

Baltimore County Public Schools  
Office of AVID and College Board  
PSAT/SAT Review Preparation  
(English and Mathematics)

## ACKNOWLEDGEMENTS

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## Foreword

All children are learners, and the innate drive within them to learn must be constantly encouraged and nurtured, never stifled. To adequately fulfill the right of our students to quality education, the various courses of study in the school system must and will continue to manifest rigorous content and competencies that every student is expected to achieve. In recent years, education in Baltimore County has undergone a seismic shift in certain areas, such as increasing diversity, workforce demands, and emerging technology. The school system is committed to meet those changes as opportunities to further adhere to the highest standards and provide all students the best education possible.

Education is a multi-dimensional process, especially today. Still, the primary goal of education is the preparation of students to become self-sufficient individuals who, while pursuing their own objectives in life, will contribute to the betterment of society. This aim incorporates the ideal that education will enable people to attain personal fulfillment through learning and, at once, adopt responsibilities for others and their total environment. Essentially, education should assist individuals in enriching their lives to the best of their abilities, expanding their horizons and world visions, and fulfilling their roles as citizens. And paramount, education must prepare students to be active "learners" for the entirety of their lives.

Curriculum comprises the framework upon which instruction and learning are founded. Many often choose to view curriculum as the product of a bunch of "what's good fors:" what's good for the individual, what's good for the community, what's good for business, what's good for the country, what's good for society and culture, and so on – sometimes forgetting what's good for students. And though input from all of the aforementioned sources is necessary in developing curriculum, educators must ever keep in mind that learning is not the sole possession of schools or the classroom. Accordingly, curriculum should increasingly attend, among other demands, students' need to increase creative and strategic thinking and learning skills. For with such skills, students will continue the learning process far beyond their classroom environment and into their future years.

Dr. Joe A. Hairston  
Superintendent

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## INTRODUCTION

PSAT/SAT Review Preparation course is designed to focus on test preparation so that students may work toward achieving their target scores. The College Board has established high expectations for academic performance by designing a test that measures content knowledge, critical thinking and reasoning skills that are the foundation for success in college.

The College Board has developed national standards in mathematics, statistics, and English Language Arts to help states, school districts, and individual schools provide all students with the rigorous education that will prepare them for success in college, opportunities in the workplace, and effective participation in civic life. The College Board's commitment to this project is founded on the belief that all students can meet high expectations for academic performance when they are held to high standards and taught by qualified teachers.

In 2000, under the leadership of Superintendent Dr. Joe A. Hairston, Baltimore County Public Schools commenced a partnership with the College Board. Then in 2002, Dr. Hairston launched the AVID initiative. These two initiatives were in response to Dr. Hairston's goal to improve student achievement for all students as indicated in the *Blueprint for Progress*, June 2008, the foundational document for improving student achievement in Baltimore County Public Schools.

