High School ACT/COLLEGE PREP Curriculum

Course Description: The ACT/College Prep course will emphasize ACT test-taking strategies, specifically math skills, language skills, reading skills, and science-reasoning skills. Students will study and practice listening and note-taking techniques, test-taking strategies, questioning and thinking skills, information retrieval, pre-ACT test practice, memory technique, reading in the content areas, vocabulary development, and college application completion 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 during this course to receive course credit. NOTE: Students will be assessed based on an improvement model.
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Weeks</td>
<td>English: Usage and Mechanics</td>
<td>Topic 1: Punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Grammar and Usage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Sentence Structure</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>English: Rhetorical Devices</td>
<td>Topic 1: Strategy (Audience)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Style</td>
</tr>
<tr>
<td>4 Weeks</td>
<td>Reading</td>
<td>Topic 1: Complex Literary Narratives Fiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Complex Informational Passages Social Science, Humanities, Natural Science</td>
</tr>
<tr>
<td>3 Weeks</td>
<td>Math: Algebra</td>
<td>Topic 1: Test Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: TestPrep</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>Math: Geometry</td>
<td>Topic 1: TestPrep</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>Math: Trigonometry</td>
<td>Topic 1: TestPrep</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>Science Reasoning</td>
<td>Topic 1: Test Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: TestPrep</td>
</tr>
</tbody>
</table>

This course is taught in quarters, or 4.5 week intervals. Students will cycle through each subtest based on PLAN range scores and scores from the STATE ASSESSMENT taken in the spring of their junior year. 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 September, October, and December National Tests given at both Park Hill High School and Park Hill South High School annually. The following are the breakdown for quarters: 1) English, 2) Reading, 3) Math, and 4) Science. Each student enrolled will be placed in each subtest category: English, Math, Reading, and Natural Science.
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.

<table>
<thead>
<tr>
<th>ACT Test</th>
<th>ACT Benchmark Score</th>
<th>College Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>18</td>
<td>English Composition</td>
</tr>
<tr>
<td>Math</td>
<td>22</td>
<td>Algebra</td>
</tr>
<tr>
<td>Reading</td>
<td>21</td>
<td>Social Sciences/Humanities</td>
</tr>
<tr>
<td>Science</td>
<td>24</td>
<td>Biology</td>
</tr>
</tbody>
</table>

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. On the ACT Writing Test, ACT’s research to date suggests that examinees with a Writing sub score of 7 or higher possess sufficient general writing skills to be ready for college-level writing assignments.

Unit 1: Usage and Mechanics

Subject: ACT English
Grade: 11-12
Name of Unit: English: Usage and Mechanics
Length of Unit: 3 Weeks

Overview of Unit: Content Covered by the ACT English Test: Six elements of effective writing are included in the English Test: punctuation, grammar and usage, sentence structure, strategy, organization, and style. The questions covering punctuation, grammar and usage, and sentence structure make up the Usage/Mechanics sub score. The questions covering strategy, organization, and style make up the Rhetorical Skills sub score. The English test is a 75-question, 45-minute test, covering:

Usage/Mechanics Breakdown:
- Punctuation (10-15%). Questions in this category test your knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (for example, avoiding ambiguity, indicating appositives).
- Grammar and Usage (15-20%). Questions in this category test your understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.
- Sentence Structure (20-25%). Questions in this category test your understanding of relationships between and among clauses, placement of modifiers, and shifts in construction. 

Cite: ACT website  http://www.actstudent.org/testprep/descriptions/engcontent.html

Priority Standards for unit:
- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay. ACT.ENGLISH.TOD.703
- Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay. ACT.ENGLISH.ORG.701
- Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images). ACT.ENGLISH.ORG.702
- Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole. ACT.KLA.ENGLISH.701
- Delete punctuation around essential/restrictive appositives or clauses. ACT.PUN.701
- Use a colon to introduce an example or an elaboration. ACT.PUN.702
- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas. ACT.WRITING.ORI.603
- Show effective use of language to communicate ideas clearly by. ACT.WRITING.USL.601
○ Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
○ Consistently choosing words that are precise and varied.
○ Using a variety of kinds of sentence structures to vary pace and to support meaning

Supporting Standards for unit:
● Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb. ACT.USG.701
● Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt by. ACT.WRITING.EXJ.602
  ○ Examining different perspectives, and/or
  ○ Evaluating implications and/or complications of the issue, and/or
  ○ Anticipating and fully responding to counterarguments to the writer’s position
● Maintain a precise focus on discussing the specific issue in the prompt throughout the essay. ACT.WRITING.FOC.601
● Present a critical thesis that clearly establishes the focus on the writer’s position on the issue. ACT.WRITING.FOC.602
● Show effective movement between general and specific ideas and examples. ACT.DEV.602
● Provide a unified, coherent organizational structure that presents a logical progression of ideas. ACT.ORI.601
● Use precise transitional words, phrases, and sentences to convey logical relationships between ideas. ACT.ORI.602
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>whether a complex essay has met a specified goal</td>
<td>Determine</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay</td>
<td>Determine</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images)</td>
<td>Provide</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole</td>
<td>Delete</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>punctuation around essential/restrictive appositives or clauses</td>
<td>Delete</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>a colon to introduce an example or an elaboration</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas</td>
<td>Present</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>effective use of language to communicate ideas clearly</td>
<td>Show</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors</td>
<td>Correctly</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>choosing words that are precise and varied</td>
<td>Consistently</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>a variety of kinds of sentence structures to vary pace and to support meaning</td>
<td>Using</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Grammar and Usage</td>
<td>● Coherence</td>
</tr>
<tr>
<td>● Punctuation</td>
<td>● Conventions of Usage and Punctuation</td>
</tr>
<tr>
<td>● Sentence structure</td>
<td>● Organization</td>
</tr>
<tr>
<td></td>
<td>● Unity</td>
</tr>
<tr>
<td></td>
<td>● Word Choice (Style, Tone, Clarity, And Economy)</td>
</tr>
</tbody>
</table>

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 Day

**Standards Addressed**

**Priority:**
- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay. ACT.ENGLISH.TOD.703
- Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay. ACT.ENGLISH.ORG.701
- Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images). ACT.ENGLISH.ORG.702
- Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole. ACT.KLA.ENGLISH.701

**Supporting:**
- Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt by. ACT.WRITING.EXJ.602
  - Examining different perspectives, and/or
  - Evaluating implications and/or complications of the issue, and/or
  - Anticipating and fully responding to counterarguments to the writer’s position
- Maintain a precise focus on discussing the specific issue in the prompt throughout the essay. ACT.WRITING.FOC.601
- Present a critical thesis that clearly establishes the focus on the writer’s position on the issue. ACT.WRITING.FOC.602
- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas. ACT.WRITING.ORI.603
- Show effective use of language to communicate ideas clearly by. ACT.WRITING.USL.601
  - Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
  - Consistently choosing words that are precise and varied.
  - Using a variety of kinds of sentence structures to vary pace and to support meaning
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
Rubric: Class participation/ ACT English College and Career Readiness Standards

Engaging Experience 2*
Title: Commas, Semicolon, Colon and Dash
Suggested Length of Time: Daily

Standards Addressed

Priority:

- Use a colon to introduce an example or an elaboration. ACT.ENGLISH.PUN 701.
- Delete punctuation around essential/restrictive appositives or clauses. ACT.ENGLISH.PUN 702.
- Show effective use of language to communicate ideas clearly by.
  - Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors

Supporting:

- Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb. ACT.USG.701
- Delete punctuation around essential/restrictive appositives or clauses. ACT.PUN.701
- Use a colon to introduce an example or an elaboration. ACT.PUN.702
- Show effective movement between general and specific ideas and examples. ACT.DEV.602
- Provide a unified, coherent organizational structure that presents a logical progression of ideas. ACT.ORI.601
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas. ACT.ORI.602

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 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. The non-negotiable skills notebook from Cambridge, levels 1 - 3 are used to teach punctuation.

