Warren County School District

PLANNED INSTRUCTION

# COURSE DESCRIPTION

## Course Title: SAT Verbal

**Course Number:** 00048

**Course Prerequisites:** None

**Course Description:** SAT Verbal focuses on three key aspects of the SAT: Reading Test, Writing and Language Test and the Essay. This will be done through development of a command of evidence, words in context, 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: 10-12

**Length of Course:**  X One Semester Two Semesters       Other (Describe)

## Units of Credit: .5 (Insert *NONE* if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s): CSPG42

Certification verified by WCSD Human Resources Department:

 X Yes       No

Board Approved Textbooks, Software, Materials:

Title: Barron’s New SAT 28th Edition

Publisher: Barron’s Educational Series Incorporated

ISBN #: 978-1-4380-0649-9

Copyright Date: 2016

Date of WCSD Board Approval:

Required/Suggested Reading:

BOARD APPROVAL:

 Date Written: July 13, 2017

 Date Approved: September 1, 2017

 Implementation Year: 2017-2018

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

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

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

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| **Assessment Anchor/Descriptor:****L.F.1 Reading for Meaning—Fiction****L.F.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.** |
| **PA Core Standard:** CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.CC. 1.3.9–10.BCite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.CC.1.3.9–10.CAnalyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.CC.1.3.9–10.EAnalyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect. | **Eligible Content:**L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. |
| **Assessment Anchor/Descriptor:****L.F.1 Reading for Meaning—Fiction** **L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.** |
| **PA Core Standard:**CC.1.3.9–10.IDetermine 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.1.3.9–10.JAcquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Eligible Content:** L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.L.F.1.2.4 Draw conclusions about connotations of words |

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| **Assessment Anchor/Descriptor:** **L.F.1 Reading for Meaning—Fiction** **L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.** |
| **PA Core Standard:** CC.1.3.9–10.ADetermine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.CC. 1.3.9–10.BCite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. | **Eligible Content:**L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.Note: Items may target specific paragraphs.L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. |
| Assessment Anchor/Descriptor:**L.F.2 Analyzing and Interpreting Literature—Fiction**L.F.2.1 Use appropriate strategies to make and support interpretations of literature |
| **PA Core Standard:** CC. 1.3.9–10.BCite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. | **Eligible Content:**L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.L.F.2.1.2 Cite evidence from a text to support generalizations. |
| Assessment Anchor/Descriptor:**L.F.2 Analyzing and Interpreting Literature—Fiction****L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.** |
| **PA Core Standard:** CC.1.3.9–10.GAnalyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.CC.1.3.9–10.HAnalyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. | **Eligible Content:**L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. |
| Assessment Anchor/Descriptor:**L.F.2 Analyzing and Interpreting Literature—Fiction****L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.** |
| **PA Core Standard:** CC.1.3.9–10.ADetermine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.CC.1.3.9–10.CAnalyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.CC.1.3.9–10.DDetermine the point of view of the text and analyze the impact the point of view has on the meaning of the text.CC.1.3.9–10.EAnalyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.CC.1.3.9–10.FAnalyze how words and phrases shape meaning and tone in texts. | **Eligible Content:**L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:Note: Character may also be called narrator or speaker.• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text• the relationship between characters and other components of a text• the development of complex characters and their roles and functions within a textL.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:• the relationship between setting and other components of a text (character, plot, and other key literary elements)L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:Note: Plot may also be called action.• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)• the relationship between elements of the plot and other components of a text• how the author structures plot to advance the actionL.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:• the relationship between the theme and other components of a text• comparing and contrasting how major themes are developed across genres• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres• the way in which a work of literature is related to the themes and issues of its historical periodL.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:• the relationship between the tone, style, and/or mood and other components of a text• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text• how diction, syntax, figurative language, sentence variety, etc., determine the author’s styleL.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:• the point of view of the narrator as first person or third person point of view• the impact of point of view on the meaning of a text as a whole |
| Assessment Anchor/Descriptor:**L.F.2 Analyzing and Interpreting Literature—Fiction****L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.** |
| **PA Core Standard:**CC.1.3.9–10.HAnalyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. | **Eligible Content:**L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. |

