

GBCS Curriculum Guide			GRADE:		SUBJECT:			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
SAT Essay	4 weeks		<p>CCSS.ELA-LITERACY.W.11-12.2 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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.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.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Comprehension of the source text</p> <p>Understanding of central ideas, important details, and their interrelationship</p> <p>Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)</p> <p>Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text</p> <p>Analysis of the source text and understanding of the analytical task</p> <p>Evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student</p> <p>Support for claims or points made in the response</p> <p>Focus on features of the text most relevant to addressing the task</p> <p>Use of a central claim</p> <p>Use of effective organization and progression of ideas</p> <p>Use of varied sentence structures</p> <p>Employment of precise word choice</p>		<p>analysis, comprehension, central idea, interrelate, interpretation, textual evidence, quotations, paraphrases, evidence, claim, details, interpretation, haphazard, insightful, sophisticated, thorough, reasoning, stylistic elements, persuasive elements, ethos, logos, pathos, relevant, sufficient, strategically chosen, features, task, asserts vs. explains, unwarranted, support, ineffective, effective, unwarranted, irrelevant, summary, cohesive, effective use and control of language, central claim, sentence structure, variety, conventions of standards English, controlling idea, introduction, conclusion, topic sentence, word choice, objective tone, formal style, SOAPSTone</p>		

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SAT Reading (Multiple Choice)	2 weeks		<p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1</p> <p>CCSS.ELA-Literacy.CCRA.R.8</p>	<p>Understanding words in context</p> <p>Understanding word choice for rhetorical effect</p> <p>Reading of U.S. and world literature</p> <p>Analysis in history/social studies</p> <p>Analysis in science</p> <p>Reading closely to...</p> <p>...determine explicit meanings</p> <p>...determine implicit meanings</p> <p>...use analogical reasoning</p> <p>...determine central ideas and themes</p> <p>...summarize</p> <p>Examine rhetoric by...</p> <p>...analyzing word choice</p> <p>...analyzing text structure overall and part-to-whole</p> <p>...analyzing point of view</p> <p>...analyzing purpose</p> <p>...analyzing arguments in their claims/counterclaims/reasoning/evidence</p> <p>Synthesizing multiple texts and quantitative information</p>		<p>explicit, implicit, extrapolation, inference, rhetoric, perspective, style, tone, audience, nuance, analysis, synthesis, citation</p>		

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SAT Writing and Language (Multiple Choice)	2 weeks		<p>CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language: CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use: CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of 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</p>	<p>Evaluating the expression of ideas through...</p> <ul style="list-style-type: none"> <li>...development</li> <li>...organization</li> <li>...effective language use</li> </ul> <p>Understanding standard English conventions including...</p> <ul style="list-style-type: none"> <li>...sentence structure</li> <li>...conventions of usage</li> <li>...conventions of punctuation</li> </ul>		<p>proposition, support, focus, quantitative information, logical sequence, precision, concision, style and tone, syntax, diction, sentence formation, sentence boundaries, subordination, coordination, parallel structure, modifier placement, verb tense/mood/voice, pronoun person and number, possessive determiners, pronoun-antecedent agreement, subject-verb agreement, noun agreement, logical comparison, conventional expression, nonrestrictive/parallel elements, unnecessary punctuation</p>		

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SAT Math	4 weeks		<p><b>CCSS.MATH.CONTENT.HSA.REI.C.5</b> Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p><b>CCSS.MATH.CONTENT.HSA.REI.B.4.B</b> Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>.</p> <p><b>CCSS.MATH.CONTENT.HSS.ID.A.1</b> Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p><b>CCSS.MATH.CONTENT.HSS.ID.A.2</b> Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p><b>CCSS.MATH.CONTENT.HSS.ID.B.6</b> Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p>	<p>Understanding how to graph lines given an equation in standard form, slope-intercept form or point-slope form.</p> <p>Being able to find the solution to a system of equations by three different methods: graphing, substitution, elimination. Using this skill to solve real world problems often seen on standardized tests. Solving quadratics using any method. Collecting data and being able to show central tendencies, graph a scatterplot, histogram, stem-and-leaf and box-and-whisker for this data. Concepts all used in real-world problems.</p>		<p>lines, parallel, perpendicular, slope-intercept form, point-slope form, standard form systems of equations, graphing, substitution, elimination, quadratics, quadratic formula, completing the square, central tendencies, mean, median, mode, range, box-and-whisker plot, quartiles, stem and leaf plot, histogram, bar graph, scatter plot, line of best fit, regression line</p>		

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SAT Science	4 weeks		<p>HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p>Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-ETS1-4). Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems. (HS-ETS1-4)</p>	<p>Students will be able to analyze, interpret, and explain data from a graph, data table, or written explanation of data. Students will be able to infer solutions to data or problems and explain phenomena.</p>	<p>control, variable, independent, dependent, axis, qualitative, quantitative, hypothesis, conclusion, experiment, analysis, comparison, contrast</p>		