></p> <p>strategies and skills to solve problems involving real numbers and complex numbers.</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● solve problems involving number sets, order of operations, fractions and decimals, exponents and square roots, scientific notation, absolute value, and factors and multiples. ● perform operations with complex numbers. ● perform operations with vectors and matrices. 		
Unit Duration:		
2 class periods		

 Unit 3: Algebra Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
<i>NQ.A, REI.A, REI.B, APR.A, LQE.B</i>	<i>Students can develop fundamental math skills, interpret what an ACT question is asking them to do, apply solving strategies for different situations, and use these skills to improve their ACT Math score.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand ...</i> how to simplify expressions and solve equations and inequalities.	<i>Students will consider ...</i> strategies and skills to solve problems involving algebraic expressions, equations, and inequalities.
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Evaluate algebraic expressions, perform operations with polynomials, simplify radical and rational expressions, and solve geometric and arithmetic sequences. ● Solve linear equations and inequalities, quadratic equations and inequalities, absolute values and inequalities, systems of equations, polynomials. ● Recognize and use ratios, proportions, and percents. 		
Unit Duration:		
4-5 class periods		



Unit 4: Functions

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
A2.IF.A, A2.BF.A, A2.FM.A	<i>Students can develop fundamental math skills, interpret what an ACT question is asking them to do, apply solving strategies for different situations, and use these skills to improve their ACT Math score.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand the...</i> definition of a function, how to evaluate and manipulate functions, how to describe the domain and range, and the relationship between an equation and its graph.	<i>Students will consider...</i> strategies and skills to evaluate and manipulate functions, algebraically and graphically.
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Identify a function given an equation, graph, or table. ● Determine the domain and range of function from an equation or graph. ● Evaluate functions given function notation. ● Choose a function that will model a given situation. ● Understand and interpret the graphs of linear, quadratic, radical, polynomial, logarithmic, and exponential functions. 		
Unit Duration:		
1-2 class periods		



Unit 5: Geometry

Desired Results


Standards	Transfer Goal(s) /Big Ideas	
<p><i>G.CO.A G.CO.B, G.SRT.A, G.SRT.B, G.SRT.C, G.C.A, G.GMD.A, G.GMD.B, G.MG.A</i></p>	<p><i>Students can develop fundamental math skills, interpret what an ACT question is asking them to do, apply solving strategies for different situations, and use these skills to improve their ACT Math score.</i></p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> - Basic concepts from geometry, including perimeter, area, and volume. - Basic concepts of coordinate geometry. - Basics concepts from trigonometry for right triangles and general angles. 	<p><i>Students will consider...</i></p> <p>strategies and skills to successfully solve coordinate geometry, plane geometry, and trigonometry questions.</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Review key features of 2-dimensional shapes with an emphasis on triangles. ● Be familiar with properties of angles and angle pair relationships. ● Identify and use key formulas such as distance, midpoint, and pythagorean theorem. ● Describe transformations using coordinates. ● Understand the equation, features, and graph of a circle. ● Identify and use the basic trigonometric ratios and identities. 		
Unit Duration:		
<p>4 class periods</p>		





Unit 6: Statistics and Probability

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
A1.DS.A	<i>Students can develop fundamental math skills, interpret what an ACT question is asking them to do, apply solving strategies for different situations, and use these skills to improve their ACT Math score.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> Principles of basic probability and statistics.	<i>Students will consider...</i> Strategies and skills to interpret and analyze sets of data, how to apply fundamental counting principle, and how to determine the probability of an event.
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> - Calculate and interpret the mean, median, and mode of a data set. - Use the fundamental counting principle to calculate the number of possible outcomes. - Determine the probability of an event. 		
Unit Duration:		
1 class period		

 Unit 7: Data Representation in Science <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
MS-ETS1-1, MS-ETS1-2, MS-ETS1-3	<i>Students can think logically, draw conclusions, and analyze data to improve their ACT Science score.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> How to interpret and analyze graphs, tables, and scientific research.	<i>Students will consider...</i> Strategies and skills for the data representation passages on the Science portion of the ACT.
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> - Understand the data presented graphically, analyze graphical figures, draw conclusions from the data, assess the validity of the data, and predict future work based on the data. - Apply strategies to answer questions that use challenging terminology, have unnecessary information give unexpected results, and show unusual data presentation. 		
Unit Duration:		
1 class period		

