ENGLISH LANGUAGE ARTS

College Guide and Publication

Unit 1 - College Preparation and Principles of Journalistic Writing
Course Philosophy

College Guide and Publication consists of reading, writing, speaking, listening and media literacy skills. It also develops students’ college and career preparation by working collaboratively with the Paterson Education Fund, a non-profit student advocacy group which underwrites the cost of college trips, study/research materials, and pays students to work on the college guide which the class produces for dissemination to all Paterson students, grades 6 – 12. During instruction students will learn the process of preparing for college admissions, including use of strategies that help them effectively take college admissions tests, the SAT and ACT. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The media literacy skills will educate students in creating a variety of graphic designs as well as an emphasis on terminology. Students will design, write and produce a 28-page college guide for an authentic audience and collaborate with The Herald News to understand the publication process, abiding by timelines and professional standards. College readiness skills are acquired as students study and research all aspects of the college process, from maintaining a quality grade point average in high school, to learning how to register for college classes. Through career exploration and personality/interest inventory assessments students develop an understanding of their career interest and use technology to create a digital career portfolio at the end of the course. The College Guide and Publication course is designed to provide an opportunity for students to learn about the publishing process by composing, designing and creating. Students will work on developing skills in: graphics, desktop publishing, computer design, and photography. They will be challenged to graphically capture activities associated with the college process such as campus visits, pre-college activities, community service, student profiles, etc. They will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. As they personally take the journey to college admissions, they will write stories about their college preparation experience from their perspective for other Paterson students. They will also research current issues such as standardized testing, tuition costs, campus housing, student loan debt and future careers to develop their understanding of the college and career process. The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers and prospective college students. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and compete successfully in the global economy.
**Methods of Instruction**

- Teacher Coaching
- Individual and collaborative problem-solving & decision-making
- Individual Instruction
- Small group instruction
- Peer tutoring
- Guest Speakers
- Training manuals and Online tutorials
- Writing to learn
- Making thinking visible
- Note-taking
- Establishing metacognitive reflection & articulation as a regular pattern in learning
- Diagrams, charts, visuals and graphs
- Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
# Pacing Chart – Unit 1

## RESOURCES

**Websites**  
Collegeboard.org  
Act.org  
Fairtest.org

**Additional Materials**  
Princeton Review SAT DVD

| 8 weeks |
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
**Career Ready Practices**

CRP8. **Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. **Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. **Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. **Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
**Differentiated Instruction**

Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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</tbody>
</table>
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

*College Guide and Publication* has applications in Communications and Language Arts through the written, spoken and graphic means of communications needed to work with the variety of people involved in the publishing field. **Math skills** are involved when using Adobe *InDesign* where students measure pages, determine font specification and column sizes using picas and inches. In *Photoshop* students use math skills to manipulate photos, format the photos, adding special effects, resize of pictures and place graphic on a page. Using *CollegeBoard’s Net Price Calculator*, use math skills to understand the cost of attending college. They examine sample financial aid award letters to interpret financial aid packages and student loan indebtedness. **Fine Arts and Graphic Design** play a big role in the overall creation of the college guide and its pages, in picture layout and composition, and color selections as students follow the *Principles of Design* and *Principles of Photography*. **Economics and Marketing** play a role as they use the U.S. Department of Labor’s *Employment Occupational Outlook Handbook* to compare and contrast salary projections of careers versus cost of required education and employment outlooks of various careers, salaries by geographic region. Using *FinAid*, a student guide to financial aid, students will determine the ratio of student indebtedness to projected salary to gain an understanding of college debt and earnings. Students will apply marketing techniques to solicit ads for the College Guide from colleges they visit or presenters they participate in Career Day at school.
**Enrichment**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

