**COURSE DESCRIPTION**

**Course Title:** SAT Verbal

**Course Number:** 00048

**Course Prerequisites:** None

**Course Description:** SAT Verbal focuses on key aspects of the SAT: the reading portion and the writing and language portion. Instruction will be provided through the development of command of evidence, words in context, vocabulary, expression of ideas and standard English conventions. Focus will be on analysis of history, science, literature and U.S. and global documents.

**Suggested Grade Level**: Grades 10-12

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 42 English (7-12) or CSPG 36 Communications (7-12)

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 01203

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Barron’s SAT Study Guide Premium

**Publisher:** Barron’s Educational Services

**ISBN #:**  978-1506264578

**Copyright Date:** 2022

**WCSD Board Approval Date:** June 13, 2022

**Supplemental Materials:** collegeboard.org khanacademy.org

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/23/2022

**Date Approved:**  6/13/2022

**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

**Reading:**

|  |
| --- |
| Fiction passages |
| US founding documents |
| Great Global Conversation documents |
| Passages from economics, psychology, sociology or other social sciences |
| Passages from scientific works that examine foundational concepts i.e. Earth science, biology, chemistry, physics |

**Marking Period 2**

**Writing and Language:**

|  |
| --- |
| Narrative passages(nonfiction, for example, an historical event or sequence of scientific experiment) |
| Argumentative passages |
| Informational/explanatory passages |
| Passages including charts, graphs or infographics |

**Marking Period 3**

**Reading:**

|  |
| --- |
| Fiction passages |
| US founding documents |
| Great Global Conversation documents |
| Passages from economics, psychology, sociology or other social sciences |
| Passages from scientific works that examine foundational concepts i.e. Earth science, biology, chemistry, physics |

**Marking Period 4**

**Writing and Language:**

|  |
| --- |
| Narrative passages(nonfiction, for example, an historical event or sequence of scientific experiment) |
| Argumentative passages |
| Informational/explanatory passages |
| Passages including charts, graphs or infographics |

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| 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. | CC.1.2.11-12.A | MP1/MP3 |
| 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. | CC.1.2.11-12.B | MP1/MP3 |
| Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. | CC.1.2.11-12.C | MP1/MP3 |
| Evaluate how an author’s point of view or purpose shapes the content and style of a text. | CC.1.2.11-12.D | MP1/MP3 |
| 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. | CC.1.2.11-12.E | MP1/MP3 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.2.11-12.F | MP1/MP3 |
| Analyze seminal texts based upon reasoning, premises, purposes, and arguments. | CC.1.2.11-12.H | MP1/MP3 |
| Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. | CC.1.2.11-12.I | MP1/MP3 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.2.11-12.K | MP1/MP3 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.11-12.L | MP1/MP3 |
| Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. | CC.1.3.11-12.B | MP1/MP3 |
| 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. | CC.1.3.11-12.E | MP1/MP3 |
| Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. | CC.1.3.11-12.E | MP1/MP3 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.3.11-12.F | MP1/MP3 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content, choosing flexibly from a range of strategies and tools. | CC.1.3.11-12.I | MP1/MP3 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.11-12.K | MP1/MP3 |
| Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. | CC.1.4.11-12.A | MP2/MP4 |
| Write with a sharp, distinct focus identifying topic, task, and audience. | CC.1.4.11-12.B | MP2/MP4 |
| Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. | CC.1.4.11-12.C | MP2/MP4 |
| Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. | CC.1.4.11-12.D | MP2/MP4 |
| Write with an awareness of the stylistic aspects of composition.  • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. | CC.1.4.11-12.E | MP2/MP4 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.11-12.F | MP2/MP4 |
| Write arguments to support claims in an analysis of substantive topics. | CC.1.4.11-12.G | MP2/MP4 |
| Write with a sharp, distinct focus identifying topic, task, and audience.  • Introduce the precise, knowledgeable claim. | CC.1.4.11-12.H | MP2/MP4 |
| 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. | CC.1.4.11-12.I | MP2/MP4 |
| 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 to create cohesion and clarify the relationships between claim(s) 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. | CC.1.4.11-12.J | MP2/MP4 |
| Write with an awareness of the stylistic aspects of composition.  • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. | CC.1.4.11-12.K | MP2/MP4 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.11-12.L | MP2/MP4 |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:**

**(Suggested but not limited to)**

Pre-Assessments of Prior Knowledge

Bell ringers/Problem of the Day

Discussions

Teacher Observation/Questioning

Graphic Organizers

Summarizing

Notetaking

Oral Presentations

Outlining

Journaling

Constructed Responses

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:**

**(Suggested but not limited to)**

Constructed Responses

Projects

Quizzes/Tests

Student Presentations

Final Exam