

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

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](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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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

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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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • 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