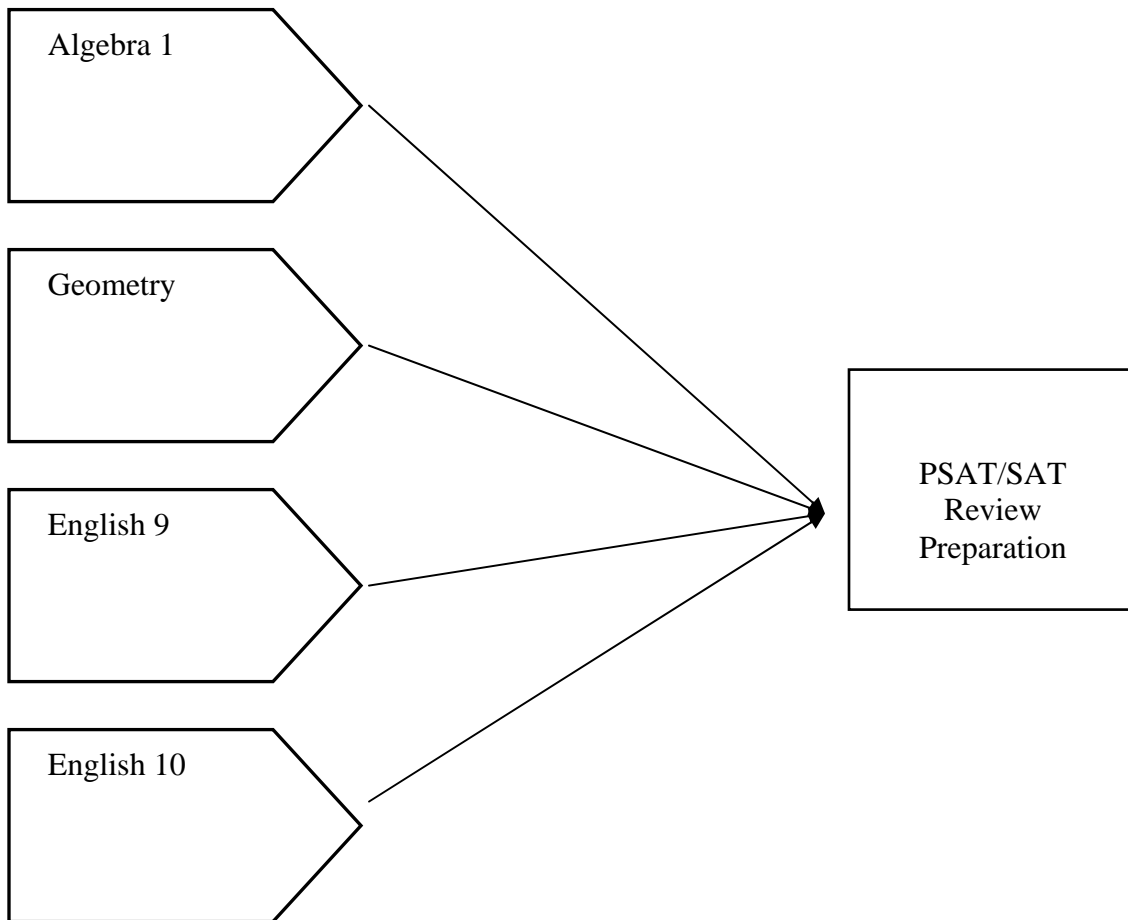
Both AVID and the College Board include academic rigor as an integral component in preparing students for college success. During 2008-2009, Baltimore County Public Schools developed a district-wide definition of rigor using AVID and College Board concepts. According to this definition, rigor is the idea of challenging students to develop the capacity to understand content that is complex, ambiguous, provocative, and personally and emotionally challenging. In addition, it is the idea that rigor promotes student engagement and academic growth beyond minimum requirements. Some of the components of rigor include critical thinking, reasoning, and problem solving skills. Students are expected to analyze evaluate, critique, synthesize, communicate, and create new knowledge as well as manage and direct their own learning. In Baltimore County Public Schools, the focus is to design rigor in each teaching and learning opportunity.

The systemic use of the PSAT/SAT instructional strategies in Baltimore County Public Schools ensures that the education of our students will be founded on research-based best practices that support the need for effective instruction and improved achievement for all students as mandated in the *Blue print for Progress*. To prepare students for success in a globalized society, our schools must embrace diversity and promote cultural proficiency. College Board Advocacy convenes educators and policymakers to address the educational challenges facing minority and immigrant students. The organization's aim is to ensure that every middle and high school student moves toward developing the skills, habits of mind, and concepts that are needed to succeed to be college ready, workforce ready, and military ready.

Introduction adapted from the College Board Standards for College Success documents located @ <http://professionals.collegeboard.com/k-12/standards>

## SEQUENCE OF COURSES

PSAT/SAT Review Preparation is an elective course that requires students have completed 9<sup>th</sup> and 10<sup>th</sup> grade English in addition to Algebra I and Geometry. PSAT/SAT Review Preparation is aligned with the College Board Standards.



## **AIM Objectives**

### **English**

The PSAT/SAT Review course includes eight units that address the Reading and Writing Standards as defined by the College Board. In the area of reading, students will use various strategies to comprehend text and identify the author's purpose. In the area of writing, students will draft, evaluate, and edit text so that it is technically sound. Two additional units focus on test-readiness and college-readiness. Students will learn test-taking strategies for each section of the test, and they will access college websites to identify programs that meet their academic interests.

- O-1 The student will employ three or more active reading strategies to identify the main idea of a given text.
- O-2 Given several types of print and non-print text, the student will infer the author's message in three or more passages scoring 80 % or better on a teacher-generated rubric.
- O-3 The student will compose a paraphrase which correctly conveys the author's message, eliminates distracters, and scores 80% or better on a teacher-generated rubric.
- O-4 Given a list of questions from the SAT, the student will identify the key words and phrases that signal the intended purpose of each type of critical reading question.
- O-5 Given a text, the student will use two critical reading strategies to identify author's attitude, mood, and tone toward the subject of the text.
- O-6 The student will compare and contrast paired-passages and examine the author's messages by using two or more of the following strategies: read and go, divide and conquer , identification of key words, and/or prediction.
- O-7 Given twenty vocabulary words, the student will recognize select roots and affixes determine the meaning of the words with a minimum of 18 or more correct.
- O-8 Given a body of text, the student will identify the meaning of an identified work by incorporating two or more of the following strategies: distinguishing context clues, identifying word etymology, and decoding surrounding sentences with a minimum of 80% accuracy.
- O-9 Given three SAT prompts, the student will construct three introductions that address the question, adopt a stance, use sophisticated vocabulary, and refer to the quote as needed.
- O-10 Given an SAT prompt, the student will compose an essay that includes five elements: introduction, thesis, two supports, transitions, and conclusion.
- O-11 The student will select and outline one literary and one historical example that will be used as supports for an effective working thesis.
- O-12 Given a SAT prompt, the student will draft an essay and use the six point tool to assess the development, organization, and focus of the essay.
- O-13 Given a series of practice SAT writing tests, the student will correct errors in grammar, mechanics, and usage with 80% accuracy in each test.
- O-14 Given a paragraph of text, the student will differentiate between abstract and concrete language and revise a student essay to include three concrete illustrations.

