



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School ACT Prep Curriculum

Course Description: The ACT Prep course will emphasize ACT test-taking strategies, specifically math skills, grammar and punctuation skills, reading skills, and science-reasoning skills. Students will study and practice test taking strategies, information retrieval, recognition of test patterns, reading in the content areas, and vocabulary development with the central goal to *increase* both subtest scores and composite scores. All four ACT subtests will be reviewed: English, Math, Reading, and Science Reasoning. Students are required to register and take the ACT twice during this course to meet course requirements. NOTE: Students will be assessed based on an *improvement model*.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
13-15 Blocks	<u>Unit 1</u> <u>English: Usage and Mechanics</u>	<u>Topic 1: Punctuation</u> <u>Topic 2: Grammar and Usage</u> <u>Topic 3: Sentence Structure</u>
8-10 Blocks	<u>Unit 2</u> <u>English: Rhetorical Devices</u>	<u>Topic 1: Strategy (Audience)</u> <u>Topic 2: Organization</u> <u>Topic 3: Style</u>
18-20 Blocks	<u>Unit 3</u> <u>Reading</u>	<u>Topic 1: Complex Literary Narratives Fiction</u> <u>Topic 2: Complex Informational Passages Social Science, Humanities, Natural Science</u>
13-15 Blocks	<u>Unit 4</u> <u>Math: Algebra</u>	<u>Topic 1: Algebraic Concepts</u>
8-10 Blocks	<u>Unit 5</u> <u>Math: Geometry</u>	<u>Topic 1: Geometric Concepts</u>
8-10 Blocks	<u>Unit 6</u> <u>Math: Trigonometry</u>	<u>Topic 1: Trigonometric Concepts</u>
10-12 Blocks	<u>Unit 7</u> <u>Science Reasoning</u>	<u>Topic 1: Data Representation</u> <u>Topic 2: Research Summaries</u> <u>Topic 3: Conflicting Viewpoints</u>

This course covers the following sections of the ACT test: English, Mathematics, Reading, and Science Reasoning. Students will begin the course with their lowest subtest score and finish with their highest subtest score. The aim is to prepare students to take the National Tests given at both Park Hill High School and Park Hill South High School.

College Readiness Benchmarks

ACT has identified the minimum score needed on each ACT test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding first-year college course. Each of your scores that is at or above the benchmark for that subject area is marked with an asterisk (*) on your score report

ACT Test	ACT Benchmark Score	College Course
English	18	English Composition
Math	22	College Algebra
Reading	22	Social Sciences/Humanities
Science*	23	Biology

To increase your college readiness consider taking additional rigorous coursework before you enter college. When you meet with your academic advisor to plan your first-year college courses, select courses that are appropriate for your academic background and reflect your planned curriculum.

*No longer required.

Cite: <https://www.act.org/content/dam/act/unsecured/documents/benchmarks.pdf>

Curriculum Revision Tracking

Fall, 2024

- Standards used from [ACT Core Academic Skills Framework](#)
(Std numbering = ACT.CAS.Subject.Number)
- Updated learning targets (from ACT Standards)
- Updated to reflect changes to ACT test in 25-26 school year
- Changed name from High School ACT/College Prep to High School ACT Prep

Unit 1: Usage and Mechanics

Subject: ACT English

Grade: 11-12

Name of Unit: English: Usage and Mechanics

Length of Unit: 13-15 Blocks

Overview of Unit: The English section consists of multiple essays, or passages, each followed by a set of multiple-choice questions. The English subtest puts you in the position of a writer who makes decisions to revise and edit a text. The questions covering punctuation, grammar and usage, and sentence structure make up the Usage/Mechanics sub score. The English test is a 35-minute section with 50 questions. Content covered by the ACT English Test: Production of Writing (29-32%), Knowledge of Language (15-17%), and Conventions of Standard English (52-55%). The ACT College Readiness Benchmark for English is 18 and the standards reflect this.

Priority Standards for unit:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Unwrapped Priority Standards:

Priority Standard: ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing	
Learning Targets	Webb's DOK Level
	Bloom's Level
TOD 301: Students will delete material because it is obviously irrelevant in terms of the focus of the essay	2
	Applying
TOD 303: Students will delete whether a simple essay has met a straightforward goal	2
	Applying
KLA 301. Students will delete obviously redundant and wordy material	2
	Applying

KLA 302: Students will revise expressions that deviate markedly from the style and tone of the essay	2
	Applying
PUN 301: Students will delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)	2
	Applying
PUN 302: Students will use appropriate punctuation in straightforward situations (e.g., simple items in a series)	2
	Applying

Essential Questions:

1. To what extent is a good understanding of the conventions of standard written English an important part of revision and editing decisions?

Enduring Understanding/Big Ideas:

1. The ACT English test is designed to measure a student's ability to accomplish the wide variety of decisions involved in revising and editing a given piece of writing. This unit will prepare students to meet the College and Career Readiness for English as outlined by ACT in the following areas:
 - Topic Development in Terms of Purpose and Focus
 - Organization, Unity, and Coherence
 - Word Choice in terms of Style, Tone, Clarity, and Economy
 - Sentence Structure and Formation
 - Conventions of Usage
 - Conventions of Punctuation

Unit Vocabulary:

- Grammar and Usage
- Punctuation
- Sentence structure
- Coherence
- Conventions of Usage and Punctuation
- Organization
- Unity
- Word Choice (Style, Tone, Clarity, And Economy)

Resources for Vocabulary Development: ACT, Inc. (2011). The Real ACT Prep Guide 3rd edition. Iowa City, IA: ACT Publications., ACT Website

Note: Engaging Experiences that are identified with an asterisk () are daily activities that provide ongoing scaffolding and consistent review of these important topics.*

Topic 1: Punctuation

Engaging Experience 1

Title: Pre-Test for Baseline Scaled Score

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: Within the Real ACT Prep Guide, students will take the English subtest to determine strengths and weaknesses of their current knowledge. Students will identify the two parts of the test, usage and mechanical questions. The teacher will review the ACT's economy of language expectations with students, leading discussion into punctuation and shorter responses.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2*

Title: Commas, Semicolon, Colon and Dash

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: This activity should be incorporated on a daily or regular basis to assist students in mastering these skills. Students will learn four basic punctuation marks that drive that at the single, most important item on the ACT English subtest: economy of language. At the outset, students are informed that half the answers on the ACT English test are the SHORTEST answer. To arrive at the economy of language, students are taught four types of commas: the comma before a coordinating conjunction introducing an independent clause, comma after introductory material, the serial comma and the appositive comma.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 2: Grammar and Usage

Engaging Experience 1*

Title: When in doubt, strike it out!

