PISCATAWAY TOWNSHIP SCHOOLS

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SAT Critical Reasoning

Content Area:	**Mathematics**
Grade Span:	**10-12**
Revised by:	**Adrian Lojko and Tonya McGovern**
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COURSE OVERVIEW

Description

Students enrolled in this course will have a unique opportunity to improve test taking strategies using critical reasoning and problem solving skills in mathematics and literacy to help improve individual scores on the Scholastic Aptitude Test (SAT). In Language Arts, students will practice evidence-based reading, reading comprehension, reasoning, and vocabulary. In Mathematics, students will focus on problem-solving skills and strategies, content skills, mental math skills and logical reasoning.

Goals

The goals of this course are to help students become more familiar with the directions and format of the SAT and have students show higher score results on future tests to further higher education opportunities. Additionally, the course will teach students how to analyze and reflect on score reports from their freshman and sophomore PSATs to assist in planning for the real SAT. Finally, this course will help students improve language arts skills and math fluency to become stronger critical thinkers and use their thinking skills to solve problems, communicate clearly, and understand complex relationships.

Scope and Sequence

Unit	Topic	Length (1 day = 80 minutes of instruction)
Unit 1	Introduction to the SAT	2 days
Unit 2	Math: Mental math skills	3 days
Unit 3	Math: Heart of Algebra	5 days
Unit 4	Math: Passport to Advanced Math	5 days
Unit 5	Math: Problem Solving and Data Analysis	5 days
Unit 6	Math: Geometry and Trigonometry	5 days
Unit 7	Language Arts: Informational Reading	8 days
Unit 8	Language Arts: Narrative Reading	2 days
Unit 9	Language Arts: Language Conventions	8 days
Unit 10	Language Arts: Writing Structure	2 days

Resources

Core Text: The Official SAT Study Guide,
2020 Edition Study Guide Edition
Suggested Resources:
albert.io
khanacademy.com
collegeboard.org
niche.com

Unit 1: Introduction to the SAT

Summary and Rationale

This unit will introduce students to the SAT. Students will learn the history behind the test, how schools use test scores, and how the test has changed throughout the years. Students will also learn how to find recommended scores for specific schools and create goal scores. Finally, students will learn how the test is structured, how it is scored, and what skills will be assessed.

Recommended Pacing

2 days

Instructional Focus

Unit Enduring Understandings

- Scoring well on the SAT can have a significant positive effect on the admissions process
- Practicing for the test is the easiest way to raise your score
- Understanding previous results and setting a personal goal score is a critical part of the test-prep process
- Understanding how the test is organized and what skills will be assessed is key to improving

Unit Essential Questions

- Why should I take the SAT?
- What is a good score?
- How do schools use my score?
- What does the test measure?
- How do I prepare for the test?
- How is the test organized?
- What skills does the test assess?
- How is a score determined?

Objectives

Students will know:

- Who created the SAT and why it was created
- How the SAT has changed, and why has it changed over the years
- How schools use SAT scores
- How the SAT is scored
- What SAT score ranges look like at different schools and universities

Students will be able to:

- Calculate SAT scores from practice tests
- Access and understand previous test results
- Explain how a high SAT score can help them in the school admissions process
- Create individualized score goals that are based on interest in various schools

Resources

Core Text:

- The Official SAT Study Guide, 2020 Edition Study Guide Edition

Suggested Resources:

- https://bigfuture.collegeboard.org/college-search
- https://Niche.com

UNIT 2: Mental Math Skills

Summary and Rationale

Math: Mental math skills
This unit will review how to use mental math skills to complete computations efficiently without a calculator. In addition this unit will introduce the students to the mathematics reference sheet of formulas offered at the beginning of every real SAT math section. Though all these topics are covered in middle school curriculum, after using a calculator in high school, some students forget how to use laws of rational and irrational numbers to simplify without a calculator and struggle to feel comfortable using mathematical formulas practiced in middle school curriculum. This unit will allow a student to reflect on past knowledge and use that knowledge to use the most efficient approach to find a solution.