<table>
<thead>
<tr>
<th>Seeking to build each learner’s capacity to do the following:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.</td>
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<tr>
<td>Pose questions and exhibit sincere curiosity about principles and how things work.</td>
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<tr>
<td>The ability to grasp concepts and make real world and cross-curricular connections.</td>
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<td>Generate theories and hypotheses and pursue methods of inquiry.</td>
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<td>Produce products that express insight, creativity, and excellence.</td>
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<td>Possess exceptional leadership skills.</td>
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<tr>
<td>Evaluate vocabulary</td>
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<tr>
<td>Elevate Text Complexity</td>
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<tr>
<td>Inquiry based assignments and projects</td>
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<tr>
<td>Independent student options</td>
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</tr>
<tr>
<td>Tiered/Multi-level activities</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Open-ended activities and projects</td>
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<tr>
<td></td>
<td>Form and build on learning communities</td>
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<td></td>
<td>Providing pupils with experiences outside the ‘regular’ curriculum</td>
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<tr>
<td></td>
<td>Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</td>
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<tr>
<td></td>
<td>A higher quality of work than the norm for the given age group.</td>
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<tr>
<td></td>
<td>The promotion of a higher level of thinking and making connections.</td>
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<tr>
<td></td>
<td>The inclusion of additional subject areas and/or activities (cross-curricular).</td>
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<tr>
<td></td>
<td>Using supplementary materials in addition to the normal range of resources.</td>
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</tbody>
</table>
Methods of Assessment

**Participation:**
- brainstorming sessions
- critiques
- attendance at and reporting on activities involving the college process
- weekly roundtable discussions
- college trips, workshops
- registration and sitting for SAT/ACT

**Performance assessments:**
- Instructor’s observation of proper tool and material use
- Achievement of civic and social standards through demonstrated workplace skills
- Notebook checks
- SAT/ACT Prep assignments

**Portfolio Assessment - Portfolio consists of:**
- Journal responses to news articles related to college topics
- SAT/ACT Prep coursework
- feature/news stories for college guide
- completed/proofed pages and spreads as assigned
- interviews
- digital presentations on assigned topics
- digital career project to include resume, interest/personality inventory assessments, career research paper, letters of recommendation, college research, sample work
### Essential Focus Questions

- What are college admissions tests and the issues surrounding them?
- What are the strategies necessary to be successful when taking the SAT/ACT?
- How are the formats of the SAT and ACT different?
- What are the steps to get into college?
- What are the academic, professional, social offerings of colleges, what are their entrance requirements and their costs?
- What should students look for in a college visit?
- What is the terminology used in the publishing and journalism industry?
- What are the characteristics of the journalistic style of writing?

### Outcome

- Become familiar with the origin and structure of college admission tests.
- Learn and apply test-taking strategies for SAT/ACT.
- Prepare and present information about the SAT to the class using a digital format such as PowerPoint, Prezi or Glogster.
- Maintain a didactic journal on college-related topics.
- Develop oral skills during weekly roundtable discussions.
- Become familiar with the characteristics of the journalistic style of writing.
- Use the brainstorming technique to develop article list for college guide.
- Apply the journalistic style of writing to compose a feature/news story for the college guide.
- Understand and use publishing terms.
- Become familiar with the process to gain admission to college.
- Gather information and select five colleges of interest.
- Prepare and visit a college campus.
- Use different types of computer software, including desktop publishing, digital photography, word processing, and spreadsheet software.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
</table>
| **CCSS:** W.12.9a., RL.12.1 CPI.9.3.12.C.2 | - Students will research and understand the origin, format and strategies of college admission tests, SAT and ACT.  
- Students will regularly apply the strategies as they take SAT/ACT practice tests using Plato Learning for SAT and online practice for ACT. |

Understand the format, content and strategies of the SAT/ACT. Apply strategies to successfully take the SAT or ACT practice tests in an online environment.

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| **CCSS:** W.12.6, SL.12.1 | - Students will create a multi-media presentation to teach an aspect of college admission tests to the class.  
- Students will create this presentation with sensitivity to culture, gender diversity.  
- Students will use standard English and effective oral skills in delivery of presentation.  
- Students in the audience will listen and engage in meaningful discussion. |

CCCS: 8.1.12.A.2; 9.1.12.B.1  
9.1.12.E.1  
Research and explain an aspect of college admission test format or strategy in a multi-media presentation.
## Student Learning Objectives

<table>
<thead>
<tr>
<th>CCSS: RL.12.4; L.12.4; L.12.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPI.9.4.12.C.(2).1</td>
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</table>

Learn essential terminology applicable to the college guide, graphic design, and journalism field.