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: In the grammar and usage section, students are instructed that the ACT loves **CONCISE** writing. As a result, grammar and usage skills test redundancy and unnecessary wordiness. Students are shown how writers unnecessarily repeat words and phrases that say the same thing without adding to the logical coherence of the paragraph or passage. Examples of concise writing include Lincoln’s *Gettysburg Address*, Shakespearean soliloquies, and MLK’s *I Have a Dream Speech*

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 2*

Title: Listen with your ear

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: The ACT English uses a wide variety of verb tenses that can easily be identified simply by hearing the language read aloud. Students are taught the basic tenses of verbs: present, past, and future. Also, students are instructed in verbs of being and are shown how to differentiate between the uses of *is*, *are*, and *were* since the ACT increasingly uses idiomatic language to distinguish from standard written. English resources may include reviewing simple sentences from *The Real ACT Prep Guide* or sample questions found at http://www.actstudent.org/sampletest/english/eng_01.html to teach how “to be verbs” function properly in standard written English.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 3*

Title: Don't be afraid to hit NO CHANGE or DELETE

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: Often, students are hesitant to select NO CHANGE or DELETE the underlined portion of the text because they assume there must be a wrong answer. Students are taught that in virtually every passage on the English subtest, at least 2-3 correct answer choices will be NO CHANGE or DELETE. Furthermore, they are instructed that if the sentence is *grammatically correct and sounds like proper English*, NO CHANGE is likely a correct answer. On the other hand, students are taught that *if the underlined portion of the text is extremely long and exhibits a run-on nature*, DELETE is good answer because it automatically makes it the shortest answer. Example activities for the teacher to use can be located at http://www.actstudent.org/sampletest/english/eng_01.html.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Sentence Structure

Engaging Experience 1*

Title: Independent vs. Dependent clauses

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: Students are taught basic sentence structure by evaluating the differences between independent and dependent clauses. To that end, students are instructed in basic subject-verb agreement, parallel structure in sentences, and using coordinating and subordinating conjunctions appropriately.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario: (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Every Friday, students test from released ACTs to determine both their raw scale and scaled score. Based on the pre-testing, students then measure if their sub score improved, declined, or stayed even. The teacher may direct students to additional practice in areas of concern by utilizing the number of correct questions on Usage and Mechanics (UM) versus the number of correct questions on rhetorical skills (RH). Additional resources can be found on www.actstudent.org.

NOTE: To improve scores, it is essential that students practice on released ACT tests not ones generated by testing companies.

Rubric for Engaging Scenario: ACT College Readiness Standards: English plus Scale Score Conversion Table

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Punctuation	Pre-Test for Baseline Scaled Score	Within the Real ACT Prep Guide, students will take the English subtest to determine strengths and weaknesses of their current knowledge. Students will identify the two parts of the test, usage and mechanical questions. The teacher will review the ACT's economy of language expectations with students, leading discussion into punctuation and shorter responses.	1 Block
Punctuation	Commas, Semicolon, Colon and Dash	This activity should be incorporated on a daily or regular basis to assist students in mastering these skills. Students will learn four basic punctuation marks that drive that at the single, most important item on the ACT English subtest: economy of language. At the outset, students are informed that half the answers on the ACT English test are the SHORTEST answer. To arrive at the economy of language, students are taught four types of commas: the comma before a coordinating conjunction introducing an independent clause, comma after introductory material, the serial comma and the appositive comma.	Daily

Grammar and Usage	When in doubt, strike it out!	In the grammar and usage section, students are instructed that the ACT loves CONCISE writing. As a result, grammar and usage skills test redundancy and unnecessary wordiness. Students are shown how writers unnecessarily repeat words and phrases that say the same thing without adding to the logical coherence of the paragraph or passage. Examples of concise writing include Lincoln’s <i>Gettysburg Address</i> , Shakespearean soliloquies, and MLK’s <i>I Have a Dream Speech</i>	Daily
Grammar and Usage	Listen with your ear	The ACT English uses a wide variety of verb tenses that can easily be identified simply by hearing the language read aloud. Students are taught the basic tenses of verbs: present, past, and future. Also, students are instructed in verbs of being and are shown how to differentiate between the uses of <i>is</i> , <i>are</i> , and <i>were</i> since the ACT increasingly uses idiomatic language to distinguish from standard written. English resources may include reviewing simple sentences from <i>The Real ACT Prep Guide</i> or sample questions found at http://www.actstudent.org/sampletest/english/eng_01.html to teach how “to be verbs” function properly in standard written English.	Daily

Grammar and Usage	Don't be afraid to hit NO CHANGE or DELETE	Often, students are hesitant to select NO CHANGE or DELETE the underlined portion of the text because they assume there must be a wrong answer. Students are taught that in virtually every passage on the English subtest, at least 2-3 correct answer choices will be NO CHANGE or DELETE. Furthermore, they are instructed that if the sentence is <i>grammatically correct and sounds like proper English</i> , NO CHANGE is likely a correct answer. On the other hand, students are taught that <i>if the underlined portion of the text is extremely long and exhibits a run-on nature</i> , DELETE is good answer because it automatically makes it the shortest answer. Example activities for the teacher to use can be located at http://www.actstudent.org/sampletest/english/eng_01.html .	Daily
Sentence Structure	Independent vs. Dependent clauses	Students are taught basic sentence structure by evaluating the differences between independent and dependent clauses. To that end, students are instructed in basic subject-verb agreement, parallel structure in sentences, and using coordinating and subordinating conjunctions appropriately.	Daily

Unit 2: Rhetorical Devices

Subject: ACT English

Grade: 11-12

Name of Unit: English: Rhetorical Devices

Length of Unit: 8-10 Blocks

Overview of Unit: The English section consists of multiple essays, or passages, each followed by a set of multiple-choice questions. The English subtest puts you in the position of a writer who makes decisions to revise and edit a text. The questions covering strategy, organization, and style make up the Rhetorical Skills sub score. The English test is a 35-minute section with 50 questions. Content covered by the ACT English Test: Production of Writing (29-32%), Knowledge of Language (15-17%), and Conventions of Standard English (52-55%). The ACT College Readiness Benchmark for English is 18 and the standards reflect this.

Priority Standards for unit:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Unwrapped Priority Standards:

Priority Standard: ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing	
Learning Targets	Webb's DOK Level
	Bloom's Level
ORG 301: Students will determine the most logical place for a sentence in a paragraph	2
	Applying
ORG 302: Students will provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)	2
	Applying

SST 301: Students will determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses	2
	Applying
TOD 301: Students will delete material because it is obviously irrelevant in terms of the focus of the essay	2
	Applying
TOD 302: Students will identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)	2
	Applying
TOD 303: Students will determine whether a simple essay has met a straightforward goal	2
	Applying

Essential Questions:

1. What choices and/or strategies does a writer use in the act of composing or revising an essay?
2. What is the overall purpose of the passage and examine how the writer identifies his or her audience in a straight-forward passage?
3. How can an author use the significance or effect of adding, revising, or deleting supporting material in their work?
4. How do sentences add to or detract from the logic and coherence of a paragraph or passage as a whole?

Enduring Understanding/Big Ideas:

1. The student will identify whether the author met the purpose of the intent of the passage by using the context clues of the passage as a whole.
2. The student will identify the strategy that the author employs to reach his/her intended audience by determining how effective writers are aware of who they are speaking to in a written text.
3. The student will identify methods an author utilizes to organize their writing to support the economy of language components on the ACT exam.
4. The student will identify how a writer achieves an individual style that is concise and coherent, focusing on the straightforward and concise writing that ACT assesses.

Unit Vocabulary:

- Insertion or Deletion of a Sentence

- Logic and Coherence
- Paragraph As a Whole
- Passage As a Whole
- Questions Deal Specifically with “Adding” or “Deleting” Sentences to Achieve Coherence.
- Rhetorical Questions Focus on the Role Sentences Play in a Paragraph Or Passage as a Whole.

Resources for Vocabulary Development: ACT, Inc. (2011). The Real ACT Prep Guide 3rd edition. Iowa City, IA: ACT Publications., ACT Website

Note: Engaging Experiences that are identified with an asterisk () are daily activities that provide ongoing scaffolding and consistent review of these important topics.*

Topic 1: Strategy (Audience)

Engaging Experience 1

Title: What's in a name?

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: This topic will help students understand how the title of a passage functions in the ACT English subtest. Every effective writer must first determine his or her audience. On the ACT English subtest, the best way to identify the writer's audience is analyzing the title of the passage. Understanding the title of the passage will enable the student to infer who the audience will likely be and make implied reasoning about the essay. For example, a sample title from a released ACT test is *Down at the Laundromat*. Observing the title, students can infer that the most important word in the title is *Laundromat*. Now, based on that understanding the student can now assess the essential question: Who is the audience for this essay? The first question a teacher can ask is *who uses a laundromat?* Students, then, come up with a list, and based on that list they are now in a position to read the entirety of the passage to confirm or deny their logical inferences. Sample titles and practice can be found in *The Real ACT Prep Guide* and http://www.actstudent.org/sampletest/english/eng_01.html

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: How does the audience influence how a writer constructs his or her work?