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| Assessment Anchor/Descriptor:**L.F.2 Analyzing and Interpreting Literature—Fiction****L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.** |
| **PA Core Standard:**CC.1.3.9–10.EAnalyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.CC.1.3.9–10.FAnalyze how words and phrases shape meaning and tone in texts. | **Eligible Content:**L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. |
| Assessment Anchor/Descriptor:**L.N.1 Reading for Meaning-Nonfiction****L.N.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.** |
| **PA Core Standard:**CC.1.2.9–10.CApply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.CC.1.2.9–10.EAnalyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.CC.1.2.9–10.FAnalyze how words and phrases shape meaning and tone in texts. | **Eligible Content:**L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.Note: Items may target specific paragraphs.L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader |
| Assessment Anchor/Descriptor:**L.N.1 Reading for Meaning-Nonfiction****L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.** |
| **PA Core Standard:** CC.1.2.9–10.JAcquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.CC.1.2.9–10.KDetermine 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. | **Eligible Content:**L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.L.N.1.2.4 Draw conclusions about connotations of words. |
| Assessment Anchor/Descriptor:**L.N.1 Reading for Meaning-Nonfiction****L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.** |
| **PA Core Standard:**CC.1.2.9–10.ADetermine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.CC.1.2.9–10.BCite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.CC.1.2.9–10.CApply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | **Eligible Content:**L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.Note: Items may target specific paragraphs.L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. |
| Assessment Anchor/Descriptor:**L.N.2 Analyzing and Interpreting Literature—Nonfiction****L.N.2.1 Use appropriate strategies to make and support interpretations of literature.** |
| **PA Core Standard:**CC.1.2.9–10.BCite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. | **Eligible Content:**L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.L.N.2.1.2 Cite evidence from a text to support generalizations.  |
| Assessment Anchor/Descriptor:**L.N.2 Analyzing and Interpreting Literature—Nonfiction****L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.** |
| **PA Core Standard:**CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  | **Eligible Content:**L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. |
| Assessment Anchor/Descriptor:**L.N.2 Analyzing and Interpreting Literature—Nonfiction****L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.** |
| **PA Core Standard:**CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view. | **Eligible Content:**L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.N.2.3.2 Explain, interpret, compare, describe, analyze,and/or evaluate setting in a variety of nonfiction:• the relationship between setting and other components ofa text (character, plot, and other key literary elements)L.N.2.3.3 Explain, interpret, compare, describe, analyze,and/or evaluate plot in a variety of nonfiction:Note: Plot may also be called action.• elements of the plot (e.g., exposition, confl ict, risingaction, climax, falling action, and/or resolution)• the relationship between elements of the plot and other components of a text• how the author structures plot to advance the actionL.N.2.3.4 Explain, interpret, compare, describe, analyze,and/or evaluate theme in a variety of nonfiction:• the relationship between the theme and other components of a text• comparing and contrasting how major themes are developed across genres• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres• the way in which a work of literature is related to thethemes and issues of its historical periodL.N.2.3.5 Explain, interpret, compare, describe, analyze,and/or evaluate tone, style, and/or mood in a variety of nonfiction:• the relationship between the tone, style, and/or mood andother components of a text• how voice and choice of speaker (narrator) affect themood, tone, and/or meaning of a text• how diction, syntax, figurative language, sentence variety,etc., determine the author’s styleL.N.2.3.6 Explain, interpret, compare, describe, analyze,and/or evaluate point of view in a variety of nonfiction:• the point of view of the narrator as first person or thirdperson point of view• the impact of point of view on the meaning of a text as awhole |
| Assessment Anchor/Descriptor:**L.N.2 Analyzing and Interpreting Literature—Nonfiction****L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.** |