Recommended Pacing

3 days

State Standards

Standard N-Q Quantities

CPI #	Cumulative Progress Indicator (CPI)
1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2	Define appropriate quantities for the purpose of descriptive modeling.
3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Instructional Focus

Unit Enduring Understandings

- Math fluency means being able to carry out procedures flexibly, accurately, efficiently, and strategically.
- Success with application problems on the SAT are a chance to show you can apply math skills you've been learning in school.
- The more you practice with practice tests and sample questions, the more comfortable you will become with the question format.
- There are many ways to approach a problem.
- Knowing the best approach to a problem will allow you to complete problems quicker and more efficiently.
- Ample practice will help develop skills and knowledge.
- Sometimes there is more than one way to write a correct answer.

Unit Essential Questions

- What is the most efficient way to approach a problem?
- How accurate does an answer have to be?
- What strategy works best to analyze a question?
- What is the context of a question and the meaning of the variables?
- How can you rearrange a solution to see an equivalent answer?
- How can you eliminate unreasonable answers?
- How can you use reasoning to solve problems?

Objectives

Students will know:

- The test is not designed to assess how well you've memorized a large set of facts, rather it assess your ability to apply the knowledge and skills you'll need in college and career

- The questions that make up the exam are modeled on the work you are already doing in school
- The SAT math test covers a range of math practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure
- Knowing the directions for the SAT before the test day will give you an advantage
- There are both multiple choice and student-response questions on the SAT
- The use of a calculator is allowed for some questions and not permitted for others
- Some problems can be solved more efficiently without the use of a calculator
- Shere is no penalty for selecting an incorrect answer on the SAT

Students will be able to:

- Demonstrate fluency on the math sections of the SAT
- Solve problems quickly by identifying and using the most efficient solution approaches
- Make connections between math concepts, operations and relations
- Show the application of math skills learned in math classes
- Eliminate answers that don't work then guess from among the remaining choices

Resources

Core Text: The Official SAT Study Guide,
2020 Edition Study Guide Edition

Suggested Resources:
khanacademy.com
collegeboard.org
handheld scientific calculator

UNIT 3: Heart of Algebra

Summary and Rationale

Math: Heart of Algebra
Heart of Algebra topics focus on linear equations, systems of linear equations, and functions that are found in many fields of study. These questions ask you to create equations as well as to make connections between different representations of linear relationships. This unit will illustrate the benefits of knowing multiple approaches and thinking critically about which approach may be more efficient on a given question. These topics are the building blocks for success with higher level mathematics.

Recommended Pacing

5 days

State Standards

Standard A-REI Reasoning with Equations and Inequalities

CPI #	Cumulative Progress Indicator (CPI)
3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Standard A-CED Creating Equations

CPI #	Cumulative Progress Indicator (CPI)
1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Instructional Focus

Unit Enduring Understandings

- Mastery of basic skills allows for introduction to higher level topics.
- An equation of a graph can describe a real-life scenario.

Unit Essential Questions

- How is a graph affected by a change in the equation?
- How can you identify if a solution is correct?
- How can we use ratios, proportions, and similarity to solve problems?

Objectives

Students will know:

- Heart of algebra problems vary significantly in form and appearance; they may be straightforward fluency exercises or pose challenges to find relationships
- When there are different ways to approach a problem, one procedure may get an answer more quickly than another
- Rather than using elimination or substitution method, graphing a system to find the solution is effective in some situations
- Parallel lines have the same slope and perpendicular lines have opposite reciprocal slopes
- Systems with infinite solutions must have equation that can be reduced into equivalent equations
- Linear systems with no solutions do not intersect and have lines with the same slope but different y-intercepts
- Evaluating -A/B is a shortcut to find the slope of a line in standard form Ax+By=C

Students will be able to:

- Show procedural skill and a deep understanding of introductory Algebra concepts
- Use algebra to analyze and solve problems in real life by representing the context of a problem algebraically
- Define one or more variables that represent quantities in context
- Write expressions, equations or inequalities that represent a relationship
- Use substitution or elimination method to solve a system
- Arrange a linear equation into slope-intercept form
- Identify the slope of a line in Ax+By=C standard form

Resources

Core Text: The Official SAT Study Guide,
2020 Edition Study Guide Edition

Suggested Resources:

khanacademy.com
collegeboard.org
handheld scientific calculator

UNIT 4: Passport to Advanced Math

Summary and Rationale

Passport to advanced math topics focus on the math a student will need to pursue further studies in a discipline such as science or economics and for career opportunities in the fields of science, technology, engineering and math (STEM). These topics require familiarity with more complex equations or functions, which will prepare a student for calculus and advanced courses in statistics.

