

<b>Planned Course:</b> SAT Prep	<b>Course Number:</b>	<b>Department:</b> English	
<b>Unit:</b> Effective Language Use	<b>Grade Level:</b> 10-11	<b>Date Approved:</b> August 27, 2018	
<b>Estimated Time:</b> 2 weeks	<b>Level/Track:</b> Elective		
PA Academic Standards	Core Concepts (in question format) <ul style="list-style-type: none"> <li>Skills/Knowledge</li> </ul>	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p><b>1.2.11-12: Reading informational text</b></p> <p><b>A</b> - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>B</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p><b>C</b> - Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>D</b> - Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p><b>E</b> - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<ul style="list-style-type: none"> <li>➤ How does a writer determine what to write about and how to take effective notes while reading a passage?</li> <li>➤ How does the author of a source text develop a claim and attempt to persuade the reader to agree?</li> <li>○ Students will be able to determine the focus and purpose of the writing task</li> <li>○ Students will be able to use passage mapping to identify primary points and elements to be used for responding to the prompt</li> <li>○ Students will be able to identify the author’s claims and counterclaims</li> <li>○ Students will be able to develop an outline to guide composition</li> <li>○ Students will be able to write a clear, concise and precise argument analyzing the authors use of evidence, reasoning, rhetoric, word choice, tone, and/or style to achieve a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>○ Textbook reading and exercises</li> <li>○ guided and individual practice using passage mapping and talking to the text strategies</li> <li>○ guided and individual practice for sample questions</li> <li>○ Small group and large group discussion</li> <li>○ Think-pair-share</li> <li>○ Self-reflection</li> <li>○ Creation of “how-to” reminder projects using online programs such as video creation, Google slides, Prezi, or other</li> <li>○ Creating notecards and/or visual notes “cheat sheet” for review of skills and terms</li> <li>○ Writing and revising multiple timed essays</li> </ul> <p><b>Remedial and Enrichment:</b></p> <ul style="list-style-type: none"> <li>○ Extended practice using <ul style="list-style-type: none"> <li>▪ Schoology</li> <li>▪ Quizlet</li> <li>▪ Kahn Academy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher observation</li> <li>○ Practice activities</li> <li>○ Practice tests</li> <li>○ Notecards (rubric)</li> <li>○ Visual notes (rubric)</li> <li>○ Project (rubric)</li> </ul>
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**F** - Evaluate how words and phrases shape meaning and tone in texts.

**1.4.11-12- Writing**

**G** - Write arguments to support claims in an analysis of substantive topics.

**H** - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.

**I** - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**J** - Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s)

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<p>and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>K</b> - Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p><b>L</b> - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling</p>			
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