

**Southington Public Schools
Curriculum Map**

Subject: English Language Arts

Grade: 12 (One Semester)

UNIT TITLE	#1 SAT skills--verbal
CONTENT	<ul style="list-style-type: none"> • The Official SAT Study Guide – College Board • Hot words for the SATs
STATE STANDARDS	<p>IA Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>IB Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>IVC Students use Standard English for composing and revising written text.</p>
ASSESSMENT	<p><u>PERFORMANCE TASK</u></p> <p>Sentence completion:</p> <p>G To determine vocabulary-in-context and logic based answers</p> <p>R Test-takers</p> <p>A Scorers</p> <p>S Taking the sat exam</p> <p>P An SAT score</p> <p>Passage –based reading:</p> <p>G To determine types of questions: facts, assumptions, inferences</p> <p>R Test-takers</p> <p>A Scorers</p> <p>S Taking the sat exam</p> <p>P An SAT score</p> <p>Essay:</p> <p>G To develop, support, and present a point of view in a 25 minute timed essay</p> <p>R Test-taker</p> <p>A Scorers</p> <p>S Taking the SAT exam</p> <p>P An Sat score</p> <p>Identifying sentence errors:</p> <p>G To locate grammar, usage, word choice, idiom errors</p> <p>R Test-takers</p> <p>A Scorers</p> <p>S Taking the SAT exam</p> <p>P An SAT score</p>

ASSESSMENT	<p>Improving Sentences: G To recognize clear, effective, accurate sentences: grammar, choice of words sentence construction, punctuation. R Test-takers A Scorers S Taking the SAT exam P Scorers</p> <p>Improving Paragraphs: G To improve sentence structure, word choice, organization and development R Test-takers A Scorers S Taking the SAT exam P Scorers</p>
	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Practice tests • Practice essay prompts • Vocabulary quizzes
SKILLS	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • activate prior knowledge, establish purposes for reading and adjust the purposes while reading. • select and organize relevant information from prior knowledge to write. • respond to questions. • distinguish between fact and opinion. • respond to the ideas of others and recognize the validity of differing views. • persuade listeners about understandings and judgments of works read, written and viewed. • determine purpose, point of view and audience, and choose an appropriate written format. • apply the most effective processes to create and present a written format • revise essay for organization, elaboration, fluency and clarity. • use sentence patterns typical of spoken and written language to produce text. • evaluate the impact of language as related to audience and purpose. • demonstrate proficient use of proper mechanics, usage and spelling skills.