Recommended Pacing

5 days

State Standards

Standard A-CED Creating Equations

CPI #	Cumulative Progress Indicator (CPI)
1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4	Solve quadratic equations in one variable.

Standard F-IF Interpreting Functions

CPI #	Cumulative Progress Indicator (CPI)
1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

Standard F-BF Building Functions

CPI #	Cumulative Progress Indicator (CPI)
1	Write a function that describes a relationship between two quantities.★
2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms

Standard A- APR Arithmetic with Polynomials and Rational Expressions	
CPI #	**Cumulative Progress Indicator (CPI)**
1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Instructional Focus

Unit Enduring Understandings

- Math topics build on each other.
- There is a structure to expressions.
- There are different ways to write the same equation.
- Look at the big picture before deciding how to approach a situation.

Unit Essential Questions

- How can you analyze a complex equation?
- What form is a given equation in?
- What is the best way to approach a problem?

Objectives

Students will know:

- Passport to advanced math topics are important to master before studying college level advanced math topics
- Polynomial equations can be manipulated: rewritten or simplified
- Exponential and rational form can represent the same statement
- Different types of equations are solved using different techniques
- The substitution method is an efficient way to find the exact values of the intersection of nonlinear systems

Students will be able to:

- Analyze, manipulate, and rewrite expressions and equations
- Manipulate more complex equations
- Build and interpret functions
- Demonstrate procedural skills in operations with polynomials
- Rewrite equations in multiple forms
- Determine the different approaches to solve quadratic, rational,radical, polynomial or absolute value equations

Resources

Core Text:

- The Official SAT Study Guide, 2020 Edition Study Guide Edition

Suggested Resources:

- khanacademy.com
- collegeboard.org
- handheld scientific calculator

UNIT 5: Problem Solving and Data Analysis

Summary and Rationale

Problem solving and data analysis problems focus on ratios, percentages and proportional reasoning to solve problems in real world situations. It also includes describing relationships shown graphically and analyzing statistical data. Analysis of these skills show if a person is quantitatively literate and demonstrates a command of the math that resonates throughout college courses, career training programs and everyday life.

Recommended Pacing

5 days

State Standards

Standard N-Q Quantities

CPI #	Cumulative Progress Indicator (CPI)
1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2	Define appropriate quantities for the purpose of descriptive modeling.
3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard S-IC Making Inferences and Justifying Conclusions

CPI #	Cumulative Progress Indicator (CPI)
1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6	Evaluate reports based on data.

Instructional Focus

Unit Enduring Understandings

- Models are representations of real-life contexts
- Models help us to explain or interpret the behavior of certain components of a system and to predict results that are as yet unobserved or unmeasured

Unit Essential Questions

- How do you predict results that are unobserved or unmeasured?
- How can predictions become more reliable?

Objectives

Students will know:

- Problem solving and data analysis questions assess your ability to use your understanding of math and your skills to solve problems set in the real world
- Models help explain and interpret behavior and predict results

- Ratios, rates and proportional relationships require an understanding and applying of unit rates

Students will be able to:

- Create a representation of a problem and use mathematical models to make predictions
- Pay attention to the meaning of quantities and identify the units involved
- Apply key principles of statistics and probability
- Analyze and draw conclusions

Resources

Core Text:

- The Official SAT Study Guide, 2020 Edition Study Guide Edition

Suggested Resources:

- khanacademy.com
- collegeboard.org
- handheld scientific calculator

Unit 6: Geometry and Trigonometry

Summary and Rationale

Though the SAT creators consider the last type of math question "additional topics in math", the key topics in this unit focus on coordinate geometry, area, volume, surface area, circles, triangles, fundamental ideas of trigonometry and radian measures, and problems involving the arithmetic of complex numbers. All these topics are essential for advanced studies in STEM fields. We use time in this unit to continue to familiarize students with the reference sheet of formulas that is offered at the beginning of every section of the SAT math sections and discuss test taking strategies.

Recommended Pacing

5 days

State Standards

Standard G-GMD Geometry MEasurement and Dimension

CPI #	Cumulative Progress Indicator (CPI)
1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments*.
3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

Standard G-C Circles

CPI #	Cumulative Progress Indicator (CPI)
5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Standard G-SRT Similarity, Right Triangles, and Trigonometry

CPI #	Cumulative Progress Indicator (CPI)
6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Standard N-CN The Complex Number System

4	Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number

Instructional Focus

Unit Enduring Understandings

- Memorizing a large collection of formulas is not necessary, rather knowing how to use the formulas is key to success on the mathematics section of the SAT
- Recall of geometry definitions learned prior to high school will help a student prepare for topics tested on the SAT math sections.