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: Knowing one's audience is critical to understanding how a writer shapes his or her work. To help students learn the importance of *audience* and *strategy*, students read and view President Reagan's speech after the Space Shuttle Challenger explosion. Students are given background information on the historical nature of the Challenger taking the first teacher to space. After the background information is studied, students then view the explosion and read a copy of the speech first. Here, students become familiar with the notion that Presidents of the United States are not only heads of government but also heads of state, and so President Reagan was speaking to the "American Family." Following a reading of the hard copy

of the speech, students then watch President Reagan’s address to the nation and assess how the “American Family,” as the audience, influenced his speechwriters work at a moment of tremendous tragedy to the country.

Bloom’s Levels: Evaluate

Webb’s DOK: 4

Engaging Experience 3

Title: Personal writing and the art of audience

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: After mini-lessons about evaluating how the audience influences how a writer constructs his or her work, students write a 1-page letter to a national company, organization, author, or other professional entity and they use the understanding of the audience to craft their own writing. For example, students have written numerous letters to companies that they shop with about their products (either praise or constructive criticism), and then we mail them off to a company. Often, companies will write back with gift-cards and other merchandise, so this experience brings the writing full-circle because students realize how effectively understanding their audience is central to their writing.

Bloom’s Levels: Create

Webb’s DOK: 4

Rubric: ACT English College and Career Readiness Standards

Topic 2: Organization

Engaging Experience 1*

Title: It is a Truth Universally Acknowledged!

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: “IT is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife.” So begins Jane Austen’s *Pride and Prejudice*. The first step in understanding the organizational process of a novel, short story, or essay is engaging the reader from the outset of the writing. One dynamic that relates directly to the organizational structure of a work is the introduction and conclusion. Students are given either ACT passages or passages from novels and/or essays and are taught how to evaluate the introduction first. Pieces are generally 1-page in length, and students will read the entirety of the essay then return to the introduction to consider the need for further introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the essay. Finally, students analyze the conclusion of the essay to delete redundant material in terms of the passage as a whole.

Bloom’s Levels: Understand

Webb’s DOK: 3

Engaging Experience 2*

Title: Details, Details, Details!

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: All good writers know how to use concrete and subtle details to support their writing. Using ACT English passages or released AP Language passages, students are taught how to distinguish between concrete details (details that the writer directly uses such as wording that includes *For example*, *For instance* or sequential steps such as *first*, *second*, *third*, *finally*) versus subtle details (implied ideas within a text) to make sophisticated distinctions concerning the need to delete, add, rearrange, or decide the most logical place where a sentence fits to achieve coherence.

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Engaging Experience 3*

Title: KISS: Keep it Short and Simple!

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: The ACT English subtest is based entirely on one word: *conciseness*! Good writing is concise and clear. There are many rules of English, but many of them grow from one dominant principle: use only the words you need to say what you mean. Based on this central concept, students are taught to revise, delete, or determine the clearest and most logical way to express a clear thought. Through this process of examining sentences, students are taught to correct material that *sounds* acceptable as *conversational English* versus correct *standard written English*.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 3: Style

Engaging Experience 1

Title: GQ, Esquire, Vanity Fair, or Vogue: How's my style?

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: Just like all individuals have a unique style of clothing from New England Prep to Hipster, so do writers. Some writers write in sentences that easily flow and are short, declarative statements while others use a stream-of-consciousness style that is ever flowing everywhere. To introduce style, students are shown two pieces of writing from the same era and are tasked to evaluate the differences in style. For example, students may show the first pages of F. Scott Fitzgerald's *The Great Gatsby* and William Faulkner's *The Sound and the Fury*. The first task is to literally count the number of words used by each in the first two to three paragraphs. At this point, students are only concerned with word choice in terms of style, tone, clarity, and economy. Such a comparison allows students to see that Fitzgerald and Faulkner's style differ quite dramatically even though both were contemporaries of each other. This experience highlights that writers have their own unique style and ways of constructing language.

Bloom's Levels: Understand

Webb's DOK: 4

Engaging Experience 2*

Title: Coherence versus Vague Writing

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Writing.2: Applying knowledge of Standard English at the word and sentence level to produce writing

Detailed Description/Instructions: Because the ACT English subtest relies so heavily on "economy of language," students use ACT released passages to evaluate and correct vague, wordy, clumsy, and confusing language in straight-forward passages. The most effective way of teaching style is to instruct students that while styles may differ among writers, *ALL* writers write coherently. Thus, students are shown sample sentences that are ambiguous and illogical and are taught that in these instances a good writer has two options: delete the ambiguous material or revise it.

Bloom's Levels: Analyze

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Every Friday, students test from released ACT's to determine both their raw scale and scaled score. Based on the pre-testing, students then measure if their sub score improved, declined, or stayed even. The teacher may direct students to additional practice in areas of concern by utilizing the number of correct questions on Usage and Mechanics (UM) versus the number of correct questions on rhetorical skills (RH). Additional resources can be found on www.actstudent.org.

NOTE: To improve scores, it is essential that students practice on released ACT tests not ones generated by testing companies.

Rubric for Engaging Scenario: ACT College Readiness Standards: English plus Scale Score Conversion Table

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Strategy	What's in a name?	This topic will help students understand how the title of a passage functions in the ACT English subtest. Every effective writer must first determine his or her audience. On the ACT English subtest, the best way to identify the writer's audience is analyzing the title of the passage. Understanding the title of the passage will enable the student to infer who the audience will likely be and make implied reasoning about the essay. For example, a sample title from a released ACT test is <i>Down at the Laundromat</i>. Observing the title, students can infer that the most important word in the title is <i>Laundromat</i>. Now, based on that understanding the student can now assess the essential question: Who is the audience for this essay? The first question a teacher can ask is <i>who uses a laundromat?</i> Students, then, come up with a list, and based on that list they are now in a position to read the entirety of the passage to confirm or deny their logical inferences. Sample titles and practice can be found in <i>The Real ACT Prep Guide</i> and http://www.actstudent.org/sampletest/english/eng_01.html	1 Block

Strategy	How does the audience influence how a writer constructs his or her work?	Knowing one's audience is critical to understanding how a writer shapes his or her work. To help students learn the importance of <i>audience</i> and <i>strategy</i>, students read and view President Reagan's speech after the Space Shuttle Challenger explosion. Students are given background information on the historical nature of the Challenger taking the first teacher to space. After the background information is studied, students then view the explosion and read a copy of the speech first. Here, students become familiar with the notion that Presidents of the United States are not only heads of government but also heads of state, and so President Reagan was speaking to the "American Family." Following a reading of the hard-copy of the speech, students then watch President Reagan's address to the nation and assess how the "American Family," as the audience, influenced his speechwriters work at a moment of tremendous tragedy to the country.	2 Blocks
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Strategy	Personal writing and the art of audience	After mini-lessons about evaluating how the audience influences how a writer constructs his or her work, students write a 1-page letter to a national company, organization, author, or other professional entity and they use the understanding of the audience to craft their own writing. For example, students have written numerous letters to companies that they shop with about their products (either praise or constructive criticism), and then we mail them off to a company. Often, companies will write back with gift-cards and other merchandise, so this experience brings the writing full-circle because students realize how effectively understanding their audience is central to their writing.	2 Blocks
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Organization	It is a truth universally acknowledged!	“IT is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife.” So begins Jane Austen’s <i>Pride and Prejudice</i>. The first step in understanding the organizational process of a novel, short story, or essay is engaging the reader from the outset of the writing. One dynamic that relates directly to the organizational structure of a work is the introduction and conclusion. Students are given either ACT passages or passages from novels and/or essays and are taught how to evaluate the introduction first. Pieces are generally 1-page in length, and students will read the entirety of the essay then return to the introduction to consider the need for further introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the essay. Finally, students analyze the conclusion of the essay to delete redundant material in terms of the passage as a whole.	Daily
Organization	Details, Details, Details!	All good writers know how to use concrete and subtle details to support their writing. Using ACT English passages or released AP Language passages, students are taught how to distinguish between concrete details (details that the writer directly uses such as wording that includes <i>For example, For instance</i> or sequential steps such as <i>first, second, third, finally</i>) versus subtle details (implied ideas within a text) to make sophisticated distinctions concerning the need to delete, add, rearrange, or decide the most logical place where a sentence fits to achieve coherence.	Daily