 Unit 8: Research Summaries in Science <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
MS-ETS1-1, MS-ETS1-2, MS-ETS1-3	<i>Students can think logically, draw conclusions, and analyze data to improve their ACT Science score.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> How to interpret experiments, experimental design, and hypothetical experimental change.	<i>Students will consider...</i> Strategies and skills to interpret experimental designs and compare research summaries.
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> • Identify the scientific question or purpose of the experiment presented • Create a hypothesis about the experiment’s outcome • Understand the scientific principles and techniques used in the experiment to answer the experimental design questions • Utilize methods for analyzing the experimental data • Draw conclusions based on the experiment and the results • Predict how a change in the experiment will affect the outcome 		
Unit Duration:		
1 class period		

 Unit 9: Conflicting Viewpoints in Science <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
MS-ETS1-1, MS-ETS1-2, MS-ETS1-3	<i>Students can think logically, draw conclusions, and analyze data to improve their ACT Science score.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> How to compare and contrast conflicting scientific viewpoints.	<i>Students will consider...</i> Skills and strategies to evaluate and compare arguments made by scientists.
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Summarize each scientific viewpoint. Compare and contrast two scientific viewpoints. Draw inferences that connect or relate the viewpoints to one another. Use appropriate strategies such as focusing on the big picture, looking at the right viewpoint, and avoiding distractors. 		
Unit Duration:		
1 class period		



Unit 10: English and Reading Test Structure/Strategies

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.RL.1.C 11-12.RL.2.A 11-12.RL.2.D</p>	<p>Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> <i>The ACT is a unique test that is designed to challenge students; using specific skills and strategies can help test-takers find more success.</i></p>	<p><i>Students will consider...</i> <i>What strengths and challenges do I bring to the ACT test?</i> <i>What are my future goals and how can success on the ACT affect those goals?</i></p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● <i>Identify the scoring standards of the English and Reading tests.</i> ● <i>Set a personal goal and identify the action steps to meet the goal.</i> ● <i>Understand the different types of questions asked in the English and Reading tests and the specific knowledge or strategy required to be successful with each question type.</i> 		
Unit Duration:		
<p>Ongoing. Give English and Reading Practice Tests at least 3 times each (beginning, middle, end).</p>		




Unit 11: English- Parts of Speech
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.W.3.A.c 11-12.RL.2.A 11-12.RL.2.D	Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.	
	Enduring Understandings	Essential Questions
	<i>Students will understand that... Correct usage of various parts of speech that occur frequently on the ACT English test.</i>	<i>Students will consider... How does English ACT assess parts of speech in regards to verbs, subject-verb agreement, adjective, adverbs, pronoun usage, and possessives?</i>
Learning Targets		
<p><i>Students will...</i></p> <p><i>Explore the unique ways the ACT assesses verbs, subject-verb agreement, adjectives, adverbs, pronoun usage, and possessives with the goal of using strategies to successfully and quickly respond to questions.</i></p>		
Unit Duration:		
<p>5 Weeks</p>		



Unit 12: English- Punctuation
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.W.3.A.c 11-12.RL.2.A 11-12.RL.2.D	Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> Correct usage of various types of punctuation that occur frequently on the ACT English test.	<i>Students will consider...</i> How does the ACT assess punctuation, including commas, semicolons, colons, parentheses and dashes?
Learning Targets		
<i>Students will...</i> Explore the unique ways the ACT assesses punctuation, including commas, semicolons, colons, parentheses, and dashes, with the goal of using strategies to successfully and quickly respond to punctuation questions.		
Unit Duration:		
5 Weeks		

 Unit 13: English- Commonly Confused Words <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
11-12.W.3.A.c 11-12.RL.1.B 11-12.RL.2.A 11-12.RL.2.C 11-12.RL.2.D	Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> How the ACT assesses commonly confused words such as idioms, who/whom, homonyms, and contractions on various questions of the English test.	<i>Students will consider...</i> How does the ACT assess idioms, who/whom, homonyms, and contractions?
Learning Targets		
<i>Students will...</i> Explore the unique ways the ACT assesses commonly confused words, including idioms, who/whom, homonyms, and contractions, with the goal of using strategies to successfully and quickly respond to punctuation questions.		
Unit Duration:		
5 Weeks		