Bloom’s Levels: Evaluate
Webb’s DOK: 4
Rubric: Class participation/ ACT English College and Career Readiness Standards
Topic 2: Grammar and Usage

Engaging Experience 1*
Title: When in doubt, strike it out!
Suggested Length of Time: Daily

Standards Addressed

Priority:
- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay. ACT.ENGLISH.TOD.703
- Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay. ACT.ENGLISH.ORG.701
- Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images). ACT.ENGLISH.ORG.702
- Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole. ACT.KLA.ENGLISH.701

Supporting:
- Show effective use of language to communicate ideas clearly by.
  ACT.WRITING.USL.601
  - Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
  - Consistently choosing words that are precise and varied.
  - Using a variety of kinds of sentence structures to vary pace and to support meaning

Detailed Description/Instruction: In the grammar and usage section, students are instructed that the ACT loves CONCISE writing. As a result, grammar and usage skills are identified particularly redundancy. Students are shown how often times 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
Rubric: Class participation/ ACT English College and Career Readiness Standards
**Engaging Experience 2**

**Title:** Listen with your ear

**Suggested Length of Time:** Daily

**Standards Addressed**

*Priority:*
- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay. ACT.ENGLISH.TOD.703
- Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay. ACT.ENGLISH.ORG.701
- Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images). ACT.ENGLISH.ORG.702
- Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole. ACT.KLA.ENGLISH.701

*Supporting:*
- Show effective use of language to communicate ideas clearly by.
  - ACT.WRITING.USL.601
    - Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
    - Consistently choosing words that are precise and varied.
    - Using a variety of kinds of sentence structures to vary pace and to support meaning

**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](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

**Rubric:** Class participation/ ACT English College and Career Readiness Standards
Engaging Experience 3*

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

Suggested Length of Time: Daily

Standards Addressed

Priority:
- Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole. ACT.KLA.ENGLISH.701
- Delete punctuation around essential/restrictive appositives or clauses. ACT.PUN.701

Supporting:
- Show effective use of language to communicate ideas clearly by.
  ACT.WRITING.USL.601
  - Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
  - Consistently choosing words that are precise and varied.
  - Using a variety of kinds of sentence structures to vary pace and to support meaning

Detailed Description/Instructions: Often times, 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

Rubric: Class participation/ ACT English College and Career Readiness Standards
Engaging Experience 1*
Title: Independent vs. Dependent clauses
Suggested Length of Time: Daily
Standards Addressed

Priority:
- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay. ACT.ENGLISH.TOD.703
- Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay. ACT.ENGLISH.ORG.701
- Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images). ACT.ENGLISH.ORG.702
- Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole. ACT.KLA.ENGLISH.701

Supporting:
- Show effective use of language to communicate ideas clearly by. ACT.WRITING.USL.601
  - Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
  - Consistently choosing words that are precise and varied.
  - Using a variety of kinds of sentence structures to vary pace and to support meaning

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
Rubric: Class Participation/ACT English College and Career Readiness Standards
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
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Test for Baseline Scaled Score</td>
<td>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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>1</td>
<td>Commas, Semicolon, Colon and Dash</td>
<td>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 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. The non-negotiable skills notebook from Cambridge, levels 1 - 3 are used to teach punctuation.</td>
<td>Daily</td>
</tr>
<tr>
<td>2</td>
<td>When in doubt, strike it out!</td>
<td>In the grammar and usage section, students are instructed that the ACT loves CONCISE writing. As a result, grammar and usage skills are identified particularly redundancy. Students are shown how often times 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.</td>
<td>Daily</td>
</tr>
<tr>
<td>2</td>
<td>Listen with your ear</td>
<td>The ACT English uses a wide variety of verb tenses that can easily be identified simply by hearing the language read aloud. Students are</td>
<td>Daily</td>
</tr>
</tbody>
</table>
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](http://www.actstudent.org/sampletest/english/eng_01.html) to teach how “to be verbs” function properly in standard written English.

| 2  | Don’t be afraid to hit NO CHANGE or DELETE | Often times 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](http://www.actstudent.org/sampletest/english/eng_01.html). | Daily |
| 3  | 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: 2 Weeks

Overview of Unit: The English test is a 75-question, 45-minute test, that covers the following rhetorical skills; strategy, organization and style.

Rhetorical Skills Breakdown:

- **Strategy (15-20%).** Questions in this category test how well you develop a given topic by choosing expressions appropriate to an essay's audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevance of statements in context.

- **Organization (10-15%).** Questions in this category test how well you organize ideas and choose effective opening, transitional, and closing sentences.

- **Style (15-20%).** Questions in this category test how well you choose precise and appropriate words and images, maintain the level of style and tone in an essay, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronoun references, wordiness, and redundancy.

Cite: ACT website [http://www.actstudent.org/testprep/descriptions/engcontent.html](http://www.actstudent.org/testprep/descriptions/engcontent.html)

Priority Standards for unit:

- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole. ACT.ENGLISH.KLA.701
- Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses). ACT.ENGLISH.SST.701
- Analyze the overall structure of highly complex passages. ACT.READING.TST.703
- Identify or infer a purpose in complex passages and how that purpose shapes content and style. ACT.READING.PP.701
  - Understand point of view in highly complex passages. ACT.READING.PP.702
- Present a critical thesis that clearly establishes the focus on the writer’s position on the issue. ACT.WRITING.FOC.602
- Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples. ACT.WRITING.DEV.601
- Provide a unified, coherent organizational structure that presents a logical progression of ideas. ACT.WRITING.ORI.601
- Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images). ACT.ENGLISH.ORG.702
- Locate and interpret minor or subtly stated details in complex passages. ACT.READING.CLR.701
- Locate important details in highly complex passages. ACT.READING.CLR.702
Supporting Standards for unit:

- Order sequences of events in complex passages. ACT.READING.REL.701
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex. ACT.READING.WME.701
- Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex. ACT.READING.TST.701
- Identify or infer the function of paragraphs in complex passages. ACT.READING.TST.702
- Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex. ACT.READING.ARG.701
- Identify or infer a central claim in complex passages. ACT.READING.ARG.702
- Identify a clear central claim in highly complex passages. ACT.READING.ARG.703
- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas. ACT.WRITING.ORI.603
- Maintain a precise focus on discussing the specific issue in the prompt throughout the essay. ACT.WRITING.FOC.601
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas. ACT.WRITING.ORI.602
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>whether a complex essay has met a specified goal</td>
<td>Determine</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole</td>
<td>Delete</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)</td>
<td>Recognize</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the overall structure of highly complex passages</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>or infer a purpose in complex passages and how that purpose shapes content and style</td>
<td>Identify</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>point of view in highly complex passages</td>
<td>Understand</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>a critical thesis that clearly establishes the focus on the writer’s position on the issue</td>
<td>Present</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples</td>
<td>Provide</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>a unified, coherent organizational structure that presents a logical progression of ideas</td>
<td>Provide</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images)</td>
<td>Provide</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>and interpret minor or subtly stated details in complex passages</td>
<td>Locate</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>important details in highly complex passages</td>
<td>Locate</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>
**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 straightforward 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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Insertion or Deletion of a Sentence</td>
<td>● Questions Deal Specifically with “Adding” or “Deleting” Sentences to Achieve Coherence.</td>
</tr>
<tr>
<td>● Logic and Coherence</td>
<td>● Rhetorical Questions Focus on the Role Sentences Play in a Paragraph Or Passage as a Whole.</td>
</tr>
<tr>
<td>● Paragraph As a Whole</td>
<td>● Passage As a Whole</td>
</tr>
</tbody>
</table>

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 Day

**Standards Addressed**

*Priority:*

- Determine whether a complex essay has met a specified goal. [ACT.ENGLISH.TOD.702]
- Analyze the overall structure of highly complex passages. [ACT.READING.TST.703]
- Identify or infer a purpose in complex passages and how that purpose shapes content and style. [ACT.READING.PP.701]
- Understand point of view in highly complex passages. [ACT.READING.PP.702]

*Supporting:*

- Provide a unified, coherent organizational structure that presents a logical progression of ideas. [ACT.WRITING.ORI.601]
- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas. [ACT.WRITING.ORI.603]

**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 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](http://www.actstudent.org/sampletest/english/eng_01.html)

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** ACT English College and Career Readiness Standards

**Engaging Experience 2**

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

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- Determine whether a complex essay has met a specified goal. [ACT.ENGLISH.TOD.702]
Analyze the overall structure of highly complex passages. ACT.READING.TST.703
Identify or infer a purpose in complex passages and how that purpose shapes content and style. ACT.READING.PP.701
Understand point of view in highly complex passages. ACT.READING.PP.702

Supporting:
- Provide a unified, coherent organizational structure that presents a logical progression of ideas. ACT.WRITING.ORI.601
- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas. ACT.WRITING.ORI.603

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
Rubric: ACT English College and Career Readiness Standards

Engaging Experience 3
Title: Personal writing and the art of audience
Suggested Length of Time: 2 Days
Standards Addressed
Priority:
- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Analyze the overall structure of highly complex passages. ACT.READING.TST.703
- Identify or infer a purpose in complex passages and how that purpose shapes content and style. ACT.READING.PP.701
- Understand point of view in highly complex passages. ACT.READING.PP.702

Supporting:
- Provide a unified, coherent organizational structure that presents a logical progression of ideas. ACT.WRITING.ORI.601
- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas. ACT.WRITING.ORI.603

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
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 times, 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
Engaging Experience 1*
Title: It is a Truth Universally Acknowledged!
Suggested Length of Time: Daily
Standards Addressed

Priority:
- Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay’s main images). ACT.ENGLISH.ORG.702
- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Analyze the overall structure of highly complex passages. ACT.READING.TST.703
- Identify or infer a purpose in complex passages and how that purpose shapes content and style. ACT.READING.PP.701
- Understand point of view in highly complex passages. ACT.READING.PP.702