Organization	KISS: Keep it short and simple!	The ACT English subtest is based entirely on one word: <i>conciseness</i> ! Good writing is concise and clear. There are many rules of English, but many of them grow from one dominant principle: use only the words you need to say what you mean. Based on this central concept, students are taught to revise, delete, or determine the clearest and most logical way to express a clear thought. Through this process of examining sentences, students are taught to correct material that <i>sounds</i> acceptable as <i>conversational English</i> versus correct <i>standard written English</i> .	Daily
Style	GQ, Esquire, Vanity Fair, or Vogue: How's my style?	Just like all individuals have a unique style of clothing from New England Prep to Hipster, so do writers. Some writers write in sentences that easily flow and are short, declarative statements while others use a stream-of-consciousness style that is ever flowing everywhere. To introduce style, students are shown two pieces of writing from the same era and are tasked to evaluate the differences in style. For example, students may show the first pages of F. Scott Fitzgerald's <i>The Great Gatsby</i> and William Faulkner's <i>The Sound and the Fury</i> . The first task is to literally count the number of words used by each in the first two to three paragraphs. At this point, students are only concerned with word choice in terms of style, tone, clarity, and economy. Such a comparison allows students to see that Fitzgerald and Faulkner's style differ quite dramatically even though both were contemporaries of each other. This experience highlights that writers have their own unique style and ways of constructing language.	1 Block

Style	Coherence versus Vague Writing	Because the ACT English subtest relies so heavily on “economy of language,” students use ACT released passages to evaluate and correct vague, wordy, clumsy, and confusing language in straight-forward passages. The most effective way of teaching style is to instruct students that while styles may differ among writers, <i>ALL</i> writers write coherently. Thus, students are shown sample sentences that are ambiguous and illogical and are taught that in these instances a good writer has two options: delete the ambiguous material or revise it.	Daily
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Unit 3: Reading

Subject: ACT Reading

Grade: 11-12

Name of Unit: Reading across Academic Disciplines

Length of Unit: 18-20 Blocks

Overview of Unit: The reading section measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. The reading section is composed of multiple parts. Some parts consist of one long prose passage and others consist of shorter prose passages. The passages represent the levels and kinds of text commonly encountered in first-year college curricula. The reading test is a 40-minute section with 36 questions. Content covered by the ACT Reading Test: Key Ideas and Details (52-60%), Craft and Structure (25-30%), and Integration of Knowledge and Ideas (13-23%). The ACT College Readiness Benchmark for Reading is 22 and the standards reflect this.

Priority Standards for unit:

- ACT.CAS.Reading.1: Using knowledge, skill, and strategies to comprehend and interpret a range of texts.

Unwrapped Priority Standards:

Priority Standard: ACT.CAS.Reading.1: Using knowledge, skill, and strategies to comprehend and interpret a range of texts.	
Learning Targets	Webb's DOK Level
	Bloom's Level
CLR 401: Students will locate important details in somewhat challenging passages	2
	Apply
CLR 402: Students will draw logical conclusions in somewhat challenging passages	3
	Analyze
CLR 403: Students will draw simple logical conclusions in more challenging passages	3
	Analyze

CLR 404: Students will paraphrase some statements as they are used in somewhat challenging passages	2
	Apply
IDT 401: Students will infer a central idea in straightforward paragraphs in somewhat challenging literary narratives	3
	Analyze
IDT 402: Students will identify a clear central idea or theme in somewhat challenging passages or their paragraphs	2
	Apply
IDT 403: Students will summarize key supporting ideas and details in somewhat challenging passages	2
	Apply
REL 401: Students will order simple sequences of events in somewhat challenging literary narratives	2
	Apply
REL 402: Students will identify clear comparative relationships in somewhat challenging passages	2
	Apply
REL 403: Students will identify clear cause-effect relationships in somewhat challenging passages	3
	Analyze
WME 401: Students will analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages	3
	Analyze
WME 402: Students will interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings	2
	Apply

PPV 402: Students will understand point of view in somewhat challenging passages	2
	Apply
TST 401: Students will analyze how one or more sentences in somewhat challenging passages relate to the whole passage	3
	Analyze
TST 402: Students will infer the function of straightforward paragraphs in somewhat challenging literary narratives	3
	Analyze
TST 403: Students will identify a clear function of paragraphs in somewhat challenging passages	2
	Apply
TST 404: Students will analyze the overall structure of somewhat challenging passages	3
	Analyze
ARG 401: Students will analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim	3
	Analyze
ARG 402: Students will identify a clear central claim in somewhat challenging passages	2
	Apply

Essential Questions:

1. What is the main idea of a paragraph, paragraphs, or a passage?
2. How do the details in the passage support the author's argument?
3. What is the author's voice and method of writing, and how does the tone contribute to the passage as a whole?
4. What inferences and implied understandings can be interpreted from the reading based on an understanding of comparative relationships?
5. How does the reading process differ among academic disciplines?

Enduring Understanding/Big Ideas:

1. The student will be able to identify the main idea and general theme in a work of fiction or nonfiction. Students will learn how to identify the main idea within the first 10-20 lines of a passage.
2. The student will be able to address how concrete and subtle details add to a writer's argument. Students will evaluate how details substantiate a writer's argument.
3. The student will be able to recognize and evaluate the writer's attitude towards his or her subject based on the tone of the text. Students will learn tone words to distinguish a writer's favorability or un-favorability towards their subject while recognizing bias in an argument
4. The student will be able to draw simple inferences based on logical deductions and conclusions. Students will learn to read "on the literal, beyond the literal, and to the universal level" while evaluating a text.
5. The student will employ different reading strategies to demonstrate comprehension of varying subject matter. Students will learn different reading strategies for analyzing works of fiction, social science, humanities, and natural sciences.

Unit Vocabulary:

- Author's Tone and Mode of Writing
- Explicit Detail
- Implied Idea and Inference
- Main Idea
- Subtle Detail
- Unifying Theme
- Vocabulary in CONTEXT
- Literary Narrative: Characters
- Humanities: Description
- Modes of Writing
- Science: Cause and Effect
- Social Studies: Compare and Contrast

Resources for Vocabulary Development: ACT, Inc. (2011). The Real ACT Prep Guide 3rd edition. Iowa City, IA: ACT Publications., ACT Website

Note: Engaging Experiences that are identified with an asterisk () are daily activities that provide ongoing scaffolding and consistent review of these important topics.*

Topic 1: Complex Literary Narratives Fiction

Engaging Experience 1

Title: Fiction

Suggested Length of Time: 5 blocks

Standards Addressed

Priority:

- ACT.CAS.Reading.1: Using knowledge, skill, and strategies to comprehend and interpret a range of texts.