Unit 14: English- Sentence Structure/Paragraph Development
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.W.3.A.a 11-12.W.3.A.b 11-12.W.3.A.c 11-12.W.3.A.d</p> <p>11-12.RL.2.A 11-12.RL.2.C 11-12.RL.2.D</p>	<p>Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand...</i> <i>How ACT assess sentence structure/paragraph development in regards to transitions, word choice, conciseness and clarity, author’s choice, paragraph sentence sequencing, and paragraph order.</i></p>	<p><i>Students will consider...</i> <i>How does the ACT assess transitions, word choice, conciseness and clarity, author’s choice, paragraph sentence sequencing, and paragraph order?</i></p>
Learning Targets		
<p><i>Students will...</i> <i>Explore the unique ways the ACT assesses sentence structure and paragraph development, including transitions, word choice, conciseness and clarity, author’s choice, paragraph sentence sequencing, and paragraph order, with the goal of using strategies to successfully and quickly respond to punctuation questions.</i></p>		
Unit Duration:		
<p>5 Weeks</p>		



Unit 15: Reading- Meaning of Words (Vocabulary)

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.RL.2.B 11-12.RL.2.C 11-12.RI.1.B 11-12.RI.2.C</p>	<p>Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that... On the ACT, specific academic vocabulary is tested directly and is also necessary to understanding other reading comprehension questions.</i></p>	<p><i>Students will consider... How does the ACT use and test academic vocabulary to assess reading comprehension?</i></p>
Learning Targets		
<p><i>Students will... Learn specific vocabulary words relevant to the ACT and explore strategies for finding the meaning of unfamiliar vocabulary words through context clues, with the goal of using strategies to successfully and quickly respond to vocabulary questions</i></p>		
Unit Duration:		
<p>4 weeks</p>		



Unit 16: Reading- Main Idea and Supporting Details

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.1.A 11-12.RL.1.D 11-12.RL.2.A 11-12.RL.2.B 11-12.RI.1.A 11-12.RI.1.D 11-12.RI.2.A 11-12.RI.2.B 11-12.RI.2.D	Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> How the ACT assesses main idea, supporting detail, claim and evidence, author’s argument/intent, and point of view.	<i>Students will consider...</i> How do you find the main idea of a passage, and how does the author use supporting details to defend a claim?
Learning Targets		
<i>Students will...</i> Explore the unique ways the ACT assesses main idea and supporting detail, including their role in defending a claim, with the goal of using strategies to successfully and quickly respond to main idea, supporting detail, and author’s intent questions.		
Unit Duration:		
4 weeks		



Unit 17: Reading Comprehension
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.RL.1.A. 11-12.RL.2.A. 11-12.RL.2.D. 11-12.RL.3.B 11-12.RL.3.D. 11-12.RI.1.A. 11-12.RI.2.A. 11-12.RI.2.D. 11-12.RI.3.B. 11-12.RI.3.D	Students will gain knowledge of test taking strategies and be given opportunities to practice skills to help raise their overall ACT score.	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> How the ACT assesses reading comprehension, including generalizations, conclusions, inferences, and sequential, comparative, and causal relationships.	<i>Students will consider...</i> How does the ACT assess reading comprehension in regards to drawing conclusions, making inferences, and identifying relationships?
Learning Targets		
<i>Students will...</i> Explore the unique ways the ACT assesses reading comprehension, with the goal of using strategies to successfully and quickly draw conclusions, make inferences, and identify sequential, comparative and causal relationships within a passage.		
Unit Duration:		
4 weeks		



Learning Plan- Math/Science

Unit (s)	Length of Time (approximate)	Topic	Resources/Texts	Learning Targets	Assessment(s)
1 2 3 4 5 6 7 8 9	Units 1-6 7weeks Units 7-9 2 weeks	Unit 1: Intro to ACT ACT Math Unit 2: Number and Quantity Unit 3: Algebra Unit 4: Functions Unit 5: Geometry Unit 6: Statistics & Probability ACT Science Unit 7: Data Representation in Science Unit 8: Research Summaries in Science Unit 9: Conflicting Viewpoints	Textbook (TBD) Videos, Slideshows, and websites from Google Classroom page-- contact the Curriculum Department for access. Learning Express Library (through SCHS and SCW libraries).	Students will... Unit 1: Intro to ACT <ul style="list-style-type: none"> ● Learn about the structure and purpose of the ACT. ● Learn how the ACT is scored. ● Learn how the ACT affects college admissions and scholarships. ● Set goals, with a focus on growth mindset. Unit 2: Number and Quantity <ul style="list-style-type: none"> ● solve problems involving number sets, order of operations, fractions and decimals, exponents and square roots, scientific notation, absolute value, and factors and multiples. ● perform operations with complex numbers. ● perform operations with vectors and matrices. Unit 3: Algebra <ul style="list-style-type: none"> ● Evaluate algebraic expressions, perform operations with polynomials, simplify radical and rational expressions, and solve geometric and arithmetic sequences. 	ACT practice tests (from act.org).