Supporting:
- Provide a unified, coherent organizational structure that presents a logical progression of ideas. ACT.WRITING.ORI.601
- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas. ACT.WRITING.ORI.603

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
Rubric: ACT English College and Career Readiness Standards

Engaging Experience 2*
Title: Details, Details, Details!
Suggested Length of Time: Daily
Standards Addressed

Priority:
- Locate and interpret minor or subtly stated details in complex passages. ACT.READING.CLR.701

Board Approved: May 12, 2016
- Locate important details in highly complex passages. ACT.READING.CLR.702

**Supporting:**
- Order sequences of events in complex passages. ACT.READING.REL.701
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex. ACT.READING.WME.701
- Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex. ACT.READING.TST.701
- Identify or infer the function of paragraphs in complex passages. ACT.READING.TST.702
- Analyze the overall structure of highly complex passages. ACT.READING.TST.703
- Identify or infer a purpose in complex passages and how that purpose shapes content and style. ACT.READING.PP.701
- Understand point of view in highly complex passages. ACT.READING.PP.702
- Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex. ACT.READING.ARG.701
- Identify or infer a central claim in complex passages. ACT.READING.ARG.702
- Identify a clear central claim in highly complex passages. ACT.READING.ARG.703

**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

**Rubric:** ACT English College and Career Readiness Standards

**Engaging Experience 3* Title:** KISS: Keep it Short and Simple!

**Suggested Length of Time:** Daily

**Standards Addressed**

**Priority:**
- Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole. ACT.ENGLISH.KLA.701
- Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses). ACT.ENGLISH.SST.701

**Supporting:**
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas. ACT.WRITING.ORI.602

**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
Rubric: ACT English College and Career Readiness Standards
Engaging Experience 1
Title: GQ, Esquire, Vanity Fair, or Vogue: How’s my style?
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
• Present a critical thesis that clearly establishes the focus on the writer’s position on the issue. ACT.WRITING.FOC.602
• Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples. ACT.WRITING.DEV.601
• Provide a unified, coherent organizational structure that presents a logical progression of ideas. ACT.WRITING.ORI.601
• Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas. ACT.WRITING.ORI.603

Supporting:
• Use precise transitional words, phrases, and sentences to convey logical relationships between ideas. ACT.WRITING.ORI.602

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 be 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 constructing language.

Bloom’s Levels: Understand
Webb’s DOK: 4
Rubric: ACT English College and Career Readiness Standards

Engaging Experience 2*
Title: Coherence versus Vague Writing
Suggested Length of Time: Daily
Standards Addressed

Priority:
• Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702

Supporting:
• Maintain a precise focus on discussing the specific issue in the prompt throughout the essay. ACT.WRITING.FOC.601
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
Rubric: ACT English College and Career Readiness Standards
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](http://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
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What’s in a name?</td>
<td>This topic will help student 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 <em>Down at the Laundromat</em>. Observing the title, students can infer that the most important word in the title is <em>Laundromat</em>. Now, based on that understanding the student can now assess the essential question: Who is audience for this essay? The first question a teacher can ask is <em>who uses a laundromat?</em> 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 <em>The Real ACT Prep Guide</em> and <a href="http://www.actstudent.org/sampletest/english/eng_01.html">http://www.actstudent.org/sampletest/english/eng_01.html</a></td>
<td>1 Day</td>
</tr>
<tr>
<td>1</td>
<td>How does the audience influence how a writer constructs his or her work?</td>
<td>Knowing one’s audience is critical to understanding how a writer shapes his or her work. To help students learn the importance of <em>audience</em> and <em>strategy</em>, 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</td>
<td>2 Days</td>
</tr>
<tr>
<td>1</td>
<td>Personal writing and the art of audience</td>
<td>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 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 times, 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.</td>
<td>2 Days</td>
</tr>
<tr>
<td>2</td>
<td>It is a truth universally acknowledged!</td>
<td>“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 <em>Pride and Prejudice</em>. 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.</td>
<td>Daily</td>
</tr>
<tr>
<td>2</td>
<td>Details, Details, Details!</td>
<td>All good writers know how to use concrete and subtle details to support their writing. Using ACT English passages or released AP Language</td>
<td>Daily</td>
</tr>
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</table>
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.

| 2 | KISS: Keep it short and simple! | 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*. | Daily |

| 3 | 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 be 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 constructing language. | 1 Day |
| 3 | 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 straightforward 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. | Daily |
Overview of Unit: The reading test is a 40-question, 35-minute test that measures your reading comprehension. The test questions ask you to derive meaning from several texts by:

- referring to what is explicitly stated
- reasoning to determine implicit meaning

Specifically, questions will ask you to use referring and reasoning skills to:

- determine main ideas
- locate and interpret significant details
- understand sequences of events
- make comparisons
- comprehend cause-effect relationships
- determine the meaning of context-dependent words, phrases, and statements
- draw generalizations
- analyze the author's or narrator's voice and method

The test comprises four sections, each containing one long or two shorter prose passages that are representative of the level and kinds of text commonly encountered in first-year college curricula. Passages on topics in social studies, natural sciences, literary narrative (including prose fiction), and the humanities are included. Cite: ACT website:  
http://www.actstudent.org/testprep/descriptions/engcontent.html

Priority Standards for unit:

- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Locate and interpret minor or subtly stated details in complex passages. ACT.READING.CLR.701
- Locate important details in highly complex passages. ACT.READING.CLR.702
- Draw logical conclusions in complex passages. ACT.READING.CLR.703
- Draw simple logical conclusions in highly complex passages. ACT.READING.CLR.704
- Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage. ACT.READING.CLR.705
- Paraphrase statements as they are used in complex passages. ACT.READING.CLR.706
- Identify or infer a central idea or theme in complex passages or their paragraphs. ACT.READING.IDT.701
- Summarize key supporting ideas and details in highly complex passages. ACT.READING.IDT.702
- Order sequences of events in complex passages. ACT.READING.REL.701
- Understand implied or subtly stated comparative relationships in complex passages. ACT.READING.REL.702
- Identify clear comparative relationships in highly complex passages. ACT.READING.REL.703
Understand implied or subtly stated cause-effect relationships in complex passages. ACT.READING.REL.704

Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex. ACT.READING.WME.701

Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings. ACT.READING.WME.702

Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language. ACT.READING.WME.703

Identify clear cause-effect relationships in highly complex passages. ACT.READING.REL.705

Identify or infer the function of paragraphs in complex passages. ACT.READING.TST.702

Analyze the overall structure of highly complex passages. ACT.READING.TST.703

Identify or infer a purpose in complex passages and how that purpose shapes content and style. ACT.READING.PP.701

Understand point of view in highly complex passages. ACT.READING.PP.702

Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex. ACT.READING.ARG.701

Identify or infer a central claim in complex passages. ACT.READING.ARG.702

Identify a clear central claim in highly complex passages. ACT.READING.ARG.703

Draw logical conclusions using information from multiple portions of two informational texts. ACT.READING.SYN.701

**Supporting Standards for unit:**

- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay. ACT.ENGLISH.TOD.703
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>and interpret minor or subtly stated details in complex passages</td>
<td>Locate</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>important details in highly complex passages</td>
<td>Locate</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>logical conclusions in complex passages</td>
<td>Draw</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>simple logical conclusions in highly complex passages</td>
<td>Draw</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>complex or subtle logical conclusions, often by synthesizing information from different portions of the passage</td>
<td>Draw</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>statements as they are used in complex passages</td>
<td>Paraphrase</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>or infer a central idea or theme in complex passages or their paragraphs</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>key supporting ideas and details in highly complex passages</td>
<td>Summarize</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>sequences of events in complex passages</td>
<td>Order</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>implied or subtly stated comparative relationships in complex passages</td>
<td>Understand</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>clear comparative relationships in highly complex passages</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>implied or subtly stated cause-effect relationships in complex passages</td>
<td>Understand</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings</td>
<td>Interpret</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language</td>
<td>Interpret</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>clear cause-effect relationships in highly complex passages</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>or infer the function of paragraphs in complex passages</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the overall structure of highly complex passages</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>Task</td>
<td>Identify</td>
<td>Remember</td>
<td>Credit</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>or infer a purpose in complex passages and how that purpose shapes content and style</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>point of view in highly complex passages</td>
<td>Understand</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>or infer a central claim in complex passages</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>a clear central claim in highly complex passages</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>logical conclusions using information from multiple portions of two informational texts</td>
<td>Draw</td>
<td>Evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Author’s Tone and Mode Of Writing</td>
<td>● Fiction: Characters</td>
</tr>
<tr>
<td>● Explicit Detail</td>
<td>● Humanities: Description</td>
</tr>
<tr>
<td>● Implied Idea and Inference</td>
<td>● Modes of Writing:</td>
</tr>
<tr>
<td>● Main Idea</td>
<td>● Science: Cause and Effect</td>
</tr>
<tr>
<td>● Subtle Detail</td>
<td>● Social Studies: Compare and Contrast</td>
</tr>
<tr>
<td>● Unifying Theme</td>
<td></td>
</tr>
<tr>
<td>● Vocabulary in CONTEXT</td>
<td></td>
</tr>
</tbody>
</table>

