

**Folsom Cordova Unified School District**

**SAT Prep/ College Exploration**

**DATE: November 2011**

**CATEGORY: Elective**

**PROPOSED GRADE LEVEL(s): 11<sup>th</sup> & 12<sup>th</sup>**

**COURSE LENGTH: 1 semester or 1 4x4 Term**

**GRADING: A-F**

**NUMBER OF CREDITS: 5 per semester or 10 per Term**

**PREREQUISITES: None**

**COURSE DESCRIPTION:**

The SAT Prep course is an 11<sup>th</sup> and 12<sup>th</sup> grade elective course designed to help students develop and experience targeted subject content and skills review to prepare them for the SAT exam. In addition to preparing students for the SAT exam, the course will guide students through choices they must make about pursuing higher education, deciding on a career, and determining what schools are right for them. Students will also explore the college application process and ways to pay for college.

**GENERAL GOALS/PURPOSES:**

This course is designed for those students who are planning to take the SAT exam. It gives students the skills they need to approach the SAT with confidence. This one-semester elective targets critical reading, writing, mathematics, and the fundamentals of writing the essay component of the SAT exam. In addition, students will be exposed to test construction and scoring, test-taking strategies, and higher order problem solving and thinking skills they need to improve their performance on the SAT. Students will learn test taking strategies that they can use on test-day. Students will leave this course with skills that will enhance their future studies. There will be special emphasis placed on writing personal statements for college applications. Students will focus on specific writing genres listed under the State Content Standards in the Reading/Language Arts Framework for California Public Schools.

The course structure provides lessons with scaffold instruction, ongoing test practice that helps bridge the gap between content knowledge and performance, diagnose student's needs, monitor performance, and measure improvement.

**STUDENT READING COMPONENT:**

The course will have complete integration of thinking, reading and writing, including intensive study and discussion of representative works that demonstrate a specific writing strategy. Students will respond to literature in writing, use readings to stimulate thought, and incorporate other writings as evidence as needed in their own analytical writing. Literature, non-fiction and speeches will be used for students to analyze style, and use as models in their own thinking and writing.

**STUDENT WRITING COMPONENT:**

Students will learn to respond to an on-demand prompt, develop a thesis or controlling idea, develop body paragraphs to provide support for the thesis with well developed assertions and evidence in an argument-centered manner. They will also focus on the narrative/autobiographical writing genre to prepare them for college admissions personal statements.

## **STUDENT ORAL COMPONENT:**

All readings and lessons will be discussed in class to stimulate thought for writing and test-taking strategies. Because class discussion allows for more thoughtful, organized responses in writing, students will be expected to engage at a formal and informal level. Students will discuss test-taking strategies as a way to learn from their peers - including ways to save themselves time and increase test performance.

### **Students will be expected to:**

- Actively participate in class discussions of a given work;
- Read aloud from readings and their own work;
- Present information gained in research;
- Use technology to enhance final products.

## **DETAILED UNITS OF INSTRUCTION:**

**Text: Kaplan SAT Premier (primary text), Kaplan Foundations SAT, Kaplan Advantage, Kaplan Aspire (support materials)**

- **Week 1**  
**Introduction to the SAT: an overview of SAT dates, registration, format of test, scoring, review SAT components (writing, critical reading, and math), pre-assessment test and analysis of content and individual skills review.**
- **Week 2-13**  
**Kaplan Premier Foundations and Advantage Programs- a review and practice of content tested on the SAT (Critical Reading, Mathematics, & Writing) with 3 mini-practice tests and one full-length practice test.**  
  
**Review in content areas where students need extra support, as well as preparing students for test day. Provide resources to help prepare after the course.**
- **Week 14-18**  
**Kaplan Aspire - Consider higher-education options, college admissions process, pursue college and career goals, career presentations from community professionals, guest speakers from universities and colleges.**

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

State Content-Standards for the SAT Prep course will be addressed, with special emphasis placed on the following standards:

**Algebra I Standards:** Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

**Geometry Standards:** The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

**Algebra II Standards:** This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

**Writing Strategies:** Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

**Writing Applications (Genres and Their Characteristics):** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

**Listening and Speaking: 1.0 Listening and Speaking Strategies** Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

### **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CST'S**

Writing, Reading, Language Arts, and Math

**LAB FEE, IF REQUIRED:** \$40.00 for Workbook Materials

### **DISTRICT ESLR'S TO BE ADDRESSED:**

Students will be:

- **Self-Directed Learners** who write independently, gaining confidence in their abilities to think on their own and synthesize information from a variety of sources, realizing that independent learning is a lifelong tool for success in the classroom and beyond.
- **Effective Communicators** who are able to relate polished formal and extemporaneous presentations with appropriate public speaking techniques and strategies.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating an error-free product that is original in substance.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students engage in higher level thinking activities, evaluation and peer editing of essays, and synthesis of a number of resources into a final written product.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products. Group work will be a reflection of the effort contributed by each member of the group.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. From their reading and writing, students gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.