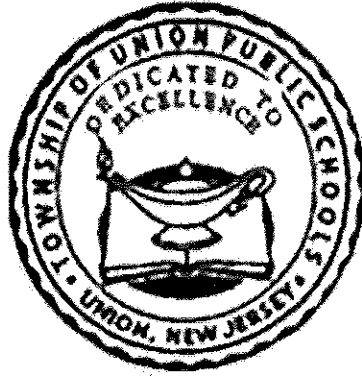


# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN350  
College Study Skills**

**Adopted 6/2017**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Course Description**

This course focuses on the development and reinforcement of skills that typically are measured on college entry level assessments and standardized achievement tests. Specific emphasis is placed on preparing students for the Scholastic Achievement Test.

The class meets for alternating marking periods during the course of the school year. Students alternate between instruction for language arts and instruction for math.

This curriculum guide focuses on language arts skills.

## **Recommended Textbooks**

*The Official SAT Study Guide* by College Board

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	RL.11-12.1, 2,4,9	W.11-12.1	SL.11-12.1	L.11-12.5,6
<b>Unit 2</b>	RL.11-12.2,4	W.11-12.2,6,9	SL.11-12.1	L.11- 12.1,2,4,5,6

## Pacing Guide

	<b>Anticipated Length of Time (days)</b> <b>Covers two alternating marking periods</b>
<b>Unit 1</b>	Group 1, Marking Period 1 -- approx 20 days (½ marking period) Group 2, Marking Period 2 -- approx 20 days (½ marking period)
<b>Unit 2</b>	Group 1, Marking Period 3 -- approx 20 days (½ marking period) Group 2, Marking Period 4 -- approx 20 days (½ marking period)

	<p align="center"><b>Concepts; Skills for Mastery</b></p>	<p align="center"><b>Suggested Activities/Assessment</b></p>
<p><b>Unit 1</b></p>	<p><b>Evidence-based Reading Across the Curriculum:</b>  <b>Passages drawn from U.S. &amp; World literature, history/social studies, science</b></p> <ul style="list-style-type: none"> <li>● Test-taking strategies</li> <li>● Determine best evidence in passage to support response to question</li> <li>● Interpret data in informational graphics</li> <li>● Understand how an argument uses evidence to develop claims</li> <li>● Improve a passage’s structure and focus</li> <li>● Interpret words in context</li> <li>● Analyze word choice</li> <li>● Determine central ideas and theme</li> <li>● Understand relationships between people, ideas, events, and concepts (i.e., cause-and-effect, comparison-contrast, chronology)</li> <li>● Interpret what author has said explicitly or implicitly</li> <li>● Identify and evaluate author’s tone</li> <li>● Cite textual evidence to provide support for responses to questions</li> <li>● Analyze word choice, text structure, point of view, purpose, and arguments</li> <li>● Distinguish between commonly confused words</li> </ul> <p>Essay: Analyze a text and write an evidence-based essay</p>	<p>SAT Pre-test  SAT Practice: Reading section  Do Nows: Reading Conventions  Weekly theme-based vocabulary application packet (i.e., Words related to measurement, words related to nature, words encompassing specific roots, commonly confused words)</p> <p>Mock quizzes on vocabulary</p> <p>Transitional/signal term application and differentiation</p> <p>Practice reading and interpreting informational graphs and charts</p> <p>Identify, comprehend, explain, interpret, and synthesize main ideas, theme, denotative/ connotative meanings and author’s purpose in passages</p> <p>Computers: Complete on-line SAT practice exercises at Khan Academy website, 4tests.com, and other relevant websites.  Download Daily SAT Questions App onto phones</p>

	<p align="center"><b>Concepts; Skills for Mastery</b></p>	<p align="center"><b>Suggested Activities/Assessment</b></p>
<p><b>Unit 2</b></p>	<p><b>Writing and Language:</b>  <b>(1) Expression of Ideas</b>  <b>(2) Standard English Conventions</b>  <b>(3) SAT Essay</b></p> <p><b>Passages drawn from U.S. &amp; World literature, history/social studies, science</b></p> <p>Expression of Ideas</p> <ul style="list-style-type: none"> <li>● Refine content of a passage to achieve writer's purpose (focus)</li> <li>● Improve structure of passage to improve logic and cohesion (transitions, sequence, connections)</li> <li>● Revise text to improve written expression (word choice, style, tone, syntax)</li> </ul> <p>Standard English Conventions</p> <ul style="list-style-type: none"> <li>● Refine content of a passage to achieve writer's purpose (focus)</li> <li>● Improve structure of passage to improve logic and cohesion (transitions, sequence, connections)</li> <li>● Revise text to improve written expression (word choice, style, tone, syntax)</li> </ul> <p>Essay:</p> <p>Analyze a text and write an evidence-based essay</p>	<p>SAT Pre-test</p> <p>Apply test-taking strategies (time management, address test anxiety, approach to paired passages)</p> <p>SAT Practice: Writing &amp; Language Section</p> <p>Do Now: Basic writing conventions</p> <p>Isolated and in-context skill practice on specific skills (subject-verb agreement, pronoun agreement, Use of semi-colon and colon, combining sentences)</p> <p>Practice reading and interpreting various graphs and charts</p> <p>Individual and group approach to identifying and revising errors in writing</p> <p>Computer lab: Complete on-line SAT practice exercises at Khan Academy website, GrammarBytes, 4tests.com, and other relevant websites.</p> <p>Download Daily SAT Questions App onto phones</p>

## Unit 1: Evidence-based Reading

### Unit Summary

#### **Evidence-based Reading Across the Curriculum**

Using passages drawn from U.S. & World literature, history/social studies, and science, students will learn how to use evidence to create or defend a position, or to critically assess another's argument.

