Hybrid SAT: Verbal Preparation Course Overview

Content Area: **English/Language Arts**
Course(s):
Time Period:
Length: **Quarter Course**
Status: **Published**

Course Overview

This one-quarter, hybrid course is designed to help students better prepare for the verbal portions of the recently re-designed SAT exam. Utilizing a combination of in-person and electronic approaches, students will learn and experience the format, requirements, and strategies to allow them to perform their best on the exam. The class utilizes online resources, allowing students to take advantage of remote learning to work around their own schedules while still providing personalized help from the classroom teacher. The course will focus on evidence-based reading and writing tasks, as well as the optional essay component. Ideal candidates for this course are motivated, self-directed learners who are able to complete and submit tasks independently.

Course Scope and Sequence

Unit	Type of Skill	Timeline
Course Intro and Full-Length Diagnostic Test	Reading and Writing Section	Week 1
Subject Verb Agreement	Writing Section	Weeks 2-3
Diagnostic Reading Review	Reading Section	Week 2
Reading Literature Passages	Reading Section	Week 3
Pronoun Agreement	Writing Section	Week 4
Reading Scientific Passages	Reading Section	Week 4
Optional Written Diagnostic/ Conference	Optional Essay	Week 4
Sentence Fragments	Writing Section	Week 5
Reading Historical Passages	Reading Section	Week 5
Dependent/Independent/ Subordinate Clauses	Writing Section	Week 6
Reading Social Studies Passages	Reading Section	Week 6
Parallel Structure/Misplaced Modifiers	Writing Section	Week 7
Reading Strategies Research	Reading Section	Week 7
Optional Written Diagnostic/ Conference	Optional Essay	Week 7
Final Diagnostic	Writing Section	Week 8

***Newsela is available for differentiated reading assignments.

****The district has a license for [Learning Ally](). Learning Ally is an audio book resource for students who are unable to "eye read" grade level text but are able to comprehend when "ear reading" or listening.

Standards

LA.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.
LA.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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.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).
LA.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 (e.g., how Madison defines faction in Federalist No. 10).
LA.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.
LA.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.
LA.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.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace

	with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Weekly Diagnostic Quizzes: (35% of course grade)

The students will complete these in Week 2 to determine the areas in which they need the most work. Once they complete the diagnostic test, the Khan Academy website will regenerate their weekly diagnostic tests, continually adapting to their needs. These quizzes may take anywhere between forty minutes to three hours a week and will track the students' mastery level. Each week they must complete a series of four diagnostic quizzes. The students will be graded on performance and improvement.

Weekly Discussion Posts:(20% of course grade)

Each week students will be required to write a paragraph discussion post on the classroom moodle by Thursday of each week. Each topic will be determined by the students' weekly objectives. Each initial post should be around 180 words.The students will be required by the end of each week (Sunday at midnight) to:
 a.)respond to two of their classmates' posts with thoughtful and insightful feedback, and b.) return to their initial posts and reflect on what they learned about their post from others' responses.

NoRedInk Online Pratice: (20% of course grade)

The students will be praticing the skills from the class videos on Noredink.com. Each one-to-two-week unit includes a 15-20 minute diagnostic test, 30-50 minutes of Practice, and a 15-20 minute Post Test.

- The students will be graded based on completion for both the diagnostic quiz and practice.
- The students will be graded based on performance for the Post Tests.

Final Full-Length Test: (25% of course grade)

At the end of the course the students will take a second, full-length SAT verbal test to determine their improvement since the beginning of the quarter. This will determine a large portion of the grade, so it is important for students to make the most of the assignments to improve their scores on both the final and, more importantly, the actual test. This grade is based on a value added matrix; the students are not graded based on the actual final score but how much they have improved over the quarter in relation to the initial diagnostic test.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

Other Details

SCED 01065 Literature of a Theme

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective Or Required	Initial Course Adopted
1042	050	A	10-12	1.25	210	Elective	