### Skills, Strategies & Concepts

- Students will learn and understand the definition of the following words and apply them to their work while creating the college guide:

<table>
<thead>
<tr>
<th>coverage</th>
<th>internal margins</th>
<th>external margins</th>
<th>stroke</th>
</tr>
</thead>
<tbody>
<tr>
<td>leading</td>
<td>sidebar</td>
<td>lead</td>
<td>feature lead</td>
</tr>
<tr>
<td>deadline</td>
<td>angle</td>
<td>bleed</td>
<td>news lead</td>
</tr>
<tr>
<td>candid</td>
<td>caption</td>
<td>cut line</td>
<td>dominant photo</td>
</tr>
<tr>
<td>cut outs</td>
<td>byline</td>
<td>headline hierarchy</td>
<td>graphics</td>
</tr>
<tr>
<td>Rule of Thirds</td>
<td>quotation</td>
<td>points</td>
<td>picas</td>
</tr>
<tr>
<td>attribution</td>
<td>transition</td>
<td>kicker</td>
<td>subhead</td>
</tr>
<tr>
<td>interview</td>
<td>ethics</td>
<td>typography</td>
<td>font face</td>
</tr>
</tbody>
</table>

- After reviewing textbooks, college guides, and PowerPoint presentations, students will learn to write in the journalistic style. They will collaborate to determine contents of college guides.

- Students will recognize the short-paragraph style of journalistic writing.
- Students will develop understanding of feature and news leads.
- Using the brainstorming technique, students will collaborate to develop a list of college guide topics.
- Students will analyze content from other college guides, consider college concerns in order to determine content of new college guide.
- Students will conduct interviews to gather information.
- Students will apply journalistic writing techniques to write a story for the college guide following a rubric (feature or news).
- Students will use appropriate leads to begin their stories.
- Students will use attribution with all quotes and paraphrased statements.
- Students will use MS Word to compose their articles and learn to use network server to save and edit work.

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**Paterson Public Schools**

12
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCCS:</strong> SL.12.1; RL.12.1; W.12.4</td>
<td>➢ Students will recognize the value of consistency, goal setting and feedback in completing the steps of college admissions.</td>
</tr>
<tr>
<td><strong>CCCS:</strong> 9.1.12.A.2; 9.3.12.C.2 9.3.12.C.3</td>
<td>➢ Students will consider the importance of campus visits and learn how to prepare for such visits.</td>
</tr>
<tr>
<td>After studying timeline in college guide and reading articles, students will gain understanding of the college admissions process. Students will prepare for and attend a campus visit to acquire information and take photographs for a college guide article.</td>
<td>➢ Students will work collaboratively in small group and large group settings to share their thoughts about college admissions.</td>
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<tr>
<td></td>
<td>➢ Students will collaborate to develop questions for admissions and financial aid representatives.</td>
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<tr>
<td></td>
<td>➢ Students will attend campus visit, gather information and take photos.</td>
</tr>
<tr>
<td></td>
<td>➢ Students will write about the campus visit experience for the college guide using journalistic style writing.</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td><strong>CCSS:</strong> SL.12.1; RL.12.1; W.12.4</td>
<td>➢ Students will read and analyze news and journal articles concerning college topics including: why earn a college degree, importance of college essays, GPA significance, college cost, financial aid, choosing a major, choosing a college, living on campus, internships, study abroad, etc.</td>
</tr>
</tbody>
</table>
| **CCCS:** 9.3.12.C.2; 9.3.12.C.6 | ➢ Students will read and analyze news and journal articles concerning college topics including: why earn a college degree, importance of college essays, GPA significance, college cost, financial aid, choosing a major, choosing a college, living on campus, internships, study abroad, etc.  
➢ Students will read articles and participate in class discussions to understand the college admission process.  
➢ Students will write responses to article in a weekly didactic journal.  
➢ Students will share responses in weekly class roundtable.  
➢ Students will participate in collaborative discussions with respect, building on others’ ideas and expressing their own clearly and persuasively.  
➢ Students will develop a deeper knowledge the importance of a college education. |