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:** 1 Week
**Standards Addressed**

**Priority:**

- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Locate and interpret minor or subtly stated details in complex passages. ACT.READING.CLR.701
- Locate important details in highly complex passages. ACT.READING.CLR.702
- Draw logical conclusions in complex passages. ACT.READING.CLR.703
- Draw simple logical conclusions in highly complex passages. ACT.READING.CLR.704
- Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage. ACT.READING.CLR.705
- Paraphrase statements as they are used in complex passages. ACT.READING.CLR.706
- Identify or infer a central idea or theme in complex passages or their paragraphs. ACT.READING.IDT.701
- Summarize key supporting ideas and details in highly complex passages. ACT.READING.IDT.702
- Order sequences of events in complex passages. ACT.READING.REL.701
- Understand implied or subtly stated comparative relationships in complex passages. ACT.READING.REL.702
- Identify clear comparative relationships in highly complex passages. ACT.READING.REL.703
- Understand implied or subtly stated cause-effect relationships in complex passages. ACT.READING.REL.704
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex. ACT.READING.WME.701
- Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings. ACT.READING.WME.702
- Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language. ACT.READING.WME.703
- Identify clear cause-effect relationships in highly complex passages. ACT.READING.REL.705
- Identify or infer the function of paragraphs in complex passages. ACT.READING.TST.702
- Analyze the overall structure of highly complex passages. 
  ACT.READING.TST.703
- Identify or infer a purpose in complex passages and how that purpose shapes 
  content and style. ACT.READING.PP.701
- Understand point of view in highly complex passages. ACT.READING.PP.702
- Analyze how one or more sentences in passages offer reasons for or support a 
  claim when the relationship is subtle or complex. ACT.READING.ARG.701
- Identify or infer a central claim in complex passages. ACT.READING.ARG.702
- Identify a clear central claim in highly complex passages. 
  ACT.READING.ARG.703
- Draw logical conclusions using information from multiple portions of two 
  informational texts. ACT.READING.SYN.701

**Supporting:**
- Determine whether a complex essay has met a specified goal. 
  ACT.ENGLISH.TOD.702
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms 
  of the focus of the essay. ACT.ENGLISH.TOD.703

**Detailed Description/Instructions:** 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 *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*:

<table>
<thead>
<tr>
<th>S</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Thoughts</td>
</tr>
<tr>
<td>E</td>
<td>Effect of Others</td>
</tr>
<tr>
<td>A</td>
<td>Action</td>
</tr>
<tr>
<td>L</td>
<td>Looks</td>
</tr>
</tbody>
</table>

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 4

**Rubric:** ACT Reading College and Career Readiness Standards
Engaging Experience 1
Title: Social Sciences, Humanities, Natural Sciences
Suggested Length of Time: 1 Week, per passage
Standards Addressed

Priority:

- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Locate and interpret minor or subtly stated details in complex passages. ACT.READING.CLR.701
- Locate important details in highly complex passages. ACT.READING.CLR.702
- Draw logical conclusions in complex passages. ACT.READING.CLR.703
- Draw simple logical conclusions in highly complex passages. ACT.READING.CLR.704
- Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage. ACT.READING.CLR.705
- Paraphrase statements as they are used in complex passages. ACT.READING.CLR.706
- Identify or infer a central idea or theme in complex passages or their paragraphs. ACT.READING.IDT.701
- Summarize key supporting ideas and details in highly complex passages. ACT.READING.IDT.702
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- Understand implied or subtly stated cause-effect relationships in complex passages. ACT.READING.REL.704
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex. ACT.READING.WME.701
- Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings. ACT.READING.WME.702
- Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language. ACT.READING.WME.703
- Identify clear cause-effect relationships in highly complex passages. ACT.READING.REL.705
- Identify or infer the function of paragraphs in complex passages. ACT.READING.TST.702
- Analyze the overall structure of highly complex passages. ACT.READING.TST.703
- Identify or infer a purpose in complex passages and how that purpose shapes content and style. ACT.READING.PP.701
- Understand point of view in highly complex passages. ACT.READING.PP.702
- Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex. ACT.READING.ARG.701
- Identify or infer a central claim in complex passages. ACT.READING.ARG.702
- Identify a clear central claim in highly complex passages. ACT.READING.ARG.703
- Draw logical conclusions using information from multiple portions of two informational texts. ACT.READING.SYN.701

**Supporting:**
- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay. ACT.ENGLISH.TOD.703

**Detailed Description/Instructions:** 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 *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 compare/contrast for social sciences versus cause/effect for natural sciences.

<table>
<thead>
<tr>
<th>Social Science</th>
<th>Compare/ Contrast, Periodization, Biography, Memoir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Creative Non-fiction, Memoir, Expository, Description, Definition</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Cause/Effect, Chronological/Sequence, Process, Description, Definition</td>
</tr>
</tbody>
</table>

**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:**
- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Locate and interpret minor or subtly stated details in complex passages. ACT.READING.CLR.701
- Locate important details in highly complex passages. ACT.READING.CLR.702
• Draw logical conclusions in complex passages. ACT.READING.CLR.703
• Draw simple logical conclusions in highly complex passages. ACT.READING.CLR.704
• Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage. ACT.READING.CLR.705
• Paraphrase statements as they are used in complex passages. ACT.READING.CLR.706
• Identify or infer a central idea or theme in complex passages or their paragraphs. ACT.READING.IDT.701
• Summarize key supporting ideas and details in highly complex passages. ACT.READING.IDT.702
• Order sequences of events in complex passages. ACT.READING.REL.701
• Understand implied or subtly stated comparative relationships in complex passages. ACT.READING.REL.702
• Identify clear comparative relationships in highly complex passages. ACT.READING.REL.703
• Understand implied or subtly stated cause-effect relationships in complex passages. ACT.READING.REL.704
• Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex. ACT.READING.WME.701
• Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings. ACT.READING.WME.702
• Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language. ACT.READING.WME.703
• Identify clear cause-effect relationships in highly complex passages. ACT.READING.REL.705
• Identify or infer the function of paragraphs in complex passages. ACT.READING.TST.702
• Analyze the overall structure of highly complex passages. ACT.READING.TST.703
• Identify or infer a purpose in complex passages and how that purpose shapes content and style. ACT.READING.PP.701
• Understand point of view in highly complex passages. ACT.READING.PP.702
• Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex. ACT.READING.ARG.701
• Identify or infer a central claim in complex passages. ACT.READING.ARG.702
• Identify a clear central claim in highly complex passages. ACT.READING.ARG.703
• Draw logical conclusions using information from multiple portions of two informational texts. ACT.READING.SYN.701

Supporting:
• Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702
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.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Item Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Theme (GT)</td>
<td>Main Idea</td>
</tr>
<tr>
<td>Specific Point (SP)</td>
<td>Explicit detail</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Inference</td>
</tr>
<tr>
<td></td>
<td>Implied Idea</td>
</tr>
<tr>
<td></td>
<td>Application</td>
</tr>
<tr>
<td></td>
<td>Tone</td>
</tr>
</tbody>
</table>

Bloom’s Levels: Understand
Webb’s DOK: 2
Rubric: ACT Reading College and Career Readiness Standards

Engaging Experience 3*
Title: 7 Types of Reading Items On all Reading Passages
Suggested Length of Time: Daily
Standards Addressed

Priority:
- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay. ACT.ENGLISH.TOD.701
- Locate and interpret minor or subtly stated details in complex passages. ACT.READING.CLR.701
- Locate important details in highly complex passages. ACT.READING.CLR.702
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- Summarize key supporting ideas and details in highly complex passages. ACT.READING.IDT.702
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- Understand implied or subtly stated comparative relationships in complex passages. ACT.READING.REL.702
- Identify clear comparative relationships in highly complex passages. ACT.READING.REL.703

Board Approved: May 12, 2016
- Understand implied or subtly stated cause-effect relationships in complex passages. ACT.READING.REL.704
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex. ACT.READING.WME.701
- Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings. ACT.READING.WME.702
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- Identify a clear central claim in highly complex passages. ACT.READING.ARG.703
- Draw logical conclusions using information from multiple portions of two informational texts. ACT.READING.SYN.701

Supporting:
- Determine whether a complex essay has met a specified goal. ACT.ENGLISH.TOD.702

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 whole and small group.