## **AIM Objectives**

### **English**

- O-15 Using the College Board six point rubric, the student will analyze the organizational structure of three sample essays, assign a score, and draft a justification for assigning the score.
- O-16 Given a paragraph of text written in simple sentences, the student will revise the paragraph using compound and complex sentence structure.
- O-17 The student will create a test-taking plan for attacking the SAT that will include knowledge of test format, knowledge of test-taking strategy, and self-evaluation of skill-readiness for each section of the test.
- O-18 The student will complete the College-ready-QuickStart program through College Board to identify academic strengths and to identify colleges that meet a student's specific career goals.

## **AIM Objectives MATH**

The PSAT/SAT Review course includes mathematics topics from up through a third-year college preparatory course, such as exponential growth, absolute value, and functional notation. It also places emphasis on such topics as linear functions, manipulations with exponents, and properties of tangent lines. Important skills such as estimation and number sense are measured through the multiple-choice and student response (grid-in) questions.

O-1 Students will apply rules of addition, subtraction, multiplication, and/or division by combining real numbers in expressions and formulas with at least 95% accuracy.

O-2 Students will use rational numbers by creating and solving word problems including proportions, percents, and variation with at least 75% accuracy.

O-3 Students will interpret word problems by creating algebraic models of equations/inequalities and solve the problem with at least 75% accuracy.

O-4 Students will apply rules of addition, subtraction, multiplication, and/or division by solving equations/inequalities and interpret solutions with at least 75% accuracy.

O-5 Students will evaluate systems of equations/inequalities by identifying and graphing solutions, using technology where appropriate, with at least 75% accuracy.

O-6 Students will apply properties of exponents by evaluating expressions in exponential form and using scientific notation with at least 75% accuracy.

O-7 Students will describe patterns by determining rules and elements of sequences with at least 75% accuracy.

O-8 Students will evaluate data and sets by determining solutions and finding measures of central tendency with at least 75% accuracy.

O-9 Students will apply principles of probability by predicting outcomes with at least 85% accuracy.

O-10 Students will classify polynomials by factoring expressions and solving equations with at least 75% accuracy.

O-11 Students will apply rules of absolute values by solving equations/inequalities with at least 75% accuracy.

O-12 Students will analyze functions algebraically by identifying the slope, intercepts, domain and range with at least 100% accuracy.

**AIM Objectives**  
**MATH**

O-13 Students will analyze functions graphically by identifying characteristics such as slope, concavity, intercepts, and critical values with at least 75% accuracy.

O-14 Students will analyze data from a chart by determining measures of central tendency and completing missing values in the table with at least 75% accuracy.

O-15 Students will choose appropriate geometric definitions and postulates by finding missing side and angle measurements over parallel lines and polygons with at least 75% accuracy.

O-16 Students will apply properties of polygons by determining congruence, similarity, area, perimeter, and special segments with at least 75% accuracy.

O-17 Students will apply properties of circles by identifying special segments/lines like the radius and tangents and by calculating area, arc length, and circumference with at least 75% accuracy.

O-18 Students will analyze geometric solids by determining nets and calculating volume and surface area with at least 75% accuracy.

O-19 Students will construct and analyze polygons on a coordinate plane by determining slope, distance, midpoints, parallel lines and perpendicular lines with at least 75% accuracy.

O-20 Students will identify geometric transformations by determining lines or points of reflection, vectors that describe a slant, or angles of rotation with at least 75% accuracy.

## **SUMMARY**

The SAT Course, though initially designed to help prepare students to reach their potential as a four-year college students, is ultimately much more far-reaching. The content knowledge, skills and test-taking strategies that are a part of this course are aligned with entrance and placement exams in two-year community colleges (the AccuPlacer), technical schools, culinary schools, and the workplace, as well as the targeted four-year programs at colleges and universities. As life-long learners, these test-taking skills are transferrable to all academic content areas and civic life. The content and skill standards are rigorous with the goal of helping students develop the capacity to understand rigorous content that is complex, ambiguous, provocative, and personally and emotionally challenging. Ultimately, developing critical reading, writing, and math skills seeks to allow all students to contribute to society as productive citizens with the skills to enter the work force.