Develop a solid understanding of concerns about college, the importance of a college education and how to obtain one. Learn how to express oneself clearly and respectfully in a class discussion.
RESOURCES FOR UNIT # 1

The following websites will be used for the lessons on college admission tests:

www.Fairtest.org – a good source for information surrounding the controversy of college admission tests

www.collegeboard.org – students need to make a free account so they may register for SATs and find information about the test and practice exercises

www.act.org – site to register and obtain information on the ACT and practice exercises

Plato online SAT prep through the Paterson School District – Contact Credit Recovery Tech Coordinator to enroll

www.collegeboard.org to collect information about five colleges for a college research assignment (See College Research Packet)


Princeton Review. Cracking the SAT, 2013 Edition. – DVD is useful to show SAT strategies and test format

Current College Guide available through guidance offices of Paterson schools or the Paterson Education Fund, as well as other guides found in guidance offices for comparison purposes and for students to use timeline to see what they should be doing to prepare for college

These websites provide helpful articles for students to read for their journal entries:

The value of a college education: chronicle.com/article/Americans-Value-Higher/137023/

Various college-related topics: www.usnews.com/education

Choosing a college major: bigfuture.collegeboard.org/

Preparing for a campus visit www.ecampustours.com/

**SAMPLE ACTIVITIES/LESSON STARTERS**

**What are college admission tests?**

**Materials Needed:** SAT/ACT internet sites, computers, whiteboard, SAT/ACT lesson plan (one copy for the teacher only), Princeton Review SAT DVD on SAT strategies and format, directions for signing onto Plato SAT Prep, paper, notebooks, pens

**Plan:** See SAT/ACT lesson plan for complete instructions.

**Assessments:** See SAT/ACT lesson plan.

**Other Activities:** Students will be self-paced in taking the SAT practice through Plato. Seniors will do this only until December while the juniors in the class will take the SAT Prep on Plato through the entire school year

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**SAT/ACT Lesson Plan**

**Day 1** - Most students do not have a full grasp of college admissions tests’ purpose, format, content or strategy. Because the SAT registration deadline is normally the first week of school, be sure to have each student create an account with College Board. Seniors need to register for the tests; they may have an account already. If they wish to take the SAT a third time, Paterson Education Fund will cover that cost as they are only allowed two fee waivers.

**Day 2** - After each student has established an account with SAT, explain that some colleges no longer require the tests for admissions but others do. Direct the students to [www.fairtest.org’s page](http://fairtest.org/selected-annotated-bibliography-sat-bias-and-misuse) that provides an annotated bibliography of scholarly articles on the subject: [http://fairtest.org/selected-annotated-bibliography-sat-bias-and-misuse](http://fairtest.org/selected-annotated-bibliography-sat-bias-and-misuse)

Break students into pairs. Each pair is to read through the annotated bibliography and develop a list of the most significant issues they discovered about the SAT/standardized testing. Students will write the controversy on one half of the paper and their reactions on the other. Give students 15-20 minutes for this exercise then have everyone come back for a class discussion. Use exit card to name two controversies surrounding the SAT/ACT.

**Day 3** – Show students a 10-minute clip of the Princeton Review DVD on the SAT’s concept and format to provide students with a different perspective on the test. Following a brief discussion on the pro-SAT point of view, ask students to conduct an Internet search to each find an article that concerns an aspect of the SAT controversy. After they print out the article, they are to take it home to read thoroughly and comment in their journal writing the facts on the left and their opinions on the right. They will use these notes to participate in a roundtable discussion at the end of the week. Assignment will most likely carry over as homework.
**SAMPLE ACTIVITIES/LESSON STARTERS**