<table>
<thead>
<tr>
<th>7 Reading Items</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
<td>What is the unifying theme?</td>
</tr>
<tr>
<td>Explicit detail</td>
<td>What is explicitly mentioned in a line, paragraph, or passage as a whole?</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>How are certain words used in context?</td>
</tr>
<tr>
<td>Development</td>
<td>How are ideas constructed and arranged in a paragraph or passage as a whole?</td>
</tr>
<tr>
<td>Implied idea</td>
<td>What logical inferences and conclusions can the reader reasonably determine based upon a paragraph or passage as a whole?</td>
</tr>
<tr>
<td>Application</td>
<td>How can information from one part of a text be analyzed and compared to another part of the text?</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Voice</td>
<td>What does the writer reveal through voice, tone, mood, and attitude?</td>
</tr>
</tbody>
</table>

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2  
**Rubric:** ACT Reading College and Career Readiness Standards
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
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fiction</td>
<td>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 <em>The Real ACT Prep Guide</em> 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 <em>STEAL</em> and the method of <em>indirect characterization</em>:</td>
<td>1 Week</td>
</tr>
<tr>
<td>2</td>
<td>Social Sciences, Humanities, Natural Sciences</td>
<td>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 <em>The Real ACT Prep Guide</em> 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 compare/contrast for social sciences versus cause/effect for natural sciences.</td>
<td>1 Week, per passage</td>
</tr>
<tr>
<td>2</td>
<td>Understanding Question Types</td>
<td>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.</td>
<td>Daily</td>
</tr>
<tr>
<td>2</td>
<td>7 Types of Reading Items on all Reading Passages</td>
<td>The ACT is the most <em>predictable</em> test students will take because it is a <em>skills test</em>. Consequently, the ACT question types are repeated throughout all four passages. These questions are listed below and will be examined in whole and small group.</td>
<td>Daily</td>
</tr>
</tbody>
</table>
Unit 4: Algebra

Subject: ACT/College Prep
Grade: 11 - 12
Name of Unit: Math: Algebra
Length of Unit: 3 Weeks

Overview of Unit: 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. Cite: ACT Website: https://docs.google.com/document/d/1FSPY1cZtYMqF5W5sP-2v56d58TKOOCrWW9xSiL9EAHw/edit

Priority Standards for unit:

- Analyze and draw conclusions based on number concepts. ACT.N.701
- Apply properties of rational numbers and the rational number system. ACT.N.702
- Apply properties of real numbers and the real number system, including properties of irrational numbers. ACT.N.703
- Apply properties of complex numbers and the complex number system. ACT.N.704
- Solve complex arithmetic problems involving percent of increase or decrease or requiring integration of several concepts (e.g., using several ratios, comparing percentages, or comparing averages). ACT.AF.701
- Exhibit knowledge of conditional and joint probability. ACT.S.704
- Solve simple absolute value inequalities. ACT.A.701
- Build functions and write expressions, equations, and inequalities when the process requires planning and/or strategic manipulation. ACT.AF.702
- Analyze and draw conclusions based on properties of algebra and/or functions. ACT.AF.703
- Analyze and draw conclusions based on information from graphs in the coordinate plane. ACT.AF.704
- Identify characteristics of graphs based on a set of conditions or on a general equation such as \( y = ax^2 + c \). ACT.AF.705
- Given an equation or function, find an equation or function whose graph is a translation by specified amounts in the horizontal and vertical directions. ACT.AF.706
- Compare actual values and the values of a modeling function to judge model fit and compare models. ACT.F.701
- Build functions for relations that are exponential. ACT.F.702
- Analyze and draw conclusions based on number concepts. ACT.N.701
- Identify characteristics of graphs based on a set of conditions or on a general equation such as \( y = ax^2 + c \). ACT.AF.705
- Exhibit knowledge of geometric sequences. ACT.F.703
- Apply properties of matrices and properties of matrices as a number system. ACT.N.706
- Match simple quadratic inequalities with their graphs on the number line. ACT.A.702
- Apply the remainder theorem for polynomials, that \( P(a) \) is the remainder when \( P(x) \) is divided by \( (x - a) \). ACT.A.703
- Build functions for relations that are exponential. ACT.F.702

Board Approved: May 12, 2016
- Exhibit knowledge of logarithms. ACT.F.707

**Supporting Standards for unit:**
- N/A
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>conclusions based on number concepts</td>
<td>Analyze, Draw</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>properties of rational numbers and the rational number system</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>properties of real numbers and the real number system, including properties of irrational numbers</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>properties of complex numbers and the complex number system</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>complex arithmetic problems involving percent of increase or decrease or requiring integration of several concepts (e.g., using several ratios, comparing percentages, or comparing averages)</td>
<td>Solve</td>
<td>Evaluate</td>
<td>2</td>
</tr>
<tr>
<td>knowledge of conditional and joint probability</td>
<td>Exhibit</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>properties of rational numbers and the rational number system</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>simple absolute value inequalities</td>
<td>Solve</td>
<td>Evaluate</td>
<td>2</td>
</tr>
<tr>
<td>functions and write expressions, equations, and inequalities when the process requires planning and/or strategic manipulation</td>
<td>Build</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>conclusions based on properties of algebra and/or functions</td>
<td>Analyze, Draw</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>conclusions based on information from graphs in the coordinate plane</td>
<td>Analyze, Draw</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Given an equation or function, an equation or function whose graph is a translation by specified amounts in the horizontal and vertical directions</td>
<td>Find</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>actual values and the values of a modeling function to models</td>
<td>Compare, Judge, Model, Fit</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>functions for relations that are exponential based on number concepts</td>
<td>Build</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Analyze, Draw</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How do 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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Absolute Value</td>
</tr>
<tr>
<td></td>
<td>● Equation</td>
</tr>
<tr>
<td></td>
<td>● Exponents</td>
</tr>
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<td></td>
<td>● Integers</td>
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<tr>
<td></td>
<td>● Linear</td>
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<tr>
<td></td>
<td>● Order Of Operations</td>
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<td></td>
<td>● Percentage</td>
</tr>
<tr>
<td></td>
<td>● Probability</td>
</tr>
<tr>
<td></td>
<td>● Proportion</td>
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<tr>
<td></td>
<td>● Ratio</td>
</tr>
<tr>
<td></td>
<td>● Scientific Notation</td>
</tr>
<tr>
<td></td>
<td>● Square Roots</td>
</tr>
<tr>
<td></td>
<td>● Whole Numbers</td>
</tr>
</tbody>
</table>

Engaging Experience 1
Title: Diagnostic Test -Math
Suggested Length of Time: 3 Days (Two Hour Practice Test)
Standards Addressed
  Priority: All priority standards identified in this unit are examined in the diagnostic test.
  Supporting: N/A
Detailed Description/Instructions: Students may take a Diagnostic Test via Naviance. To access this test, students log on to the Learning Management System, open up Naviance (under “Course Related Links” and go to the Test tab). When they click on Test 1, it will take them to a full length ACT practice test covering all sections: Math, Reading, Science and English.
  The program uses the score of this diagnostic test to rate each skill tested as Beginner, Basic, Intermediate, Proficient, or Advanced. The students will identify their strengths and weaknesses in each particular section of the ACT and set individual goals of what they need to personally focus on (although they will work through all lessons).
Bloom’s Levels: Understand, Apply
Webb’s DOK: 2
Rubric: Class participation

Engaging Experience 2
Title: ACT Practice Test
Suggested Length of Time: 1 Day, every Friday
Standards Addressed
  Priority: All priority standards identified in this unit are examined in the practice tests.
  Supporting: N/A
Detailed Description/Instructions: The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher 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..
Bloom’s Levels: Understand, Apply
Webb’s DOK: 1, 2
Rubric: Completion and participation
**Engaging Experience 1**  
**Title:** TestPrep  
**Suggested Length of Time:** 1 Day, per unit/topic  
**Standards Addressed**

*Priority:*  
- Standards addressed for each topic are outlined in the table below.  
*Supporting:*  
- N/A

**Detailed Description/Instructions:** TestPrep is the program that Naviance offers to help students prepare for taking the ACT test. It provides lessons, practice problems and quizzes for the 4 divisions of the test - Math, Science, English and Reading.

In order to engage with the Math preparation, (and after taking the diagnostic test) students are directed to go to the “Task” section of the chart below. It can be found in the Lesson tab to the left of the home screen in TestPrep. Students will scroll to the Lesson which correlates with the Task column. There they will find a written explanation of the designated skill. After reading through the explanation, they can click on the small square in the upper right hand corner which takes them to practice problems related to that topic. If a student misses a question, a step by step process of the correct answer is displayed so students can see where their thinking was faulty. There are anywhere from 10 to 75 questions for the students to practice. When a student feels confident, they will hit the “Done Practicing” button and the program will give them a percent grade on their practice. In addition, it adjusts their personal rating on that topic in the overall program as being Beginner, Basic, Intermediate, Proficient, or Advanced in that topic.