### Essential Questions

- How do readers prepare to read?
- How does reading influence us?
- What do readers do when the reading is difficult to understand?
- How does word choice affect meaning?
- What can a reader do when the text is difficult or complex?
- Why is vocabulary instruction so important?
- What are exemplary strategies for vocabulary instruction?

READING	
Critical Knowledge and Skills	Standards
<p>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.</p>	RL.11-12.1
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	RL.11-12.2
<p>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.)</p>	RL.11-12.4
<p>Demonstrate knowledge of and reflect on 18th-, 19th-, and early 20th-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	RL.11-12.9
<b>Suggested Materials/Educational Resources</b>	

Whole Class Learning Texts  
 Small-Group Learning Texts  
 Independent Learning Texts  
*The Official SAT Study Guide* (College Board)  
*Vocabulary for Achievement: Fifth Course* by Margaret Ann Richek  
 Seven Critical Reading Strategies:  
[http://www.salisbury.edu/counseling/new/7\\_critical\\_reading\\_strategies.html](http://www.salisbury.edu/counseling/new/7_critical_reading_strategies.html)

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.11-12.1</p>
<b>Suggested Materials/Educational Resources</b>	
<p>Whole Class Learning Texts                      Small-Group Learning Texts                      Independent Learning Texts  <i>The Official SAT Study Guide</i> (College Board)</p>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Comprehension and Collaboration</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and</p>	<p>SL.11-12.1</p>



researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.	
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts Small-Group Learning Texts Independent Learning Texts <i>The Official SAT Study Guide</i> (College Board) <i>Vocabulary for Achievement: Fifth Course</i> by Margaret Ann Richek	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  B. Analyze nuances in the meaning of words with similar denotations.  Acquire 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.	L.11-12.5           L.11-12.6
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts Small-Group Learning Texts Independent Learning Texts <i>The Official SAT Study Guide</i> (College Board)	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Practice SAT reading passages (from SAT text) Vocabulary quizzes <b>District/School Texts</b>	Post-Assessment SAT (from SAT text) Vocabulary test <b>District/School Supplementary Materials</b>
<i>The Official SAT Study Guide</i>	Collegeboard practice exercises



<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Multi-paragraph essay	Analysis of text, reading comprehension	Writing conventions

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
The College Board English Language Arts Framework: <a href="http://www.collegeboard.com/prod_downloads/about/association/academic/EnglishFramework.pdf">http://www.collegeboard.com/prod_downloads/about/association/academic/EnglishFramework.pdf</a> Seven Critical Reading Strategies: <a href="http://www.salisbury.edu/counseling/new/7_critical_reading_strategies.html">http://www.salisbury.edu/counseling/new/7_critical_reading_strategies.html</a>

## Unit 2: Writing & Language

### Unit Summary

Students will enhance their understanding and apply the conventions of language. Students will identify errors in written expression and know how to correct such errors. Students will identify rhetorical strategies and devices as a means of analyzing reading passages and will respond to such reading passage by writing a cohesive multi-paragraph essay.

### Essential Questions

Why is it important to understand and apply the rules of grammar and mechanics in writing?  
Why am I writing? For whom?

How do transitional terms and signal words enhance the flow of text?

How do effective writers hook and hold their readers?

How do I distinguish between commonly confused words?

READING	
Critical Knowledge and Skills	Standards
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2
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.)	RL.11-12.4
Suggested Materials/Educational Resources	
Whole Class Learning Texts Small-Group Learning Texts Independent Learning Texts <i>The Official SAT Study Guide</i> (College Board)	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	W.11-12.1

relevant and sufficient evidence.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.6

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same

period treat similar themes or topics”).	
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts Small-Group Learning Texts Independent Learning Texts <i>The Official SAT Study Guide</i> (College Board) Purdue University Writing Owl	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Comprehension and Collaboration</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>	SL.11-12.1
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts Small-Group Learning Texts Independent Learning Texts <i>The Official SAT Study Guide</i> (College Board)	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	L.11-12.1.
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>	L.11-12.2

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	L.11-12.4
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	L.11-12.5
<p>Acquire 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.</p>	L.11-12.6

**Suggested Materials/Educational Resources**

Whole Class Learning Texts  
 Small-Group Learning Texts  
 Independent Learning Texts  
*The Official SAT Study Guide* (College Board)  
<https://en.oxforddictionaries.com/grammar>

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Practice SAT writing & language passages (from SAT text) Grammar skills quizzes	Post-Assessment SAT (from SAT text) Grammar skills test
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
<i>The Official SAT Study Guide</i>	Collegeboard practice exercises
<b>District/School Writing Tasks</b>	

Task	Primary Focus	Secondary Focus
Multi-paragraph essay	Analysis of text, reading comprehension	Writing conventions

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

The College Board English Language Arts Framework:

[http://www.collegeboard.com/prod\\_downloads/about/association/academic/EnglishFramework.pdf](http://www.collegeboard.com/prod_downloads/about/association/academic/EnglishFramework.pdf)