UNIT 2 - SAT PREP

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **15 blocks**
Status: **Published**

Enduring Understandings

Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Essential Questions

1. Students will state two similarities and differences between the SAT and ACT exams.
2. Students will determine which exam best suits their test-taking and learning style.
3. Students will be able to state three resources, tools or test preps available to improve SAT and ACT test scores.

Content

http://www.jrotccollegeprep.com/

Skills

Students will understand the difference between the ACT and SAT and examine resources that prepare for post secondary entrance exams.

Resources

ACT Web Site: http://www.actstudent.org/regist/currentdates.html

SAT Web Site: http://www.collegeboard.com/student/testing/sat/calenfees.html

The Official SAT Guide

Standards

Citing specific “textual evidence” when interpreting material is a key thread of the common core. In the introduction, the English/ language arts standards say college- and career-ready students “value evidence.” It says, “Students cite specific evidence when offering an oral or written interpretation of a text.”

The common core calls for teaching literacy across the curriculum. The English/language arts standards specifically highlight the teaching of reading, writing, and other literacy objectives in science, history/social studies, and technical subjects.

Students should develop “extensive vocabularies, built through reading and study,” the standards say. They should “determine or clarify the meaning of unknown and multiplemeaning words and phrases by using context clues,” and “acquire and use accurately general academic and domain-specific words and phrases ... at the college and career readiness level.”

The writing section says students “must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. … They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.”

A key priority of the math common core is to cover fewer topics in greater depth. Also, the document says, “The high school standards specify the mathematics that all students should study in order to be college and career ready.”

Students should “use appropriate tools strategically,” the math standards say. Proficient students use “technological tools to explore and deepen their understanding of concepts.” (Both the PARCC and Smarter Balanced testing consortia plan to allow calculators on some but not all portions of their exams.)

Students should gain knowledge from “challenging” scientific and technical texts that “often make extensive use of elaborate diagrams and data to convey information and illustrate concepts.” They must be able to read such texts “with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction.”

The grades 9-10 reading standards call for students to “analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s ‘Letter from Birmingham Jail’), including how they address related themes and

concepts." A companion standard for grades 11-12 calls for reading "foundational U.S. documents," including the Declaration of Independence.