After reading about and practicing the task topic, students will then go to the Practice Tab (found to the left of the home TestPrep screen) to take a short 5-10 question assessment. Again, they are given a percentage score on the “quiz” and their overall rating is adjusted on the topic.

On completion of each lesson, practice and quiz, the teacher can differentiate students into groups based on their proficiency level. Here, students can work independently on additional programs, receive small group instruction from the teacher and small group guided practice.

The topics and lessons below 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 that have been identified through the diagnostic test, Topic 1 - Engaging Scenario 1.

**Bloom’s Levels:** Understand, Apply  
**Webb’s DOK:** 1, 2  
**Rubric:** Completion and participation grades
<table>
<thead>
<tr>
<th>Topic</th>
<th>Standards</th>
<th>Tasks</th>
<th>Supporting Material (Video, etc.)</th>
<th>Lesson Quiz (5 - 10 Questions in TestPrep)</th>
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</thead>
<tbody>
<tr>
<td>Pre-Algebra</td>
<td>ACT.N.701</td>
<td>Operations using whole numbers, decimals and fractions</td>
<td><a href="https://www.youtube.com/watch?v=4bUHWQBrmy0">https://www.youtube.com/watch?v=4bUHWQBrmy0</a></td>
<td>Basic Operations</td>
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<td></td>
<td>ACT.N.702</td>
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<td></td>
<td>ACT.N.701</td>
<td>Square Roots</td>
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<td>Exponents and Square Roots</td>
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<td></td>
<td>ACT.N.702</td>
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<td>ACT.N.703</td>
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<tr>
<td></td>
<td>ACT.N.702</td>
<td>Exponents</td>
<td><a href="https://www.youtube.com/watch?v=O6cgOec7z58">https://www.youtube.com/watch?v=O6cgOec7z58</a></td>
<td>Properties of Integer Exponents</td>
</tr>
<tr>
<td></td>
<td>ACT.N.703</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT.N.702</td>
<td>Scientific Notation</td>
<td><a href="https://www.youtube.com/watch?v=DXTuYjPDjqQ&amp;safe=active">https://www.youtube.com/watch?v=DXTuYjPDjqQ&amp;safe=active</a></td>
<td>Scientific Notation</td>
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</tr>
<tr>
<td></td>
<td>ACT.AF.701</td>
<td>Ratio, Proportion and Percentage</td>
<td></td>
<td>Ratio, Proportion and Percentage</td>
</tr>
<tr>
<td></td>
<td>ACT.N.701</td>
<td>Linear Equations with One Variable</td>
<td></td>
<td>Linear Equations with One Variable</td>
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<td></td>
<td>ACT.N.702</td>
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<td></td>
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<tr>
<td></td>
<td>ACT.N.703</td>
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<td></td>
<td>ACT.N.702</td>
<td>Absolute Value</td>
<td><a href="https://www.youtube.com/watch?v=7rUBqTGW80">https://www.youtube.com/watch?v=7rUBqTGW80</a></td>
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<td>ACT.S.704</td>
<td>Simple Probability</td>
<td><a href="https://www.youtube.com/watch?v=AY3OgsSnbE">https://www.youtube.com/watch?v=AY3OgsSnbE</a></td>
<td>Simple Probability</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>ACT.AF.702</td>
<td>Functions</td>
<td><a href="https://www.youtube.com/watch?v=kvGsIo1TmsM">https://www.youtube.com/watch?v=kvGsIo1TmsM</a></td>
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<td>ACT.AF.706</td>
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<td>ACT.F.701</td>
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<td>ACT.F.702</td>
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<td></td>
<td>ACT.AF.703</td>
<td>Polynomial Operations and Factoring Simple</td>
<td><a href="https://www.youtube.com/watch?v=uSxrUSPW5u8">https://www.youtube.com/watch?v=uSxrUSPW5u8</a></td>
<td>Polynomial Operations and Factoring</td>
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<td>ACT.AF.705</td>
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<tr>
<td>Course</td>
<td>Topic</td>
<td>Video Link</td>
<td>Notes</td>
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<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Linear Inequalities</td>
<td>with One Variable</td>
<td><a href="https://www.youtube.com/watch?v=7SmnUoVhYqw">https://www.youtube.com/watch?v=7SmnUoVhYqw</a></td>
<td>Linear</td>
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<tr>
<td>Linear Inequalities</td>
<td>with One Variable</td>
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<td>Inequalities</td>
<td></td>
</tr>
<tr>
<td>Properties of Integer</td>
<td>Exponents</td>
<td><a href="https://www.youtube.com/watch?v=O6cgOec7z58">https://www.youtube.com/watch?v=O6cgOec7z58</a></td>
<td>Properties</td>
<td></td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>Quadratic Formula</td>
<td></td>
<td>Quadratic</td>
<td></td>
</tr>
<tr>
<td>Radical and Rational</td>
<td>Expressions</td>
<td></td>
<td>Radical</td>
<td></td>
</tr>
<tr>
<td>Inequalities</td>
<td>and Absolute Value Equations</td>
<td><a href="https://www.youtube.com/watch?v=BhFj7Rkyc5E">https://www.youtube.com/watch?v=BhFj7Rkyc5E</a></td>
<td>Inequalities</td>
<td></td>
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<tr>
<td>Sequences</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=qvDrsTRixOc">https://www.youtube.com/watch?v=qvDrsTRixOc</a></td>
<td>Sequences</td>
<td></td>
</tr>
<tr>
<td>Systems of Equations</td>
<td></td>
<td></td>
<td>Systems of Equations</td>
<td></td>
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<tr>
<td>Logarithms</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=Z5myJ8dg_rM">https://www.youtube.com/watch?v=Z5myJ8dg_rM</a></td>
<td>Logarithms</td>
<td></td>
</tr>
<tr>
<td>Roots of Polynomials</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=O6cgOec7z58">https://www.youtube.com/watch?v=O6cgOec7z58</a></td>
<td>Roots of Polynomials</td>
<td></td>
</tr>
</tbody>
</table>
**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 Guide books 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.


**Rubric for Engaging Scenario:** To be created
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diagnostic Test - Math</td>
<td>Students may take a Diagnostic Test via Naviance. To access this test, students log on to the Learning Management System, open up Naviance (under “Course Related Links” and go to the Test tab). When they click on Test 1, it will take them to a full length ACT practice test covering all sections: Math, Reading, Science and English. The program uses the score of this diagnostic test to rate each skill tested as Beginner, Basic, Intermediate, Proficient, or Advanced. The students will identify their strengths and weaknesses in each particular section of the ACT and set individual goals of what they need to personally focus on (although they will work through all lessons). <em>Cite: ACT, Inc. (2011). The Real ACT Prep Guide 3rd edition. Iowa City, IA: ACT Publications.</em></td>
<td>3 Days (Two Hour Practice Test)</td>
</tr>
<tr>
<td>1</td>
<td>ACT Practice Test</td>
<td>The Engaging Scenario outlines the process for practice ACT exams. It is encouraged that the teacher 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..</td>
<td>1 Day, every Friday</td>
</tr>
<tr>
<td>2</td>
<td>TestPrep</td>
<td>The topics and lessons below (See Table in Unit 3, Topic 2, Engaging Experience 1) 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 that have been identified through the diagnostic test, Topic 1 - Engaging Scenario 1.</td>
<td>1 Day, per unit/topic</td>
</tr>
</tbody>
</table>
Unit 5: Geometry

Subject: ACT/College Prep
Grade: 11-12
Name of Unit: Math: Geometry
Length of Unit: 2 Weeks

Overview of Unit: 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.