**Day 4** – Show students the Princeton DVD on SAT strategies as an overview. Having learned something about the SAT format and some strategy, students will now choose a topic regarding the SAT/ACT test format or strategy to teach the class using a digital presentation. Depending on the needs of the students, you may pair students up for this assignment (if there is a special needs or ELL or cannot create a presentation independently) (See SAT/ACT Digital Presentation instructions)

**Day 5** – SAT Roundtable – Place desks in a circle. Go around asking each student to share what they learned from their article regarding the controversial aspects of the SAT/ACT. Students are to refer to their notes, not read off them, and demonstrate the skill of using standard English to engage the audience. As a teacher, facilitate a discussion. After each person has shared, as each student to write down five things they learned about admission tests and one thing they want to know more about.

**Assessment:** Give 10 points for reading an article and completing the journal entry correctly. This means they did the groundwork necessary for a class discussion. Then offer another 10 points for the presentation for a total of 20 points. Did they refer to their notes and provide a good analysis of the quote? Could they answer questions? Be sure to set the standard for these weekly roundtables so that students develop the responsibility of being prepared. The PEF wants students to explore dozens of college-related topics during the year and this roundtable provides a great venue for this as well as providing resources for their articles.

**Day 6 and 7** – Allow students time to create digital presentations about their SAT/ACT topics following the rubric. Announce that Friday’s roundtable discussion will focus on the topic, “Do SATs predict college success?”

**Day 8 and 9** – Students will give their presentations as listeners and complete their assessments.

**Day 10** – Each Friday host a round table discussion on a topic that was given on Monday so students have time to find an article, read and respond in journal.
SAMPLE ACTIVITIES/LESSON STARTERS

ACT preparation – In this assignment you will work within a group to research information about the ACT and create a Glog on www.glogster.com or a Prezi to present this information to the class. Be sure to provide at least one example. (See rubrics) To get you started go to:

- http://www.actstudent.org
- http://www.freetestprep.com

**Investigate these topics:**

- Group 1 – Introduce the ACT:
  - Content and structure
  - Scoring and Score Report
  - What the score means
  - When to take the test

- Group 2 – ACT VS SAT
  - Compare and contrast the test’s structure and scoring
  - Why take both?
  - The new “optional” writing test

- Group 3 – General test taking strategies for taking the SAT
  - Basic rules
  - Meaning of multiple choice
  - Guessing and the SAT
  - Pacing
  - Preparing for the SAT

- Group 4 – New SAT
  - What are the changes?
  - When do these changes take place?
  - What is the format?
  - What are the strategies?
<table>
<thead>
<tr>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 5 – ACT English and reading test</strong></td>
</tr>
<tr>
<td>What is the format?</td>
</tr>
<tr>
<td>What are the strategies?</td>
</tr>
<tr>
<td><strong>Group 6 – ACT Math test</strong></td>
</tr>
<tr>
<td>What are the instructions?</td>
</tr>
<tr>
<td>What is the format?</td>
</tr>
<tr>
<td>What are the strategies?</td>
</tr>
<tr>
<td><strong>Group 7 – ACT Science Test</strong></td>
</tr>
<tr>
<td>What are the instructions?</td>
</tr>
<tr>
<td>What is the format?</td>
</tr>
<tr>
<td>What are the strategies?</td>
</tr>
</tbody>
</table>
Presentations

Give students two days to complete their Glog or Prezi. As they give their presentations, listeners will complete the following for each student worth 15 points:

Presenter’s Name

Topic:

Information I learned:

Three stars and a wish – List three things you liked about their presentation and one thing you wish they could improve upon

☆

☆

☆

Three stars and a wish – List three things you liked about their presentation and one thing you wish they could improve upon

☆

☆

☆
Now that students have explained test-taking strategies, they will apply these strategies as they begin their Plato SAT prep course according to teacher instructions. Credit will be given for the percentage of completion of each section. Designate one day for Math and another for Language Arts for two weeks and then as students have down time between assignments. The grade for SAT practice will come from Plato. Students interested in taking the ACT may demonstrate understanding of test by taking the practice test online at www.act.org.