Detailed Description/Instructions: Complex literary narratives refer to excerpts from essays, short stories, and novels that tend to make generous use of ambiguous language and literary devices, feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage. Students will use released ACT tests and *The Real ACT Prep Guide* to drill daily over the nuances of fiction, specifically how characters relate to one another in a story. Students will be taught that the key to analyzing the fiction passage is understanding the basic components of *STEAL* and the method of *indirect characterization*:

S	Speech
T	Thoughts
E	Effect of Others
A	Action
L	Looks

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 2: Complex Informational Passages Social Science, Humanities, Natural Sciences

Engaging Experience 1

Title: Social Sciences, Humanities, Natural Sciences

Suggested Length of Time: 15 blocks

Standards Addressed

Priority:

- ACT.CAS.Reading.1: Using knowledge, skill, and strategies to comprehend and interpret a range of texts.

Detailed Description/Instructions: Complex informational passages refer to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events. Students will use released ACT tests and *The Real ACT Prep Guide* to drill daily over the nuances of social sciences, humanities, and the natural sciences. Specifically, students will learn how to read across academic disciplines by recognizing the organizational structure of the passage such as compare/contrast for social sciences versus cause/effect for natural sciences.

Social Science	Compare/ Contrast, Periodization, Biography, Memoir
Humanities	Creative Non-fiction, Memoir, Expository, Description, Definition
Natural Sciences	Cause/Effect, Chronological/Sequence, Process, Description, Definition

Bloom's Levels: Evaluate

Webb's DOK: 4

Rubric: ACT Reading College and Career Readiness Standards

Engaging Experience 2*

Title: Understanding Question Types

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Reading.1: Using knowledge, skill, and strategies to comprehend and interpret a range of texts.

Detailed Description/Instructions: There are three types of questions asked on the ACT Reading subtest: General Theme, Specific Point, and Evaluation. Students are taught how to identify precisely what the question type by annotating key words and phrases.

Question Type	Item Type
General Theme (GT)	Main Idea
Specific Point (SP)	Explicit detail Vocabulary Development
Evaluation	Inference Implied Idea Application Tone

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3*

Title: 7 Types of Reading Items On all Reading Passages

Suggested Length of Time: Daily

Standards Addressed

Priority:

- ACT.CAS.Reading.1: Using knowledge, skill, and strategies to comprehend and interpret a range of texts.

Detailed Description/Instructions: The ACT is the most *predictable* test students will take because it is a *skills test*. Consequently, the ACT question types are repeated throughout all four passages. These questions are listed below and will be examined in a whole and small group.

7 Reading Items	Question
Main Idea	What is the unifying theme?
Explicit detail	What is explicitly mentioned in a line, paragraph, or passage as a whole?
Vocabulary	How are certain words used in context?
Development	How are ideas constructed and arranged in a paragraph or passage as a whole?
Implied idea	What logical inferences and conclusions can the reader reasonably determine based upon a paragraph or passage as a whole?

Application	How can information from one part of a text be analyzed and compared to another part of the text?
Voice	What does the writer reveal through voice, tone, mood, and attitude?

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario: (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Every Friday, students test from released ACT's to determine both their raw scale and scaled score. Based on the pre-testing, students then measure if their sub score improved, declined, or stayed even. The teacher may direct students to additional practice in areas of concern by utilizing the number of correct questions on Social Studies/Science (SS) versus the number of correct questions on Arts/Literature (AL). Additional resources can be found on www.actstudent.org.

NOTE: To improve scores, it is essential that students practice on released ACT tests not ones generated by testing companies.

Rubric for Engaging Scenario: ACT College Readiness Standards: Reading plus Scale Score Conversion Table

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Complex Literary Narratives Fiction	Fiction	Complex literary narratives refers to excerpts from essays, short stories, and novels that tend to make generous use of ambiguous language and literary devices, feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage. Students will use released ACT tests and <i>The Real ACT Prep Guide</i> to drill daily over the nuances of fiction, specifically how characters relate to one another in a story. Students will be taught that the key to analyzing the fiction passage is understanding the basic components of <i>STEAL</i> and the method of <i>indirect characterization</i> .	5 blocks
Complex Informational Passages Social Science, Humanities, Natural Sciences	Social Sciences, Humanities, Natural Sciences	Complex informational passages refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events. Students will use released ACT tests and <i>The Real ACT Prep Guide</i> to drill daily over the nuances of social sciences, humanities, and the natural sciences. Specifically, students will learn how to read across academic disciplines by recognizing the organizational structure of the passage such as compare/contrast for social sciences versus cause/effect for natural sciences.	15 blocks

Complex Informational Passages Social Science, Humanities, Natural Sciences	Understanding Question Types	There are three types of questions asked on the ACT Reading subtest: General Theme, Specific Point, and Evaluation. Students are taught how to identify precisely what the question type by annotating key words and phrases.	Daily
Complex Informational Passages Social Science, Humanities, Natural Sciences	7 Types of Reading Items on all Reading Passages	The ACT is the most <i>predictable</i> test students will take because it is a <i>skills test</i> . Consequently, the ACT question types are repeated throughout all four passages.	Daily

Unit 4: Algebra

Subject: ACT Prep

Grade: 11-12

Name of Unit: Math: Algebra

Length of Unit: 13-15 Blocks

Overview of Unit: The mathematics section is designed to assess the mathematical skills students have typically acquired in courses taken up to the beginning of grade 12. Questions in this content area are based on basic operations using whole numbers, decimals, fractions, and integers; place value; square roots and approximations; the concept of exponents; scientific notation; factors; ratio, proportion, and percent; linear equations in one variable; absolute value and ordering numbers by value; elementary counting techniques and simple probability; data collection, representation, and interpretation; and understanding simple descriptive statistics. The math test is a 50-minute section with 45 questions. Content covered by the ACT Mathematics Test: Preparing for Higher Math (57-60%), Integrating Essential Skills (40-43%), and Modeling. The ACT College Readiness Benchmark for math is 22 and the standards reflect this.

Cite: ACT Website: <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/description-of-math-test.html>

Priority Standards for unit:

- ACT.CAS.Number and Quality.1: Relationships among number representations, including whole numbers, fractions, decimals, integers, rational and irrational numbers, complex numbers, and quantities represented in vectors and matrices
- ACT.CAS.Operations, Algebra, and Functions.1: Processes to perform operations with numbers, simplify expressions, solve equations, and the relationships among operations, patterns, and functions

Priority Standard:

- ACT.CAS.Number and Quality.1: Relationships among number representations, including whole numbers, fractions, decimals, integers, rational and irrational numbers, complex numbers, and quantities represented in vectors and matrices
- ACT.CAS.Operations, Algebra, and Functions.1: Processes to perform operations with numbers, simplify expressions, solve equations, and the relationships among operations, patterns, and functions

Learning Targets	Webb's DOK Level
	Bloom's Level
AF 401: Students will solve routine two- or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and estimating by using a given average value in place of actual values	2
	Apply
AF 402: Students will perform straightforward word-to-symbol translations.	2
	Apply
N 401: Students will exhibit knowledge of elementary number concepts such as rounding, the ordering of decimals, pattern identification, primes, and greatest common factors	1
	Understand
N 403: Students will comprehend the concept of length on the number line and find the distance between two points	2
	Apply
N 404: Students will understand absolute value in terms of distance	2
	Apply

Essential Questions:

1. How does the order of operations affect accuracy of problems in all levels of mathematics?
2. How do the operation rules of integers affect the accuracy of problems in all levels of mathematics?

Enduring Understanding/Big Ideas:

1. Students must have a working skill of understanding PEMDAS. Without it, even a problem set up appropriately, can result in a faulty answer.
2. Students that do not have a basic understanding of performing operations with negative numbers, can easily get the *opposite* of the actual correct calculation.

