

HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME ACT Reading

OLD COURSE NAME (if applicable)

SUBMITTED BY Cari Weiffenbach and Kathleen Prohaska

Underline the Appropriate Item: New Course / Major revision to an existing course

Implementation Date: 2013/2014 School Year

Person(s) who will write the Curriculum: Cari Weiffenbach, Kathleen Prohaska, and Lori Graciana

Respond to the following:

Duration: Semester Long

Open to: Students who are within three points of meeting standards on their spring PLAN scores

Prerequisites: None

Pass/Fail Option: Students will be given a grade.

Credit: Elective Credit

If the course meets a graduation requirement, which one does meet?

Elective

Where does this course fit into department sequence?

This course will *not* take the place of any English class offerings. It will be used to provide extra enrichment to students that are preparing to take their PSAE in the spring of grade 11.

What is the potential impact of this course on the other department offerings?

This course will not impact any required courses.

Course Description

The purpose of ACT Reading is to assist students in preparing to take the ACT portion of their PSAE test in the areas of English and reading. This program will provide instruction in reading techniques, a review of grammar rules, practical test-taking strategies, and multiple opportunities to take practice English and reading ACT tests. After each test, students will have an opportunity to conference with the teacher and receive immediate feedback on their scores. Students will also have access to prepare online via www.actonlineprep.com and www.keytrain.com (an online

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program to help students raise their Work Keys scores. The Work Keys section is the second day of PSAE testing.)

Special Notes (i.e., extended periods, team teaching, etc.)

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

The evidence of student need for this course is revealed in students' past scores on the ACT and PLAN test.

This course will meet the following department goals:

Students will improve their ACT test scores in English and reading.

This course would meet the following instruction goals:

Students will improve their ACT scores in the areas of English and reading.

Students will improve their grammar mechanics and usage through a variety of instruction and assessment.

Students will improve their reading fluency in nonfiction literature.

Students will improve their reading fluency in fictional literature.

This class would be aligned to the following ELA Common Core standards:

RL. 11-12. 1.

RL. 11-12. 2.

RL.11-12.3.

RL.11-12.4.

RL. 11-12.5.

RL. 11-12. 6

RL. 11-12. 10.

RI. 11-12. 1

RI. 11-12.2.

RI. 11-12. 6

RI. 11-12. 10.

L. 11-12.1.

L. 11-12.2.

L. 11-12.5.

L. 11-12.6.

2. Course Objectives: What will each student learn and know?

At the completion of this course, students will:

- Be better prepared to handle the reading portion of the ACT
- Have improved their test-taking skills – with an emphasis on the reading and English portions of the test
- Be aware of various techniques useful in test-taking situations

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3. What types of instructional strategies will be used in the class?

The following instructional methods will be used:

- Direct Instruction
- Guided Study
- Independent Learning
- Group Work

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Students will be assessed on participation and tests. There will be no homework given to students who take ACT Reading. Students will be given a number of practice tests which will be scored and handed back to the student for conferencing and goal setting. Students will also work on in-class assignments and timed readings. These assignments will have a participation grade.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

Kathleen Prohaska has offered to instruct the course. She currently works at Sylvan as a test prep instructor, so she is knowledgeable in ACT preparation. The only resources that the class would need are access to computers, licensing for KeyTrain, ACT online test preparation licensing (which the school already has), and ACT Test preparation books (which the school already has through Cambridge).

Include any additional information pertinent to your course.

A student who raises his or her ACT score does a valuable service for himself or herself and for the school. A student will find that achieving a high ACT score will open the door to new opportunities such as college admission and scholarships.