Cite: A.C.T. Website (https://docs.google.com/document/d/1FSPY1cZtVMqF5W5sP-2zy56d58TKOQC5rWW9sSiL9EAHw/edit)

Priority Standards for unit:
- Build functions and write expressions, equations, and inequalities when the process requires planning and/or strategic manipulation. ACT.AF.702
- Given an equation or function, find an equation or function whose graph is a translation by specified amounts in the horizontal and vertical directions. ACT.AF.706
- Analyze and draw conclusions based on information from graphs in the coordinate plane. ACT.AF.704
- Compare actual values and the values of a modeling function to judge model fit and compare models. ACT.F.701
- Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$. ACT.AF.705
- Use relationships among angles, arcs, and distances in a circle. ACT.G.701
- Compute the area of composite geometric figures when planning and/or visualization is required. ACT.G.702
- Use scale factors to determine the magnitude of a size change. ACT.G.703
- Analyze and draw conclusions based on a set of conditions. ACT.G.704
- Solve multistep geometry problems that involve integrating concepts, planning, and/or visualization. ACT.G.705

Supporting Standards for unit:
- Analyze and draw conclusions based on number concepts. ACT.N.701
- Apply properties of rational numbers and the rational number system. ACT.N.702
- Apply properties of real numbers and the real number system, including properties of irrational numbers. ACT.N.703
- Apply properties of complex numbers and the complex number system. ACT.N.704
- Apply properties of rational numbers and the rational number system. ACT.N.702
- Analyze and draw conclusions based on properties of algebra and/or functions. ACT.AF.703
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>conclusions based on number concepts</td>
<td>Analyze, Draw</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>functions expressions, equations, and inequalities when the process requires planning and/or strategic manipulation</td>
<td>Build, write</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>Given an equation or function, an equation or function whose graph is a translation by specified amounts in the horizontal and vertical directions</td>
<td>Find</td>
<td>Evaluate</td>
<td>2</td>
</tr>
<tr>
<td>conclusions based on information from graphs in the coordinate plane</td>
<td>Analyze, Draw</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>actual values and the values of a modeling function to models</td>
<td>Compare, Judge, Model, Fit</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</td>
<td>Identify</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>relationships among angles, arcs, and distances in a circle</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>the area of composite geometric figures when planning and/or visualization is required</td>
<td>Compute</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>scale factors to determine the magnitude of a size change</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>conclusions based on a set of conditions</td>
<td>Analyze, Draw</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>multistep geometry problems that involve integrating concepts, planning, and/or visualization</td>
<td>Solve</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Area</td>
<td>● Equation</td>
</tr>
<tr>
<td>● Circle</td>
<td>● Midpoint</td>
</tr>
<tr>
<td>● Parallel</td>
<td>● Parallelogram</td>
</tr>
<tr>
<td>● Perimeter</td>
<td>● Perpendicular</td>
</tr>
<tr>
<td>● Triangle</td>
<td>● Slope</td>
</tr>
<tr>
<td>● Volume</td>
<td>● Trapezoid</td>
</tr>
</tbody>
</table>

Engaging Experience 1
Title: TestPrep
Suggested Length of Time: 1 Day, per unit/topic
Standards Addressed
   Priority:
      ● Standards addressed for each topic are outlined in the table below.
   Supporting:
      ● N/A
Detailed Description/Instructions: Now that students know how to log into their TestPrep homepage in Naviance, they will work through all lessons under the topics of Coordinate Geometry and Plane Geometry and take a short quiz over each lesson.

   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 that have been identified in the initial diagnostic test found in Unit 1, Topic 1 - Engaging Scenario 1.

   Bloom’s Levels: Understand, Apply
   Webb’s DOK: 1, 2
   Rubric: Completion and participation grades
<table>
<thead>
<tr>
<th>Topic</th>
<th>Standards</th>
<th>Tasks</th>
<th>Supporting Material (Video, etc.)</th>
<th>Lesson Quiz (5 - 10 Questions in TestPrep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate Geometry</td>
<td>ACT.N.701, ACT.AF.705</td>
<td>Number Line Graphs</td>
<td><a href="https://www.youtube.com/watch?v=nif2PKA9bXA">https://www.youtube.com/watch?v=nif2PKA9bXA</a></td>
<td>Number Line Graphs</td>
</tr>
<tr>
<td></td>
<td>ACT.AF.705, ACT.AF.706, ACT.AF.704</td>
<td>Equation of a Line, Slope, Parallel and Perpendicular Lines</td>
<td><a href="https://www.youtube.com/watch?v=2Ml4Asycbps">https://www.youtube.com/watch?v=2Ml4Asycbps</a> <a href="https://www.youtube.com/watch?v=Rew54K6mYUo">https://www.youtube.com/watch?v=Rew54K6mYUo</a></td>
<td>Equation of a Line and Slope</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>ACT.G.702, ACT.G.704</td>
<td>Triangles</td>
<td><a href="https://www.youtube.com/watch?v=bCuxvgC00Jc">https://www.youtube.com/watch?v=bCuxvgC00Jc</a></td>
<td>Triangles</td>
</tr>
<tr>
<td></td>
<td>ACT.G.701, ACT.G.702, ACT.G.704, ACT.G.705</td>
<td>Circles, Rectangles, Parallelograms, Trapezoids</td>
<td><a href="https://www.youtube.com/watch?v=1-D9GatbU">https://www.youtube.com/watch?v=1-D9GatbU</a> <a href="https://www.youtube.com/watch?v=ZcnpGqZd8Vg">https://www.youtube.com/watch?v=ZcnpGqZd8Vg</a></td>
<td>Properties and Relations of Plane Figures</td>
</tr>
<tr>
<td></td>
<td>ACT.G.705, ACT.G.704, ACT.G.705</td>
<td>Angles, Parallel and Perpendicular Lines</td>
<td></td>
<td>Angles, Parallel and Perpendicular Lines</td>
</tr>
<tr>
<td></td>
<td>ACT.G.702, ACT.G.703, ACT.G.704, ACT.G.705</td>
<td>Perimeter, Area and Volume</td>
<td></td>
<td>Perimeter, Area and Volume</td>
</tr>
</tbody>
</table>
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 Guide books 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.


Rubric for Engaging Scenario: To be created
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TestPrep</td>
<td>The topics and lessons below <em>(See Table in Unit 4, Topic 1, Engaging Experience 1)</em> 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 that have been identified through the diagnostic test, Topic 1 - Engaging Scenario 1.</td>
<td>1 Day, per unit/topic</td>
</tr>
</tbody>
</table>
Unit 6: Trigonometry

Subject: ACT/College Prep
Grade: 11 - 12
Name of Unit: Math: Trigonometry
Length of Unit: 2 Weeks

Overview of Unit: 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. Cite: ACT Website: (https://docs.google.com/document/d/1FSPY1cZtVMqF5WsP-2zv56d58TKQQCrWW9sSiL9EAHw/edit)

Priority Standards for unit:
- Exhibit knowledge of unit circle trigonometry. ACT.F.704
- Match graphs of basic trigonometric functions with their equations. ACT.F.705
- Use trigonometric concepts and basic identities to solve problems. ACT.F.706
- Use relationships among angles, arcs, and distances in a circle. ACT.G.701

Supporting Standards for unit:
- Use relationships among angles, arcs, and distances in a circle. ACT.G.701
- Analyze and draw conclusions based on a set of conditions. ACT.G.704
- Solve multistep geometry problems that involve integrating concepts, planning, and/or visualization. ACT.G.705
- Apply properties of rational numbers and the rational number system. ACT.N.702
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge of unit circle trigonometry</td>
<td>Exhibit</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>graphs of basic trigonometric functions with their equations</td>
<td>Match</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>trigonometric concepts and basic identities to solve problems</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>relationships among angles, arcs, and distances in a circle</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. Given a right triangle, the measurement of one of its acute angles and the length of one of its side, 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: \( \sin = \text{opposite}/\text{hypotenuse} \); \( \cos = \text{adjacent}/\text{hypotenuse} \); \( \tan = \text{opposite}/\text{adjacent} \). After choosing the appropriate ratio, the missing part can be determined.
2. Degrees = radians x \( \frac{180}{\pi} \); Radians = degrees x \( \frac{\pi}{80} \)

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Degrees</td>
<td>● Cosine</td>
</tr>
<tr>
<td></td>
<td>● Radians</td>
</tr>
<tr>
<td></td>
<td>● Sine</td>
</tr>
<tr>
<td></td>
<td>● Soh Cah Toa</td>
</tr>
<tr>
<td></td>
<td>● Tangent</td>
</tr>
</tbody>
</table>

Topic 1: TestPrep

Engaging Experience 1
Title: TestPrep
Suggested Length of Time: 1 Day, per unit/topic
Standards Addressed

Priority:
- Standards addressed for each topic are outlined in the table below.

Supporting:
- N/A

Detailed Description/Instructions: Now that students know how to log into their TestPrep homepage, they will work through all lessons under the topics of Trigonometry and take a short quiz over each lesson.

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 that have been identified in the initial diagnostic test found in Unit 1, Topic 1 - Engaging Scenario 1.