				<ul style="list-style-type: none"> ● Solve linear equations and inequalities, quadratic equations and inequalities, absolute values and inequalities, systems of equations, polynomials. ● Recognize and use ratios, proportions, and percents. <p>Unit 4: Functions</p> <ul style="list-style-type: none"> ● Identify a function given an equation, graph, or table. ● Determine the domain and range of function from an equation or graph. ● Evaluate functions given function notation. ● Choose a function that will model a given situation. ● Understand and interpret the graphs of linear, quadratic, radical, polynomial, logarithmic, and exponential functions. <p>Unit 5: Geometry</p> <ul style="list-style-type: none"> ● Review key features of 2-dimensional shapes with an emphasis on triangles. ● Be familiar with properties of angles and angle pair relationships. ● Identify and use key formulas such as distance, midpoint, and pythagorean theorem. ● Describe transformations using coordinates. ● Understand the equation, features, and graph of a circle. ● Identify and use the basic trigonometric ratios and identities. <p>Unit 6: Statistics & Probability</p> <ul style="list-style-type: none"> ● Calculate and interpret the mean, median, and mode of a data set. ● Use the fundamental counting principle to calculate the number of possible outcomes. ● Determine the probability of an event. 	
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				<p>Unit 7: Data Representation in Science</p> <ul style="list-style-type: none">● Understand the data presented graphically, analyze graphical figures, draw conclusions from the data, assess the validity of the data, and predict future work based on the data.● Apply strategies to answer questions that use challenging terminology, have unnecessary information give unexpected results, and show unusual data presentation. <p>Unit 8: Research Summaries in Science</p> <ul style="list-style-type: none">● Identify the scientific question or purpose of the experiment presented● Create a hypothesis about the experiment's outcome● Understand the scientific principles and techniques used in the experiment to answer the experimental design questions● Utilize methods for analyzing the experimental data● Draw conclusions based on the experiment and the results● Predict how a change in the experiment will affect the outcome <p>Unit 9: Conflicting Viewpoints</p> <ul style="list-style-type: none">● Summarize each scientific viewpoint.● Compare and contrast two scientific viewpoints.● Draw inferences that connect or relate the viewpoints to one another.● Use appropriate strategies such as focusing on the big picture, looking at the right viewpoint, and avoiding distractors.	
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Learning Plan- English/Reading

Unit (s)	Length of Time (approximate)	Topic	Resources/ Texts	Learning Targets	Assessment (s)
10 11 12 13 14 15 16	Units 10-13= 5 weeks Units 14-16= 4 weeks	Units 10-13--English: - Parts of speech - Punctuation - Commonly Confused Words - Sentence Structure/Paragraph Units 14-15-- Reading: -Test Specific Structure/Strategies - Reading Meaning of Words - Main ideas and specific details - Reading Comprehension	Textbook (TBD) Videos, Slideshows, and websites from Google Classroom page-- contact the Curriculum Department for access. Learning Express Library (through SCHS and SCW libraries).	<p>Unit 10 (Parts of Speech): Students will...</p> <ul style="list-style-type: none"> Identify the scoring standards of the English and Reading tests. Set a personal goal and identify the action steps to meet the goal. Understand the different types of questions asked in the English and Reading tests and the specific knowledge or strategy required to be successful with each question type. <p>Unit 11 (Punctuation): Students will...</p> <ul style="list-style-type: none"> Explore the unique ways the ACT assesses verbs, subject-verb agreement, adjectives, adverbs, pronoun usage, and possessives with the goal of using strategies to successfully and quickly respond to questions. <p>Unit 12 (Commonly Confused Words): Students will...</p> <ul style="list-style-type: none"> Explore the unique ways the ACT assesses punctuation, including commas, semicolons, colons, parentheses, and dashes, with the goal of using strategies to successfully and quickly respond to punctuation questions. <p>Unit 13 (Sentence Structure/ Paragraph): Students will...</p> <ul style="list-style-type: none"> Explore the unique ways the ACT assesses commonly confused words, including idioms, who/whom, homonyms, and 	ACT practice tests (from act.org)