In weekly log worth 10 points, students are to note:

Strategies used
Greatest weakness
Greatest strength
College Research Assignment – Two/three days

Give each student the College Research Packet directing them to find the information of five colleges of their choice. The College Board website is the best and easiest place to do this search as it provides a thumbnail sketch of all colleges and the college’s website so students can do further exploration. Ask that at least one college be out of state so students can learn the difference in programs and cost. The idea is to compare and contrast each college so they can learn how to successfully choose a college. Each college is worth 10 points for a total of 50 points.

Once the students have made these choices, they will use the information to get their applications, admission essay topics (or mock application) to use throughout the course. Obviously, their selection will be subject to change as they visit colleges, etc. However, this assignment is an important starting point as many students, even seniors, do not know details about college offerings.

Once each student has completed the assignment, have a class discussion about their findings and encourage a focus on the differences between private and public, in-state and out-of-state costs, etc.
College Research Packet

Name___________________________________________________________ Period_______ Date_________

College Research packet - Research the following information regarding five colleges of your choice. Each college is worth 10 pts/50 total

1. College name__________________________________________________________

Location:______________________________________________________________

Public_____ Private_____ Two-year_____ Four-year_____

Student population:________________________ Retention rate________

In-state tuition ___________________________ Out-of-State tuition______________

Room & board____________________________

No. of majors________________________ Has your major?____________________

Average SAT score____________________ Average ACT score______________

College admissions deadlines____________________________________________

College essay question(s)_______________________________________________

______________________________________________________________

Requested information____________________ Made an account____________________

2. College name__________________________________________________________

Location:______________________________________________________________
College Research packet - Research the following information regarding five colleges of your choice.

3. College name

Location: ________________________________

Public____ Private____ Two-year_____ Four-year_____
Average SAT score________________________ Average ACT score_____________________

College admissions deadlines_____________________________________________________

College essay question (s)________________________________________________________

___________________________________________

Requested information__________________ Made an account__________________________

4. College name_______________________________________________________________

Location:__________________________________________________________

Public_____ Private_____ Two-year_____ Four-year_____ 

Student population:__________________________ Retention rate_________

In-state tuition ___________________________ Out-of-State tuition____________________

Room & board_____________________________

No. of majors____________________________ Has your major?________________________

Average SAT score________________________ Average ACT score_____________________

College admissions deadlines_____________________________________________________

College essay question (s)________________________________________________________

___________________________________________

Requested information__________________ Made an account__________________________
5. College name

Location:

Public_____  Private_____  Two-year_____  Four-year_____  

Student population:__________________________  Retention rate_________

In-state tuition ___________________________  Out-of-State tuition____________________

Room & board______________________________

No. of majors_____________________________  Has your major?____________________

Average SAT score________________________  Average ACT score__________________

College admissions deadlines______________________________

College essay question(s)________________________

________________________________________

Requested information________________________  Made an account____________________
# Rubric for Article Review