Unit Essential Questions

- With so much information at your fingertips, how do you discern between when to use what?
- What does it mean if a figure is not drawn to scale?

Objectives

Students will know:

- Key understandings of angles and lines
- How to use formulas to find quantitative measures
- Pythagorean triples
- Properties of 30-60-90 and 45-45-90 triangles
- Similar triangle properties and the triangle inequality theorem
- The definition of *i*

Students will be able to:

- Find area, volume, or surface area of an abstract figure or real-life object
- Find arc measure, arc length, and area of a sector
- Find missing angle measures and missing lengths of sides of polygons
- Convert equations of circles from standard form to (h,k) form and vice versa
- Simplify using operations of complex numbers

Resources

Core Text:

- The Official SAT Study Guide, 2020 Edition Study Guide Edition

Suggested Resources:

- khanacademy.com
- collegeboard.org
- handheld scientific calculator

Unit 7: Language Arts: Informational Reading

Summary and Rationale

The passages on the reading test are varied by genre, purpose, complexity, and subject. However, there are always four different types of informational reading passages: social science, science, paired passage, and historical. This unit will introduce students to each of the different types of reading passage, and then they will learn strategies and practice the skills necessary in order to successfully answer the questions in these passages. This unit will also help students improve their reading comprehension, a critical skill for further academic and real-world success.

Recommended Pacing

8 days: Students will spend 2 days each on each of the various types of informational reading passages: (a) social science, (b) science, (c) paired passages, (d) historical

State Standards

- **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R3**. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.
- **NJSLSA.R7**. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.R8**. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **NJSLSA.R9**. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **NJSLSA.R10**. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CPI #	Cumulative Progress Indicator (CPI)
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
RI.11-12.5	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.
RI.11-12.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

Instructional Focus

Unit Enduring Understandings

- Being able to interpret data in tables, graphs, and charts is an important real-world skill
- Using evidence based support can powerfully strengthen an argument
- Close-reading strategies can help comprehension and retention of complex material
- Reading complex non-fiction on my own can help prepare me for the test, and is an important life-long learning habit

Unit Essential Questions

- What reading strategies can I use to help answer evidence-based questions?
- How are the various reading passages different?
- How do I analyze the data in charts?

Objectives

Students will know:

- The reading test format (4 non-fiction readings & 1 literary reading)
- Strategies to help respond to evidence based questions
- Strategies to help understand visual representation of information

Students will be able to:

- Interpret data presented in tables, graphs, and charts
- Understand how an argument uses evidence, determine the best evidence, and cite it

- Understand relationships between people, events, and ideas in a passage
- Interpret words and phrases in context
- Summarize main ideas
- Synthesize information in paired passages
- Analyze point of view and purpose

Resources

Core Text:

- The Official SAT Study Guide, 2020 Edition Study Guide Edition

Suggested Resources:

- albert.io
- khanacademy.com
- collegeboard.org

Unit 8: Narrative Reading

Summary and Rationale

Although students spend the majority of their time in the high school ELA classroom reading and studying narrative works, narrative reading passages only comprise around 10% of the ELA SAT, so this unit will be brief. Nevertheless, students will need to reframe their thinking about narrative passages and understand that the questions being asked on the SAT are objective and evidence based, not subjective, as is the norm in the classroom. Students will then learn strategies and practice the skills necessary in order to successfully answer the questions for narrative passages.

Recommended Pacing

2 days

State Standards

Standard

- **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.
- **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CPI #	Cumulative Progress Indicator (CPI)
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Instructional Focus

Unit Enduring Understandings

- Reading strategies can be used to help respond to the evidence-based questions on the reading literature section
- I will need to read these passages in a different way than I usually read literature in English class

Unit Essential Questions

- What new reading strategies can I use to help me in this section?
- How is this reading different from the types of literature readings I already read in English class?