| **PA Core Standard:**CC.1.2.9–10.CApply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.CC.1.2.9–10.EAnalyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.  | **Eligible Content:**L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.L.N.2.4.4 Make connections between a text and the content of graphics and charts.L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts. |
| Assessment Anchor/Descriptor:**L.N.2 Analyzing and Interpreting Literature—Nonfiction** **L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.** |
| **PA Core Standard:**CC.1.2.9–10.HDelineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. | **Eligible Content:**L.N.2.5.1 Differentiate between fact and opinion.L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.L.N.2.5.3 Distinguish essential from nonessential information.L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text. |
| **Assessment Anchor**/**Descriptor:****1.4 Writing—Text Types and Purposes: Informative/Explanatory****Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.** |
| **PA Core Standard:**CC.1.4.9–10.AWrite informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9–10.BWrite with a sharp distinct focus identifying topic, task, and audience.CC.1.4.9–10.CDevelop and analyze the topic with relevant, well‐chosen, and sufficient facts, extendeddefinitions, concrete details, quotations, or other information and examples appropriate tothe audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.CC.1.4.9–10.DOrganize ideas, concepts, and information to make important connections and distinctions;use appropriate and varied transitions to link the major sections of the text; includeformatting when useful to aiding comprehension; provide a concluding statement or section.CC.1.4.9–10.EWrite with an awareness of the stylistic aspects of composition.\* Use precise language and domain‐specificvocabulary to manage the complexity of thetopic.\*Establish and maintain a formal style andobjective tone while attending to the normsof the discipline in which they are writing.\*Establish and maintain a formal style. CC.1.4.9–10.FDemonstrate a grade‐appropriate command of the conventions of standard English grammar,usage, capitalization, punctuation, and spelling | **Eligible Content:**C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.C.IE.1.1.2 Demonstrate an understanding of the purpose withrelevant information, content, and details.C.IE.1.1.3 Use appropriate organizational strategies forinformational and explanatory writing (e.g.,compare/contrast, cause/effect, problem/solution,process analysis).C.IE.1.1.4 Use precise language, stylistic techniques, and a varietyof sentence structures to develop and maintain an appropriate, objective tone.C.IE.1.1.5 Write with control of grammar, mechanics, spelling,usage, and sentence formation.C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone.C.IE.2.1.3 Revise to eliminate wordiness and redundancy.C.IE.2.1.4 Revise to delete irrelevant details.C.IE.2.1.5 Use the correct form of commonly confused words; uselogical transitions.C.IE.2.1.6 Combine sentences for cohesiveness and unity.C.IE.2.1.7 Revise sentences for clarity.C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly.C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas,semicolons, quotation marks, apostrophes).C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verband pronoun form and agreement, modifiers andtransitions, word order and syntax).C.IE.3.1.5 Demonstrate correct sentence formation. |

See Curriculum Map - <SAT Verbal>

ASSESSMENTS

Suggested Formative Assessments:  The teacher will develop and use standards-based assessments throughout the course.

* Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
* Bell ringers/Problems of the Day(PODs)
* Discussions
* Teacher observation/Questioning
* Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
* Summarizing
* Retelling
* Notetaking
* Open-ended response

**Suggested Summative Assessments:**

* Essays
* Open-Ended Responses
* Quizzes/tests
* Timed Tests

**District Approved Assessment Instruments**

* Any district approved assessment instrument

Portfolio Assessment:       Yes X No

District-wide Final Examination Required: Yes X No

Course Challenge Assessment (Describe): None

**WRITING TEAM:**

**Sarah Connolly Tiffany Mandeville**

# WCSD STUDENT DATA SYSTEM INFORMATION

 1. Is there a required final examination? X Yes       No

 2. Does this course issue a mark/grade for the report card?

 X Yes       No

 3. Does this course issue a Pass/Fail mark?       Yes X No

1. Is the course mark/grade part of the GPA calculation?

 X Yes       No

 5. Is the course eligible for Honor Roll calculation? X Yes       No

1. What is the academic weight of the course?

       No weight/Non credit X Standard weight

 Enhanced weight (Describe) AP