Bloom’s Levels: Understand, Apply
Webb’s DOK: 1, 2
Rubric: Completion and participation grades
<table>
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<tr>
<th>Topic</th>
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<th>Tasks</th>
<th>Supporting Material (Video, etc.)</th>
<th>Lesson Quiz (5 - 10 Questions in TestPrep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trigonometry</td>
<td>ACT.F.704</td>
<td>Basic Trigonometric Concepts, Advanced</td>
<td><a href="https://www.youtube.com/watch?v=VRz2d5yedsg">https://www.youtube.com/watch?v=VRz2d5yedsg</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT.F.705</td>
<td>Trigonometric Concepts, Radians</td>
<td><a href="https://www.youtube.com/watch?v=MyO2MFJbfi4">https://www.youtube.com/watch?v=MyO2MFJbfi4</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT.F.706</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=ugcTxBLHrzY">https://www.youtube.com/watch?v=ugcTxBLHrzY</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT.G.701</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engaging Scenario</strong> (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)</td>
<td></td>
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</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are countless numbers of practice ACT tests which can be found online or in the various The Real ACT Prep Guide books 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.</td>
<td></td>
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</tr>
<tr>
<td><strong>Rubric for Engaging Scenario:</strong> To be created</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TestPrep</td>
<td>The topics and lessons below (<em>See Table in Unit 5, Topic 1, Engaging Experience 1</em>) 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 that have been identified through the diagnostic test, Topic 1 - Engaging Scenario 1.</td>
<td>1 Day, per unit/topic</td>
</tr>
</tbody>
</table>
Unit 7: Science Reasoning

Subject: ACT/College Prep
Grade: 11-12
Name of Unit: Science Reasoning
Length of Unit: 2 Weeks

Overview of Unit: 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, introductory science courses is needed to answer some of the questions. The test emphasizes scientific reasoning skills over recall of scientific content, skill in mathematics, or reading ability. Cite: A.C.T. Website (https://docs.google.com/document/d/1FSPY1cZtVMqF5W5sP-2zv56d58TKOQCrWW9sStL9EAHw/edit)

Priority Standards for unit:
- Compare or combine data from two or more complex data presentations. ACT.IOD.701
- Analyze presented information when given new, complex information. ACT.IOD.702
- Understand precision and accuracy issues. ACT.SIN.701
- Predict the effects of modifying the design or methods of an experiment. ACT.SIN.702
- Determine which additional trial or experiment could be performed to enhance or evaluate experimental results. ACT.SIN.703
- Determine which complex hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text. ACT.EMI.701
- Determine whether presented information, or new information, supports or contradicts a complex hypothesis or conclusion, and why. ACT.EMI.702

Supporting Standards for unit:
- Solve complex arithmetic problems involving percent of increase or decrease or requiring integration of several concepts (e.g., using several ratios, comparing percentages, or comparing averages). ACT.AF.701
- Analyze and draw conclusions based on number concepts. ACT.N.701
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom's Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>data from two or more complex data presentations</td>
<td>Compare, Combine</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>presented information when given new, complex information</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>precision and accuracy issues</td>
<td>Understand</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>the effects of modifying the design or methods of an experiment</td>
<td>Predict</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>which additional trial or experiment could be performed to enhance or evaluate experimental results</td>
<td>Determine</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>which complex hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text</td>
<td>Determine</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>whether presented information, or new information, supports or contradicts a complex hypothesis or conclusion, and why</td>
<td>Determine</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Bar Graph</td>
<td>● Apparatus</td>
</tr>
<tr>
<td>● Celsius</td>
<td>● Flow Chart</td>
</tr>
<tr>
<td>● Circle Graph</td>
<td>● Scientific Notation</td>
</tr>
<tr>
<td>● Diagram</td>
<td>● Test Tube</td>
</tr>
<tr>
<td>● Fahrenheit</td>
<td></td>
</tr>
<tr>
<td>● Scatter Plots</td>
<td></td>
</tr>
<tr>
<td>● Tables</td>
<td></td>
</tr>
</tbody>
</table>

Engaging Experience 1
Title: Diagnostic Pre-Test Analysis - Science
Suggested Length of Time: 1-2 Days
Standards Addressed

Priority:
● All priority standards identified in this unit are examined in the diagnostic test.

Supporting:
● N/A

Detailed Description/Instructions: Students that have not taken the Diagnostic Test will start by taking this test. To take the test, students log on to D2L, open up Naviance (under “Course Related Links” and go to the Test tab). When they click on Test 1, it will take them to a full length ACT practice test covering all sections: Math, Reading, Science and English.

The program uses the score of this diagnostic test to rate each skill tested as Beginner, Basic, Intermediate, Proficient, or Advanced. The students will identify their strengths and weaknesses in each particular section of the ACT and set individual goals of what they need to personally focus on (although they will work through all lessons). *Cite: Naviance Test Prep online ACT Test Prep Program

Students that have already taken this diagnostic test should review their score on the science portion and assess their strengths and weaknesses. Students are to set goals in areas they would like to focus on as well as need additional instruction. These goals should be logged for review and discussion throughout this unit.

Bloom’s Levels: Understand, Apply
Webb’s DOK: 2
Rubric: Class participation

Engaging Experience 2
Title: Science Strategies
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
● All priority standards identified in this unit are examined in the practice tests.

Supporting:
● N/A

Detailed Description/Instructions: Using the TestPrep software within Naviance, students will go to the “Lesson” tab found on the left side of the TestPrep homepage and scroll down to “#5 ACT Science Reasoning”. There they will read about how the Science questions are constructed and what skills are required for success. In addition, strategies that are specific to this method of assessing will be presented, such as prioritizing, thinking first, being trendy and a warning to “Not Let them Scare You”.

The teacher should facilitate a conversation about strengths and weaknesses of students regarding their prior experiences with standardized assessments over the article’s content.

Bloom’s Levels: Understand Apply
Webb’s DOK: 1, 2
Rubric: Completion and Class participation
Engaging Experience 3
Title: ACT Practice Test - Science
Suggested Length of Time: 1 Day, every Friday

Standards Addressed

Priority:
- All priority standards identified in this unit are examined in the practice tests.

Supporting:
- N/A

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
Rubric: Completion and participation
Engaging Experience 1

Title: TestPrep

Suggested Length of Time: 1 Day, per unit/topic

Standards Addressed

Priority:

- Standards addressed for each topic are outlined in the table below.

Supporting:

- N/A

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.

Students will get such preparation by going to the ACT Science Reasoning section in the Lesson tab of their homepage of TestPrep and work through the material outlined therein. The tasks exposes students to a thorough review of the Scientific Method and Experimental Design upon which all items on the test will evolve.

Each of the Exercises contain practice excerpts designed to help students apply the concepts generally tested on the ACT Science Test. If a student feels they need more practice than just these two exercises, they may click on the gray square on the top right of their screen to practice up to 72 more examples. As with the math practice problems, each incorrect answer selected is followed up with a display explanation of how the exercise should have been answered.

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 that have been identified through the diagnostic test, Unit 3, Topic 1 - Engaging Scenario 1.

Bloom’s Levels: Understand, Apply

Webb’s DOK: 1, 2

Rubric: Completion and participation grades
<table>
<thead>
<tr>
<th>Topic</th>
<th>Standards</th>
<th>Tasks</th>
<th>Exercises</th>
<th>Supporting Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Reasoning</td>
<td>ACT.IOD.701, ACT.IOD.70, ACT.SIN.701, ACT.SIN.702</td>
<td>The Scientific Method</td>
<td>Exercise 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT.SIN.703, ACT.EMI.701, ACT.EMI.702</td>
<td>Experimental Design</td>
<td>Exercise 1</td>
<td></td>
</tr>
</tbody>
</table>
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 Guide books put out by ACT. Each practice test includes 40 question science reasoning tests which is to be taken in 35 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.


**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diagnostic Pre-Test Analysis - Science</td>
<td>Students that have not taken the Diagnostic Test will start by taking this test. To take the test, students log on to D2L, open up Naviance (under “Course Related Links” and go to the Test tab). When they click on Test 1, it will take them to a full length ACT practice test covering all sections: Math, Reading, Science and English. The program uses the score of this diagnostic test to rate each skill tested as Beginner, Basic, Intermediate, Proficient, or Advanced. The students will identify their strengths and weaknesses in each particular section of the ACT and set individual goals of what they need to personally focus on (although they will work through all lessons). *Cite: Naviance Test Prep online ACT Test Prep Program Students that have already taken this diagnostic test should review their score on the science portion and assess their strengths and weaknesses. Students are to set goals in areas they would like to focus on as well as need additional instruction. These goals should be logged for review and discussion throughout this unit.</td>
<td>1 -2 Days</td>
</tr>
<tr>
<td>1</td>
<td>Science Strategies</td>
<td>Using the TestPrep software within Naviance, students will go to the “Lesson” tab found on the left side of the TestPrep homepage and scroll down to “#5 ACT Science Reasoning”. There they will read about how the Science questions are constructed and what skills are required for success. In addition, strategies that are specific to this method of assessing will be presented, such as prioritizing, thinking first, being trendy and a warning to “Not Let them Scare You”. The teacher should facilitate a conversation about strengths and weaknesses of students regarding their prior experiences with standardized assessments over the article’s content.</td>
<td>1 Day</td>
</tr>
<tr>
<td></td>
<td>ACT Practice Test - Science</td>
<td>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.</td>
<td>1 Day, every Friday</td>
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</tr>
<tr>
<td>2</td>
<td>TestPrep</td>
<td>The topics and lessons below <em>(See Table in Unit 6, Topic 1, Engaging Experience 1)</em> 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 that have been identified through the diagnostic test, Topic 1 - Engaging Scenario 1.</td>
<td>1 Day, per unit/topic</td>
</tr>
</tbody>
</table>
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.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.