				<p>contractions, with the goal of using strategies to successfully and quickly respond to punctuation questions.</p> <p>Unit 14 (Test Specific Structure/ Strategies): Students will...</p> <ul style="list-style-type: none"> ● Explore the unique ways the ACT assesses sentence structure and paragraph development, including transitions, word choice, conciseness and clarity, author’s choice, paragraph sentence sequencing, and paragraph order, with the goal of using strategies to successfully and quickly respond to punctuation questions. <p>Unit 15 (Reading Meaning of Words): Students will...</p> <ul style="list-style-type: none"> ● Learn specific vocabulary words relevant to the ACT and explore strategies for finding the meaning of unfamiliar vocabulary words through context clues, with the goal of using strategies to successfully and quickly respond to vocabulary questions <p>Unit 16 (Main Ideas and Specific Details): Students will...</p> <ul style="list-style-type: none"> ● Explore the unique ways the ACT assesses main idea and supporting detail, including their role in defending a claim, with the goal of using strategies to successfully and quickly respond to main idea, supporting detail, and author’s intent questions. <p>Unit 17 (Reading Comprehension): Students will...</p> <ul style="list-style-type: none"> ● Explore the unique ways the ACT assesses reading comprehension, with the goal of using strategies to successfully and quickly draw conclusions, make inferences, and identify sequential, comparative and causal relationships within a passage. 	
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PROFICIENCY SCALES FOR ENGLISH/LANGUAGE ARTS

STANDARD: Conventions (Punctuation, Parts of Speech)		
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	<p>The student:</p> <ul style="list-style-type: none"> • Identify correct and incorrect usage of punctuation and parts of speech, including Verbs, Subject-Verb agreement, Adverb/Adjective, Pronouns, Possessives, Clauses - independent/dependent, Colon, Semicolon, Commas, Parentheses, Dashes, Idioms, Who/Whom, Homonyms, and Contractions <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Use sample test questions and practice tasks about: <ul style="list-style-type: none"> o Verbs o Subject-Verb agreement o Adverb/Adjective o Pronouns o Possessives o Clauses - independent/dependent o Colon, Semicolon, Commas, Parentheses, Dashes o Idioms o Who/Whom o Homonyms o Contractions
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify correct and incorrect usage of punctuation and parts of speech. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
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.	

PROFICIENCY SCALES FOR ENGLISH/LANGUAGE ARTS

STANDARD: Vocabulary		
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	<p>The student:</p> <ul style="list-style-type: none"> • Can identify or infer the meaning of words in context using ACT style questions. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Website links to ACT vocab lists. https://blog.prepscholar.com/act-vocabulary-words • Context Clues
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • identifies or infers the meaning of words in context using ACT style questions. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
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.	

PROFICIENCY SCALES FOR ENGLISH/LANGUAGE ARTS

STANDARD: Author’s Intentions/Choices		
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: can evaluate how an author may structure a text or make specific choices with regards to a text to help enhance the overall meaning. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> ● Transitions ● Word choice ● Conciseness and clarity ● Paragraph sentence sequencing ● Paragraph order ● Generalizations, conclusions, and inferences ● Sequential, comparative, and causal relationships ● 2 passage comparison
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: evaluates how an author may structure a text or make specific choices with regards to a text to help enhance the overall 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.	

PROFICIENCY SCALES FOR ENGLISH/LANGUAGE ARTS

STANDARD: Main Idea and Supporting Details		
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	<p>The student:</p> <ul style="list-style-type: none"> ● Can utilize close reading skills to locate the main idea, supporting details, claims, evidence, and author’s argument in ACT passages. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Evaluate sample texts and test items for <ul style="list-style-type: none"> ○ Main idea ○ Supporting details ○ Claim and evidence ○ Author’s argument ○ Point of view
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: Utilizes close reading skills to locate the main idea, supporting details, claims, evidence, and author’s argument in ACT passages.</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	●
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.	

Strand: Math

Standard 1: Number and Quantity

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.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to solve problems involving:</p> <ul style="list-style-type: none"> ● Number sets, exponents and square roots, scientific notation, absolute value, and factors and multiples. ● Scientific Notation and exponent rules ● Complex numbers ● Vectors and matrices <p>The student exhibits no major conceptual or computational errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● solves problems involving: <ul style="list-style-type: none"> ○ Order of operations ○ Fractions and decimals <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	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.		