Objectives

Students will know:

- How close read a passage, and use that reading to answer literary evidence based questions
- How to complete a "survey" reading
- How to plug in vocabulary words for language questions
- How to use a "daily-double" strategy to answer paired questions

Students will be able to:

- Identify point of view
- Utilize word choice to convey precise meaning
- Interpret words & phrases in context
- Effectively summarize a reading passage
- Analyze how word choice shapes meaning, tone, and style
- Determine central ideas & themes
- Cite textual evidence to support arguments
- Understand relationships between people, events, and ideas in a passage

Resources

Core Text:

- The Official SAT Study Guide, 2020 Edition Study Guide Edition

Suggested Resources:

- albert.io
- khanacademy.com
- collegeboard.org

Unit 9: Language Arts: Language Conventions

Summary and Rationale

The ELA SAT writing and language section builds its questions around 18 core grammar skills that are organized around sentence structure, conventions of usage, and conventions of punctuation. Students will learn each of the 18 grammar conventions, practice those conventions in isolation, and then integrate them by taking practice tests, which will assess all of the conventions. Presenting information in a grammatical and error-free format is an important real world and academic skill.

Recommended Pacing

8 days (2 days per lesson)

- **Lesson 1: What's a sentence, again?**
  Sentence boundaries, S/V agreement, end punctuation, within sentence punctuation
- **Lesson 2: Commas, commas, and more commas…**
  Subordination & coordination, non-essential elements, items in a series, modifier placement, pronoun clarity
- **Lesson 3: Finding the right balance…**
  Shifts in verb, tense, mood; pronoun agreement; noun agreement; parallel structure; comparisons
- **Lesson 4: Tidying things up…**
  Possessive nouns & pronouns, possessive determiners, commonly confused words, conventional expressions

State Standards

Standard

- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Instructional Focus

Unit Enduring Understandings

- Proper grammar can clarify the meaning and increase the precision of formal writing

Unit Essential Questions

- Why should things be written a certain way?
- How can proper grammar clarify the meaning and increase the precision of formal writing?

Objectives

Students will know:

- 18 core grammar conventions: Sentence boundaries; S/V agreement; end punctuation; within sentence punctuation; subordination and coordination; non-essential elements; items in a series; modifier placement; pronoun clarity; shifts in verb, tense, mood; pronoun agreement; noun agreement; parallel structure; comparisons; possessive nouns and pronouns; possessive determiners; commonly confused words; and conventional expressions.

Students will be able to:

- Apply the 18 core conventions correctly in context to answer SAT questions correctly
- Observe standard grammar usage practices
- Observe conventions of punctuation
- Recognize and correct sentence formation problems and inappropriate shifts in sentence construction

Resources

Core Text:

- The Official SAT Study Guide, 2020 Edition Study Guide Edition

Suggested Resources:

- albert.io
- khanacademy.com
- collegeboard.org

Unit 10: Language Arts: Writing Precision and Structure

Summary and Rationale

About a third of the ELA Writing and Language part of the test consists of writing precision and structure questions. Students will learn how to effectively organize a paragraph, add and remove information when necessary, utilize logical transition words and phrases, and select precise language to clearly convey ideas. They will then apply these skills on SAT Language and Writing practice tests. Effectively organizing written information is also a critical real world and academic skill.

Recommended Pacing

2 days

State Standards

Standard

- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CPI #	Cumulative Progress Indicator (CPI)
	L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both ● Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Instructional Focus

Unit Enduring Understandings

- The way information is sequenced and connected has a strong effect on clarity and reader comprehension
- Using precise language (and selecting appropriate style and tone) also plays an important part of conveying written ideas clearly
- Adding, revising, deleting, or retaining material on the basis of relevance can help improve clarity and focus.

Unit Essential Questions

- What is the best way to sequence written information?
- How can I use language most effectively to convey information clearly and directly?
- When should I add or delete information? Which information is relevant?

Objectives

Students will know:

- How to compose writing that is well structured and clear
- When to add or remove information to improve relevance
- How to identify and improve writing that has issues with precision, style, syntax, or tone

Students will be able to:

- Identify strong topic & conclusion sentences and improve the openings and closing of passages
- Recognize proper usage of transition words and phrases and improve connections between and among information and ideas in the passage
- Improve a passage's structure, support, and focus by adding, revising, deleting, or retaining material on the basis of relevance and support ot the passage
- Analyze word choice and text structure
- Logically sequence ideas
- Revise text to improve written expression and to achieve the writer's purpose (precision, concision, style & tone, syntax)
- Make effective usage of language

Resources

Core Text:

- The Official SAT Study Guide, 2020 Edition Study Guide Edition

Suggested Resources:

- albert.io
- khanacademy.com
- collegeboard.org