Unit Vocabulary:

- Absolute Value
- Equation
- Exponents
- Integers
- Linear
- Order Of Operations
- Percentage
- Probability
- Proportion
- Ratio
- Scientific Notation
- Square Roots
- Whole Numbers

Resources for Vocabulary Development: ACT, Inc. (2011). The Real ACT Prep Guide 3rd edition. Iowa City, IA: ACT Publications., ACT Website

Topic 1: Algebraic Concepts

Engaging Experience 1

Title: Algebraic Concepts

Suggested Length of Time: 1 Block per concept

Standards Addressed

Priority:

- ACT.CAS.Number and Quality.1: Relationships among number representations, including whole numbers, fractions, decimals, integers, rational and irrational numbers, complex numbers, and quantities represented in vectors and matrices
- ACT.CAS.Operations, Algebra, and Functions.1: Processes to perform operations with numbers, simplify expressions, solve equations, and the relationships among operations, patterns, and functions

Detailed Description/Instructions:

Algebraic Concepts: Tables & Graphs; Probability & Counting; Ratio, Proportion, & Percent; Algebraic Operations; Functions

The topics and lessons below are presented in a sequential fashion and serve as a good reference for teachers to use for timing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Topic	Standards	Lessons
Algebraic Concepts	AF.401 AF.402 N.401 N.403 N.404	Tables & Graphs Probability & Counting Ratio, Proportion, and Percent Algebraic Operations Functions

Engaging Experience 2

Title: ACT Practice Test

Suggested Length of Time: 1 Block, every Friday

Standards Addressed

Priority:

- ACT.CAS.Number and Quality.1: Relationships among number representations, including whole numbers, fractions, decimals, integers, rational and irrational numbers, complex numbers, and quantities represented in vectors and matrices
- ACT.CAS.Operations, Algebra, and Functions.1: Processes to perform operations with numbers, simplify expressions, solve equations, and the relationships among operations, patterns, and functions

Detailed Description/Instructions: The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher administers a practice math section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc.

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

There are countless numbers of practice ACT tests which can be found online or in the various The Real ACT Prep Guidebooks put out by ACT. Each practice test includes 60 question math tests which are to be taken in 60 minutes (in order to imitate the actual math portion of ACT). Scoring sheets are provided for each of these released assessments so that students and/or teachers can assess, analyze and discuss areas of strength and weakness along with a follow-up plan for more practice.

Cite: ACT, Inc. (2011). The Real ACT Prep Guide 3rd edition. Iowa City, IA: ACT Publications.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Algebraic Concepts	Algebraic Concepts	<i>Algebraic Concepts: Tables & Graphs; Probability & Counting; Ratio, Proportion, & Percent; Algebraic Operations; Functions</i> The topics and lessons below are presented in a sequential fashion and serve as a good reference for teachers to use for timing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies.	1 Block per concept
Algebraic Concepts	ACT Practice Test	The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher administers a practice math section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc.	1 Block, every Friday

Unit 5: Geometry

Subject: ACT Prep

Grade: 11-12

Name of Unit: Math: Geometry

Length of Unit: 8-10 Blocks

Overview of Unit: The mathematics section is designed to assess the mathematical skills students have typically acquired in courses taken up to the beginning of grade 12. Questions in this content area are based on graphing and the relations between equations and graphs, including points, lines, polynomials, circles, and other curves; graphing inequalities; slope; parallel and perpendicular lines; distance; midpoints; and conics. The math test is a 50-minute section with 45 questions. Content covered by the ACT Mathematics Test: Preparing for Higher Math (57-60%), Integrating Essential Skills (40-43%), and Modeling. The ACT College Readiness Benchmark for math is 22 and the standards reflect this.

Cite: ACT Website: <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/description-of-math-test.html>

Priority Standards for unit:

- ACT.CAS.Geometry and Measurement.1: Properties, measurements of, and relationships among two- and three-dimensional shapes

Priority Standard: ACT.CAS.Geometry and Measurement.1: Properties, measurements of, and relationships among two- and three-dimensional shapes	
Learning Targets	Webb's DOK Level
	Bloom's Level
G 402: Students will exhibit knowledge of basic angle properties and special sums of angle measures	1
	Understand
G 403: Students will compute the area and perimeter of triangles and rectangles in simple problems	2
	Apply

G 405: Students will use geometric formulas when all necessary information is given	2
	Apply

Essential Questions:

1. What are the 3 forms of linear equations and what is revealed in each form?
2. What is the relationship between slopes of parallel and perpendicular lines?

Enduring Understanding/Big Ideas:

1. Slope-intercept form ($y = mx + b$) reveals the slope and y intercept of the line
Point-slope form $y - y_1 = m(x - x_1)$ identifies the slope and a point on the line.
Standard form: $Ax + By = C$ must be manipulated to uncover any major part of the line.
2. Parallel lines have the same slope and perpendicular lines have opposite reciprocal slopes.

Unit Vocabulary:

- Area
- Circle
- Parallel
- Perimeter
- Triangle
- Volume
- Equation
- Midpoint
- Parallelogram
- Perpendicular
- Slope
- Trapezoid

Resources for Vocabulary Development: TestPrep; ACT, Inc. (2011). *The Real ACT Prep Guide 3rd edition*. Iowa City, IA: ACT Publications.

Topic 1: Geometric Concepts

Engaging Experience 1

Title: Geometric Concepts

Suggested Length of Time: 1 Block per concept

Standards Addressed

Priority:

- ACT.CAS.Geometry and Measurement.1: Properties, measurements of, and relationships among two- and three-dimensional shapes

Detailed Description/Instructions:

Geometric Concepts: Linear Equations, Polygons

The topics and lessons below are presented in a sequential fashion and serve as a good reference for teachers to use for timing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Topic	Standards	Lessons
Geometric Concepts	G.402 G.403 G.405	Linear Equations Polygons

Engaging Experience 2

Title: ACT Practice Test

Suggested Length of Time: 1 Block, every Friday

Standards Addressed

Priority:

- ACT.CAS.Geometry and Measurement.1: Properties, measurements of, and relationships among two- and three-dimensional shapes

Detailed Description/Instructions: The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher administers a practice math section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc.

Bloom's Levels: Understand, Apply
Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The teacher is encouraged to administer a practice math section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc.

There are countless numbers of practice ACT tests which can be found online or in the various The Real ACT Prep Guidebooks put out by ACT. Each practice test includes 60 question math tests which is to be taken in 60 minutes (in order to imitate the actual math portion of ACT). Scoring sheets are provided for each of these released assessments so that students and/or teachers can assess, analyze and discuss areas of strength and weakness along with a follow-up plan for more practice.

Cite: ACT, Inc. (2011). The Real ACT Prep Guide 3rd edition. Iowa City, IA: ACT Publications.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Geometric Concepts	Geometric Concepts	The topics and lessons above(<i>See Table in Unit 4, Topic 1, Engaging Experience 1</i>) are presented in a sequential fashion and serve as a good reference for teachers to use for sequencing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies.	1 Block per concept
Geometric Concepts	ACT Practice Test	The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher administers a practice math section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc..	1 Block, every Friday

Unit 6: Trigonometry

Subject: ACT Prep

Grade: 11-12

Name of Unit: Math: Trigonometry

Length of Unit: 8-10 Blocks

Overview of Unit: The mathematics section is designed to assess the mathematical skills students have typically acquired in courses taken up to the beginning of grade 12. Questions in this content area are based on understanding trigonometric relations in right triangles; values and properties of trigonometric functions; graphing trigonometric functions; modeling using trigonometric functions; use of trigonometric identities; and solving trigonometric equations. The math test is a 50-minute section with 45 questions. Content covered by the ACT Mathematics Test: Preparing for Higher Math (57-60%), Integrating Essential Skills (40-43%), and Modeling. The ACT College Readiness Benchmark for math is 22, however this unit addresses standards higher than the benchmark score.

