

Jefferson County High School

ACT Prep Syllabus

Course: ACT Prep

Course Description:

Preparing for the ACT, Postsecondary, and Career is designed to assist students in

- 1) understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results
- 2) understanding how academic skills connect to career pathways and postsecondary opportunities
- 3) preparing for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam
- 4) best practices for maximizing one's score (e.g. "test tips", strategies for dealing with test anxiety, benefits of retaking the exam). The course is appropriate for all students in grades 9-12.

Grade Term: 9 weeks

Grading Scale: This course is designed as a Pass/Fail.

Term Dates:

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

Other Resources:

- a. Odyssey ware
- b. AnalyzeEd
- c. Princeton Review
- d. The Real ACT Prep Guide

Procedures for Parental Access to Instructional Materials”

- a. Aspen Parent Portal
- b. Instructor’s Website
- c. Email Instructor
- d. Parent Teacher Conference
 - i. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

Standards & Objectives

Module 1- The Importance of the ACT—One Week

1.1. Complete a career interest inventory or assessment. Apply results of career interest inventory or assessment to explore occupations and the activities or job duties related to specific careers. Identify an occupation of interest and plan the educational and career pathway to attain qualifications for the identified career.

1.2. Individually, or in groups, research postsecondary opportunities, citing multiple sources, and create a presentation based on criteria such as (but not limited to) career interest, type of institution, location, learning environment, academic and career programs, sports and activities, support services, diversity, cost and financial aid, and admission/acceptance requirements, including ACT score. Postsecondary opportunities include community college, four year college/university, technical school, industry certification, military training, apprenticeship, and professional training. Suggested information for the presentations includes (but is not limited to) information on acceptance criteria (emphasizing ACT requirements or averages, where applicable), academic and career concentrations, length of time to complete training or degree, and average salary based on concentration or credential.

1.3. Generate a personalized postsecondary/career plan which includes action steps toward a career pathway including (but not limited to) performance goal on the ACT, future high school coursework (may include early postsecondary opportunities, work-based learning, summer academic programs, etc.), intended major or concentration, multiple postsecondary institutions to apply to, and experiential learning opportunities such as internships, job shadows, volunteer work, or summer training/employment.

1.4. Summarize the components of the ACT sections by creating a table outlining the four components of the ACT (English, Reading, Math, and Science), the number of questions per section, the amount of time allocated, and the types of questions found in each section.

1.5. Demonstrate understanding of the meaning and impact of ACT results by analyzing a sample ACT score report, defining key terms, and explaining how ACT relates to postsecondary and career readiness.

1.6. Complete an entire official practice ACT test, in simulated test conditions, at the beginning (pre-test) and end of the course (post-test).1

1.7. Generate a personal ACT plan—with progress benchmarks and ACT goal—by identifying areas of strength and weakness based on the sections and question types. Track progress towards goal and the growth plan throughout the course.

1.8. After taking the ACT practice test, analyze performance and reflect on test taking experience to develop a personal test experience plan that includes potential solution(s) to be practiced during simulated ACT assessments. Test experience plan should include (but is not limited to) strategies that address:

- Fatigue
- Anxiety
- Nervousness
- Pacing/Time-Management

1.9. After taking ACT practice test, and then interwoven throughout the other modules, discuss and practice ACT test taking tips including (but not limited to):

- Pacing required for each section
- Reading questions carefully
- Reading all answer choices carefully
- Eliminating wrong answers
- Underlining important details or scanning for information
- Answering every question
- Checking answers
- Marking your test document precisely and erasing completely
- Guessing the same letter choice
- Understanding there is only one correct answer
- Skipping questions that are more challenging and returning to answer or guess as a time-management strategy

Module 2- Reading- Two Weeks

2.1 Identify why skills tested on the ACT Reading test are important to career and postsecondary plans by identifying examples of complex text in documents, manuals, textbooks, etc. relevant to expectations in career and postsecondary settings. Compare Lexile levels of relevant text to Lexile levels expected to be found on the ACT.

2.2 Apply knowledge of the structure and format of the ACT Reading subtest and use strategies to maximize the number of correct responses through regular practice with ACT Reading sample questions.

2.3 Demonstrate mastery of skills needed for ACT growth by prioritizing skill-gaps based on pre-test data and ACT Reading standards (<http://www.act.org/content/dam/act/unsecured/documents/CCRS-ReadingStandards.pdf>) by applying skills to a range of complex texts aligned with individual interests including (but not limited to) sample ACT passages, fiction, and non-fiction.

2.4 Apply knowledge and practice with the ACT Reading test to modify personal ACT plan to support goals for ACT growth and outcomes based on personal postsecondary plan.

Module 3- Science- Two Weeks

4.1 Understand how skills tested on the ACT Science test (e.g. comparing and contrasting conflicting viewpoints, recognizing experimental design, interpreting data, etc.) are important to career and postsecondary plans by identifying job duties that might require reasoning, judgment, or analysis. With peers, discuss and compare different occupations and the role of scientific-reasoning skills and make observations about the characteristics of each.

4.2 Apply knowledge of the structure and format of the ACT Science subtest and use strategies to maximize the number of correct responses through regular practice with ACT Science sample questions.

4.3 Demonstrate mastery of skills needed for ACT Science test growth by prioritizing skill-gaps based on pre-test data and ACT Science standards (<http://www.act.org/content/dam/act/unsecured/documents/CCRS-ScienceStandards.pdf>) by applying skills to a range of scientific concepts and practicing skills needed for each type of passage.

4.4 Apply knowledge and practice with the ACT Science test and standards to modify personal ACT plan to support goals for ACT growth and outcomes based on personal postsecondary plan.

Module 4- Math- Two Weeks

3.1 Identify why skills tested on the ACT Math test are important to career and postsecondary plans by creating or analyzing a résumé for a career in which strong mathematical skills and knowledge are essential to workforce readiness and success. Examples should include (but are not limited to) careers that require different levels of educational attainment (e.g. industry certification, associate's degree, bachelor's degree, master's/doctorate) including relevant local industry examples.

3.2 Apply knowledge of the structure and format of the ACT Math test and use strategies to maximize the number of correct responses through regular practice with ACT Math sample questions.

3.3 Demonstrate mastery of skills needed for ACT Math growth by prioritizing skill-gaps based on pre-test data and ACT math standards (<http://www.act.org/content/dam/act/unsecured/documents/CCRS-MathStandards.pdf>) by applying skills to a range of mathematical concepts.

3.4 Apply knowledge and practice with the ACT Math test and standards to modify personal ACT plan to support goals for ACT growth and outcomes based on personal postsecondary plan.

Module 5- English- Two Weeks

5.1 Identify why skills tested on the ACT English test are important to career and postsecondary plans by analyzing grammar, tone, diction, and use of rhetoric in exemplar biographies, brand websites, or similar media and create a personal biography, blog, web page or similar artifact describing one's projected career, education, and/or personal aspirations.

5.2 Apply knowledge of the structure and format of the ACT English test and use strategies to maximize the number of correct responses within the subtest through regular practice with ACT English sample questions.

5.3 Demonstrate mastery of skills needed for ACT English growth by prioritizing skill-gaps based on pre-test data and ACT English standards (<http://www.act.org/content/dam/act/unsecured/documents/CCRS-EnglishStandards.pdf>) by applying skills to a range of complex texts.

5.4 Apply knowledge and practice with the ACT English test and standards to modify personal ACT plan to support goals for ACT growth and outcomes based on personal postsecondary plan.

Module 6- Post-test- Three days

Students will take an ACT test to measure growth. Students will receive results through Remind.