<table>
<thead>
<tr>
<th>Criteria</th>
<th>weight</th>
<th>Exemplary</th>
<th>Effective</th>
<th>Minimal</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Review</strong></td>
<td>50%</td>
<td>☐ In depth and well organized content</td>
<td>☐ Content is adequately organized and comprehensive</td>
<td>☐ Content is minimally organized</td>
<td>☐ Content is not organized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Meets length requirement with quality content</td>
<td>☐ Length requirement is met with adequate content</td>
<td>☐ Length requirement is not met; minimal content</td>
<td>☐ Length requirement is not met; poor content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Excellent summary</td>
<td>☐ Adequate summary</td>
<td>☐ Basic summary</td>
<td>☐ Evidence of plagiarism</td>
</tr>
<tr>
<td><strong>Appropriate Topic</strong></td>
<td>25%</td>
<td>☐ Relevant to assigned subject matter and peer interest</td>
<td>☐ Relevant to assigned subject matter</td>
<td>☐ Minimal relevance to assigned subject matter</td>
<td>☐ Not relevant to assigned subject matter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Article content exceeds requirements</td>
<td>☐ Article content meets expectations</td>
<td>☐ Article content fails to meet all requirements</td>
<td>☐ Fails to meet content requirements</td>
</tr>
<tr>
<td><strong>Significance to Class / Relativity to Class</strong></td>
<td>15%</td>
<td>☐ Article has great significance</td>
<td>☐ Article has some significance</td>
<td>☐ Article has little significance</td>
<td>☐ Article has no significance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Student summary exceeds average peer perspective and understanding</td>
<td>☐ Student summary meets project expectations</td>
<td>☐ Summary meets minimal expectations</td>
<td>☐ Summary does not meet minimal expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Student displays understanding of article’s relevance to topic</td>
<td>☐ Some understanding of article’s relevance to topic</td>
<td>☐ Little understanding of article’s relevance to topic</td>
<td>☐ No understanding of article’s relevance</td>
</tr>
<tr>
<td><strong>Article Submission</strong></td>
<td>10%</td>
<td>☐ Article printed/copied and effectively displayed on 8½ x 11 paper</td>
<td>☐ Article printed/copied and displayed on 8 ½ x 1 paper</td>
<td>☐ Article attached to summary</td>
<td>☐ No article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Display of article includes correct citation</td>
<td>☐ Display of article includes correct citation</td>
<td>☐ Partial documentation of article</td>
<td></td>
</tr>
</tbody>
</table>

Assignment Score _____________ & presentation _____________ = Final Score ________________
## Glog Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>Missing 1 of the required elements on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>All items of importance are clearly labeled with text that can be read easily from about 3 ft. away.</td>
<td>Some items of importance are clearly labeled with text that can be read easily from about 3 ft. away.</td>
<td>Few items of importance are clearly labeled with text that can be read easily from about 3 ft. away.</td>
<td>Labels are too small to be viewed easily or no important items were labeled.</td>
</tr>
<tr>
<td><strong>Graphics - Relevance</strong></td>
<td>All graphics are related to a single theme and make the information easier to understand.</td>
<td>All graphics are related to a single theme and most make it easier to understand.</td>
<td>All graphics relate to a single theme.</td>
<td>Graphics do not relate to a single theme.</td>
</tr>
<tr>
<td><strong>Use of Class Time</strong></td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others. Worked on the project outside of class.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
</tbody>
</table>

**POINTS POSSIBLE:** 20 pts.  
**POINTS EARNED:** ___________
# Prezi Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Originality/Content/Directions</strong></td>
<td>Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. All requirements were met.</td>
<td>Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. Most requirements were met.</td>
<td>Presentation shows an attempt at originality and inventiveness on 1-2 slides. Some requirements were met.</td>
<td>Presentation shows very little attempt at original thought. Few requirements were met.</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
</tr>
<tr>
<td><strong>Text - Font Choice &amp; Formatting</strong></td>
<td>Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.</td>
<td>A majority of font formats have been carefully planned to enhance readability.</td>
<td>Font formatting has been carefully planned to complement the content. It may be a little hard to read.</td>
<td>Font formatting makes it very difficult to read the material.</td>
</tr>
<tr>
<td><strong>Background &amp; Shapes</strong></td>
<td>All backgrounds/shapes do not detract from text or other graphics. Choice of background is appropriate for the topic.</td>
<td>Most backgrounds/shapes do not detract from text or other graphics. Choice of background is appropriate for the topic.</td>
<td>Background/shapes does detract from text or other graphics.</td>
<td>Background/shapes make it difficult to see text or compete with other graphics on the screen.</td>
</tr>
<tr>
<td><strong>Use of Images/Videos</strong></td>
<td>All images/videos are attractive (size and colors) and support the theme/content of the presentation.</td>
<td>A few images/videos are not attractive but all support the theme/content of the presentation.</td>
<td>All images/videos are attractive but a few do not seem to support the theme/content of the presentation.</td>
<td>Several images/videos are unattractive AND detract from the content of the presentation. No graphics/clipart used.</td>
</tr>
</tbody>
</table>

Grand Total _______/30