Cite: ACT Website: <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/description-of-math-test.html>

Priority Standards for unit:

- ACT.CAS.Operations, Algebra, and Functions.1: Processes to perform operations with numbers, simplify expressions, solve equations, and the relationships among operations, patterns, and functions
- ACT.CAS.Geometry and Measurement.1: Properties, measurements of, and relationships among two- and three-dimensional shapes

Priority Standard: ● ACT.CAS.Operations, Algebra, and Functions.1: Processes to perform operations with numbers, simplify expressions, solve equations, and the relationships among operations, patterns, and functions ● ACT.CAS.Geometry and Measurement.1: Properties, measurements of, and relationships among two- and three-dimensional shapes	
Learning Targets	Webb's DOK Level
	Bloom's Level
F 704: Students will exhibit knowledge of unit circle trigonometry	2
	Apply

F 705: Students will match graphs of basic trigonometric functions with their equations.	2
	Apply
F 706: Students will use trigonometric concepts and basic identities to solve problems.	3
	Analyze
G 701: Students will use relationships among angles, arcs, and distances in a circle.	3
	Analyze

Essential Questions:

1. Given a right triangle, the measurement of one of its acute angles and the length of one of its sides, determine the length of one of the missing sides.
2. How are degrees translated into radians and radians turned into degrees?

Enduring Understanding/Big Ideas:

1. A student must first determine which of the trig ratios should be employed to insert the given information: $\sin = \text{opposite/hypotenuse}$; $\cos = \text{adjacent/hypotenuse}$; $\tan = \text{opposite/adjacent}$. After choosing the appropriate ratio, the missing part can be determined.
2. $\text{Degrees} = \text{radians} \times 180/\pi$; $\text{Radians} = \text{degrees} \times \pi/180$

Unit Vocabulary:

- Degrees
- Cosine
- Radians
- Sine
- Soh Cah Toa
- Tangent

Resources for Vocabulary Development: TestPrep; ACT, Inc. (2011). *The Real ACT Prep Guide 3rd edition*. Iowa City, IA: ACT Publications.

Topic 1: Trigonometric Concepts

Engaging Experience 1

Title: Trigonometric Concepts

Suggested Length of Time: 2 Blocks per concept

Standards Addressed

Priority:

- ACT.CAS.Operations, Algebra, and Functions.1: Processes to perform operations with numbers, simplify expressions, solve equations, and the relationships among operations, patterns, and functions
- ACT.CAS.Geometry and Measurement.1: Properties, measurements of, and relationships among two- and three-dimensional shapes

Detailed Description/Instructions:

Trigonometric Concepts: Triangles, Right Triangle Trigonometry

The topics and lessons below are presented in a sequential fashion and serve as a good reference for teachers to use for timing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Topic	Standards	Lessons
Trigonometric Concepts	F.704 F.705 F.706 G.701	Triangles Right Triangle Trigonometry

Engaging Experience 2

Title: ACT Practice Test

Suggested Length of Time: 1 Block, every Friday

Standards Addressed

Priority:

- ACT.CAS.Operations, Algebra, and Functions.1: Processes to perform operations with numbers, simplify expressions, solve equations, and the relationships among operations, patterns, and functions
- ACT.CAS.Geometry and Measurement.1: Properties, measurements of, and relationships among two- and three-dimensional shapes

Detailed Description/Instructions: The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher administers a practice math section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc.

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The teacher is encouraged to administer a practice math section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc.

There are countless numbers of practice ACT tests which can be found online or in the various The Real ACT Prep Guidebooks put out by ACT. Each practice test includes 60 question math tests which is to be taken in 60 minutes (in order to imitate the actual math portion of ACT). Scoring sheets are provided for each of these released assessments so that students and/or teachers can assess, analyze and discuss areas of strength and weakness along with a follow-up plan for more practice.

Cite: ACT, Inc. (2011). The Real ACT Prep Guide 3rd edition. Iowa City, IA: ACT Publications.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Trigonometric Concepts	Trigonometric Concepts	The topics and lessons below (<i>See Table in Unit 5, Topic 1, Engaging Experience 1</i>) are presented in a sequential fashion and serve as a good reference for teachers to use for sequencing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies	1 Block per concept
Test Practice	ACT Practice Test	The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher administers a practice math section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc..	1 Block, every Friday

Unit 7: Science Reasoning

Subject: ACT Prep

Grade: 11-12

Name of Unit: Science Reasoning

Length of Unit: 10-12 Blocks

Overview of Unit: The science section measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The section presents several authentic scientific scenarios, each followed by a number of multiple-choice questions. The content of the science test includes biology, chemistry, physics, and the Earth/space sciences (for example, geology, astronomy, and meteorology). Advanced knowledge in these subjects is not required, but knowledge acquired in general and introductory science courses is needed to answer some (but not all) of the questions. The science test is no longer required, but students who take the science portion will receive an individual science section score and a STEM score. The science test is 40 minutes with 40 questions. Content covered by the ACT Science Test: Interpretation of Data (40-50%), Scientific Investigation (20-30%), and Evaluation of Models, Inferences, & Experimental Results (25-35%). The ACT College Readiness Benchmark for science is 23 and the standards reflect this.

Cite: ACT Website: <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/description-of-science-test.html>

Priority Standards for unit:

- ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics
- ACT.CAS.Cross-Cutting Concepts.1-2: Concepts common across all domains of science; link the separate fields of science and promote transfer of knowledge

Priority Standard: ● ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics ● ACT.CAS.Cross-Cutting Concepts.1-2: Concepts common across all domains of science; link the separate fields of science and promote transfer of knowledge	
Learning Targets	Webb's DOK Level
	Bloom's Level
IOD 401: Students will select data from a complex data presentation.	3
	Analyze

IOD 404: Students will perform a simple interpolation or simple extrapolation using data in a table or graph.	2
	Apply
SIN 402: Students will understand the methods used in a complex experiment.	2
	Apply
SIN 404: Students will identify similarities and differences between experiments.	3
	Analyze
EMI 401: Students will determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text.	3
	Analyze
EMI 403: Students will determine which models imply certain information.	3
	Analyze

Essential Questions:

1. How should a graph, table, chart or diagram be inspected in order to understand what information is displayed?
2. Given a Table of Values in which the vapor pressure of 5 different liquids is documented at 3 different temperatures, match an appropriate bar graph which reveals the pressures of the same liquids at the 3rd temperature.

Enduring Understanding/Big Ideas:

1. The various parts of any given figure should be inspected: title, row and column headings, flow determined by arrows, indicated increase or decrease, the key which is usually to the side in a box and any other words or symbols drawn on the figure.
2. A student must first comprehend what each of the rows and columns reveal in the initial Table of Values. Then they must figure out which column to use in comparing it to the lengths of the bars in the bar graph.

Unit Vocabulary:

- Bar Graph
- Celsius
- Circle Graph

- Diagram
- Fahrenheit
- Scatter Plots
- Tables
- Apparatus
- Flow Chart
- Scientific Notation
- Test Tube

Resources for Vocabulary Development: TestPrep; ACT, Inc. (2011). *The Real ACT Prep Guide 3rd edition*. Iowa City, IA: ACT Publications.

Topic 1: Data Representation

Engaging Experience 1

Title: Recognizing Data Representation Questions

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics
- ACT.CAS.Cross-Cutting Concepts.1-2: Concepts common across all domains of science; link the separate fields of science and promote transfer of knowledge

Detailed Description/Instructions: The Science test includes three types of passages: Data Representation, Research Summary, and Conflicting Viewpoints. Data Representation passages often include a variety of charts and graphs, some of which can appear quite complicated. These passages are actually the most straightforward, and for a practiced test-taker, they're the fastest to work through. It's a matter of finding the right information, and most questions will direct test-takers to the correct table or graph. Students should be encouraged to do these passages first in order to earn the maximum number of points while conserving time for harder passages later.