Strand: Math			
Standard 2: <u>Algebra</u>			
Level: ACT MATH/SCIENCE PREP			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Simplify radical and rational expressions • Solve geometric and arithmetic sequences • Solve linear equations and inequalities, quadratic equations and inequalities, absolute values and inequalities, systems of equations, and polynomials. <p>The student exhibits no major conceptual or computational errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • performs basic processes, such as: <ul style="list-style-type: none"> ○ Simplify algebraic expressions ○ Perform operations with polynomials ○ Recognize and use ratios, proportions, and percents. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	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.		

Strand: Math

Standard 3: Functions

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.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify a function given an equation, graph, or table. • Determine the domain and range of function from an equation or graph. • Choose a function that will model a given situation. • Understand and interpret the graphs of linear, quadratic, radical, polynomial, logarithmic, and exponential functions. <p>The student exhibits no major conceptual or computational errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • performs basic processes, such as: <ul style="list-style-type: none"> o Evaluate functions given function notation. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	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.		

Strand: Math

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.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to solve problems involving:</p> <ul style="list-style-type: none"> ● Distance Formula ● Midpoint formula ● Pythagorean Theorem ● The equation, features, and graph of a circle. ● Transformations using coordinates. <p>The student exhibits no major conceptual or computational errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Locate points on coordinate plane ○ Slope <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	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.		

Strand: Math

Standard 5: Plane Geometry

Level: ACT MATH/SCIENCE PREP

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to solve problems involving:</p> <ul style="list-style-type: none"> ● Volume ● Parallel lines and angles ● Angle Relationships ● Circumference and area <p>The student exhibits no major conceptual or computational errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Area and Perimeter ○ Pythagorean Theorem <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	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.		

Strand: Math

Standard 6: Trigonometry

Level: ACT MATH/SCIENCE PREP

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		
	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: <ul style="list-style-type: none"> ● Right triangles using sine, cosine, and tangent ● Special Right Triangles 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: <ul style="list-style-type: none"> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Setting up a sine, cosine, or tangent ratio 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.		

Strand: Math

Standard 7: Probability & Statistics

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.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● Interpret the mean, median, and mode of a data set. ● Use the fundamental counting principle to calculate the number of possible outcomes. ● Determine the probability of an event. <p>The student exhibits no major conceptual or computational errors or omissions.</p>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Calculate the mean, median, and mode of a data set. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	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.		

Strand: Science Reasoning		
Standard 8: <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.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● Understand the data presented graphically ● Analyze graphical figures ● Draw conclusions from the data ● Assess the validity of the data ● Predict future work based on the data <p>The student exhibits no major conceptual or computational errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Basic features of the graph ○ Find information from a graph ○ Variable Correlation <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	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.	

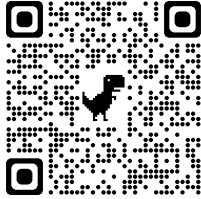
Strand: Science Reasoning		
Standard 9: <u>Research Summaries</u>		
Level: ACT MATH/SCIENCE PREP		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
4.0		
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● Create a hypothesis about the experiment’s outcome ● Understand the scientific principles and techniques used in the experiment to answer the experimental design questions ● Utilize methods for analyzing the experimental data ● Draw conclusions based on the experiment and the results ● Predict how a change in the experiment will affect the outcome <p>The student exhibits no major conceptual or computational errors or omissions.</p>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Identify the scientific question or purpose of the experiment presented ○ Recognize basic similarities and differences between the research summaries <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	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.	

Strand: Science Reasoning		
Standard 10: <u>Conflicting Viewpoints</u>		
Level: ACT MATH/SCIENCE PREP		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast two scientific viewpoints ● Draw inferences that connect or relate the viewpoints to one another ● Use appropriate strategies such as focusing on the big picture, looking at the right viewpoint, and avoiding distractors <p>The student exhibits no major conceptual or computational errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Summarize each scientific viewpoint <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	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.	

Appendix A

Missouri Learning Standards for ELA, Math, and Science can be found at the following links:

- [English Language Arts \(grades 11-12\)](#)



- **Mathematics**

- [Algebra I](#)



- [Algebra II](#)



- [Geometry](#)



- [Science](#)