Bloom's Levels: Understand Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: Data Representation Examples

Suggested Length of Time: 2-3 Blocks

Standards Addressed

Priority:

- ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics
- ACT.CAS.Cross-Cutting Concepts.1-2: Concepts common across all domains of science; link the separate fields of science and promote transfer of knowledge

Detailed Description/Instructions: The ACT Science Test measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills that apply to the study of the natural sciences. The questions require students to recognize and understand the basic concepts related to the information contained within the passages, critically examine the hypotheses developed, and generalize from given information to draw conclusions or make predictions.

Therefore, preparing to take the test does not involve a review of facts and figures that have been taught in Biology, Chemistry, Physics and Earth Science classes. Students do not need

to have advanced knowledge of these content areas; but they do need to be able to interpret the data as it is presented and understand the scientific method and experimental design.

The topics and lessons below are presented in a sequential fashion and serve as a good reference for teachers to use for timing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies

Bloom's Levels: Understand Apply

Webb's DOK: 1, 2

Engaging Experience 3

Title: ACT Practice Test - Science

Suggested Length of Time: 1 Block, every Friday

Standards Addressed

Priority:

- ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics
- ACT.CAS.Cross-Cutting Concepts.1-2: Concepts common across all domains of science; link the separate fields of science and promote transfer of knowledge

Detailed Description/Instructions: The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher administers a practice science section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc.

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Topic	Standards	Tasks		
Data Representation	IOD.401 IOD.404	Recognizing Data Representation Questions Data Representation Examples		

Topic 2: Research Summaries

Engaging Experience 1

Title: Recognizing Research Summary Questions

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics
- ACT.CAS.Cross-Cutting Concepts.1-2: Concepts common across all domains of science; link the separate fields of science and promote transfer of knowledge

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Bloom's Levels: Understand Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: Research Summary Examples

Suggested Length of Time: 2-3 Blocks

Standards Addressed

Priority:

- ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics
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Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 3

Title: ACT Practice Test - Science

Suggested Length of Time: 1 Block, every Friday

Standards Addressed

Priority:

- ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics
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Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Topic	Standards	Tasks		
Research Summaries	SIN.402 SIN.404	Recognizing Research Summary Questions Research Summary Examples		

Topic 3: Conflicting Viewpoints

Engaging Experience 1

Title: Recognizing Research Summary Questions

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- ACT.CAS.Science Practices.1: Processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics
- ACT.CAS.Cross-Cutting Concepts.1-2: Concepts common across all domains of science; link the separate fields of science and promote transfer of knowledge

Detailed Description/Instructions: The Science test includes three types of passages: Data Representation, Research Summary, and Conflicting Viewpoints. Conflicting Viewpoints passages are like a reading comprehension exercise. There is only one Conflicting Viewpoints passage per science section, and it's often easy to identify because it typically has text only. In rare cases, the Conflicting Viewpoints passage will include a diagram to illustrate the scenario in question. Students are presented with various scientific concepts and different perspectives about them. Questions ask students to analyze how the viewpoints are similar and different from each other. Students should be encouraged to skip the Conflicting Viewpoint until the end and, if necessary, just make educated guesses after elimination.

Bloom's Levels: Understand Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: Research Summary Examples

Suggested Length of Time: 2-3 Blocks

Standards Addressed

Priority:

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Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 3

Title: ACT Practice Test - Science

Suggested Length of Time: 1 Block, every Friday

Standards Addressed

Priority:

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Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Topic	Standards	Tasks		
Conflicting Viewpoints	EMI.401 EMI.403	Recognizing Conflicting Viewpoint Questions Conflicting Viewpoints Examples		

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

There are a countless number of practice ACT tests which can be found online or in the various The Real ACT Prep Guidebooks put out by ACT. Each practice test includes 40 question science reasoning tests which are to be taken in 35 minutes (in order to imitate the actual Science Reasoning portion of ACT). Scoring sheets are provided for each of these released assessments so that students and/or teachers can assess, analyze and discuss areas of strength and weakness along with a follow-up plan for more practice.

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Summary of Engaging Learning Experiences for Topics

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Data Representation	Recognizing Data Representation Questions	The Science test includes three types of passages: Data Representation, Research Summary, and Conflicting Viewpoints. Data Representation passages often include a variety of charts and graphs, some of which can appear quite complicated. These passages are actually the most straightforward, and for a practiced test-taker, they're the fastest to work through. It's a matter of finding the right information, and most questions will direct test-takers to the correct table or graph. Students should be encouraged to do these passages first in order to earn the maximum amount of points while conserving time for harder passages later.	1 Block
Data Representation	Data Representation Examples	The ACT Science Test measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills that apply to the study of the natural sciences. The questions require students to recognize and understand the basic concepts related to the information contained within the passages, critically examine the hypotheses developed, and generalize from given information to draw conclusions or make predictions. Therefore, preparing to take the test does not involve a review of facts and figures that have been taught in Biology, Chemistry, Physics and Earth Science classes. Students do not need to have	2-3 Blocks

		advanced knowledge of these content areas; but they do need to be able to interpret the data as it is presented and understand the scientific method and experimental design. The topics and lessons below are presented in a sequential fashion and serve as a good reference for teachers to use for timing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies	
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Research Summaries	Recognizing Research Summary Questions	The Science test includes three types of passages: Data Representation, Research Summary, and Conflicting Viewpoints. Research Summary passages can look like Data Representation passages and include some of the same question types. However, Research Summary passages also provide information about the experiments that were conducted to collect this data, going beyond strict Data Representation. A Research Summary passage will always include at least one question about experimental design, which requires a basic understanding of control groups and independent vs dependent variables. Answering Research Summary questions often involves making some common-sense	1 Block

		assumptions. Students should be encouraged to answer these passages after answering the Data Representation questions. Additionally, they should start by working on those that have the same question type as Data Representation passages.	
Research Summaries	Research Summary Examples	The ACT Science Test measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills that apply to the study of the natural sciences. The questions require students to recognize and understand the basic concepts related to the information contained within the passages, critically examine the hypotheses developed, and generalize from given information to draw conclusions or make predictions. Therefore, preparing to take the test does not involve a review of facts and figures that have been taught in Biology, Chemistry, Physics and Earth Science classes. Students do not need to have advanced knowledge of these content areas; but they do need to be able to interpret the data as it is presented and understand the scientific method and experimental design. The topics and lessons below are presented in a sequential fashion and serve as a good reference for teachers to use for timing and topics to be covered. A teacher could present any and all material in a lesson format, by combining topics or teaching them in isolation. The teacher is encouraged to use both whole group, small group and individualized lessons throughout the semester to work on specific student deficiencies	2-3 Blocks

Research Summaries	ACT Practice Test - Science	The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher administers a practice science section of the ACT on a regular basis (every Friday) to resemble an actual ACT exam, including time, room setup, resources, etc.	1 Block, every Friday
Conflicting Viewpoints	Recognizing Conflicting Viewpoints Questions	The Science test includes three types of passages: Data Representation, Research Summary, and Conflicting Viewpoints. Conflicting Viewpoints passages are like a reading comprehension exercise. There is only one Conflicting Viewpoints passage per Science section, and it's often easy to identify because it typically has text only. In rare cases, the Conflicting Viewpoints passage will include a diagram to illustrate the scenario in question. Students are presented with various scientific concepts and different perspectives about them. Questions ask students to analyze how the viewpoints are similar and different from each other. Students should be encouraged to skip the Conflicting Viewpoint until the end and, if necessary, just make educated guesses after elimination.	1 Block
Conflicting Viewpoints	Conflicting Viewpoints Examples	The ACT Science Test measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills that apply to the study of the natural sciences. The questions require students to recognize and understand the basic concepts related to the information contained within the passages, critically examine the hypotheses developed, and generalize from given information to draw conclusions or make predictions.	2-3 Blocks

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Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.