

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, 5/15/16

<i>Academic Success</i>	
Course Essential Questions (from Phase I report):	
<ol style="list-style-type: none"> 1. What are the grammar rules and rhetorical devices used in writing an effective sentence, paragraph, and a complete text? 2. How is a text read to understand an author’s meaning and point of view? 3. How is the Heart of Algebra, Problem Solving, Data Analysis, and Passport to Advanced Math identified and solved, according to the College Board SAT test, 	
Phase II Curriculum	
Unit 1: Words in Context and Command of Evidence	
Essential Questions: <ol style="list-style-type: none"> 1. How do you read for information and understanding? 2. How is word choice and passages within a text analyzed? 	Essential Understanding: <ol style="list-style-type: none"> 1. Reading for information includes marking key elements and ideas in the text. 2. Identifying details and making connections of the words in the text to provide a deeper meaning of the passage.
Curriculum Standards- DOK noted where applicable with Standards	
<p>According to SAT College Board aligned to Common Core:</p> <ul style="list-style-type: none"> • Locate details and make inferences • Recognize cause and effect relationships • Order sequence of events • Identify relationships between people, ideas, etc. in a fiction or non-fiction passage • Use context clues to determine appropriate meaning of a word 	
LEARNING TARGETS	
Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Implicit meaning • Explicit meaning 	<ul style="list-style-type: none"> • Cite textual evidence • Determine central ideas and themes • Identify a reasonable summary of a text • Interpret words and phrases in context
Phase II Curriculum	
Unit 2: Expression of Ideas and Standard English Conventions	
Essential Questions: <ol style="list-style-type: none"> 1. How do you analyze text structure? 2. How do you analyze point of view? 3. How do you recognize correct grammatical sentence structure and punctuation? 	Essential Understanding: <ol style="list-style-type: none"> 1. Understand the overall structure of a text and on the relationship between a particular part of a text and the whole text. 2. Determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and

	<p>style.</p> <p>3. Effectively write a complete sentence using correct grammar and punctuation.</p>
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Curriculum Standards- DOK noted where applicable with Standards

According to SAT College Board aligned to Common Core:

- Identify and infer main ideas in a text
- Recognize the purpose and function of a text
- Make generalizations and draw conclusions to the way authors use word choice, sentence structure, and other techniques to create a desired effect in both fiction and nonfiction passages.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • How to determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style. 	<ul style="list-style-type: none"> • Cite textual evidence to best support a given claim or argument. • Describe the overall structure of a text. • Extrapolate in a reasonable way from the information and ideas in the text or apply information and ideas in a text to a new, analogous situation.

Phase II Curriculum

Unit 3: Analytical Writing

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How is an essay written that analyzes evidence and explains how an author builds an argument to persuade an audience? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. Write a cogent and clear analysis supported by critical reasoning and evidence drawn from the source.
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Curriculum Standards- DOK noted where applicable with Standards

Common Core alignment states students “must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately.” Students have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear and cogent manner.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • The parts of an analytical essay • Good paragraph structure • How to add transitions for flow • How to warrant a thesis statement • Persuasive Rhetorical devices used to persuade an audience 	<ul style="list-style-type: none"> • Write a clear analytical statement • Write a fully developed paragraph • Write a well-developed introduction, body, and conclusion • Write with specific examples and support taken from the SAT reading passage • Write with unity and coherence

Phase II Curriculum

Unit 4: Heart of Algebra, Problem Solving, and Data Analysis

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. How is a linear equation solved? 2. How are ratios, rates, proportional relationships, and units determined? 3. How are equivalent expressions determined? 	<ol style="list-style-type: none"> 1. Use a variety of contexts to solve linear equations. 2. Solve problems by using a proportional relationship between quantities, calculating or using a ratio or rate, and/or using units, derived units, and unit conversion. 3. Choose an appropriate graphical representation for a given data set. 4. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set. 5. Interpret information from a given representation of data in context.

Curriculum Standards- DOK noted where applicable with Standards

According to SAT College Board aligned to Common Core: Create and use linear equations in one variable to solve problems in a variety of contexts. 2. Create a linear equation in one variable, and when in context interpret solutions in terms of the context. 3. Solve a linear equation in one variable making strategic use of algebraic structure. 4. For a linear equation in one variable, a. interpret a constant, variable, factor, or term in a context; b. determine the conditions under which the equation has no solution, a unique solution, or infinitely many solutions. 5. Fluently solve a linear equation in one variable.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Analyze and fluently solving linear equations and systems of linear equations • Understand and use the relationship between linear equations and inequalities 	<ul style="list-style-type: none"> • Create linear equations and inequalities to represent relationships between quantities and to solve problems • Create and analyze relationships using ratios, proportional relationships, percentages, and

and their graphs to solve problems	units <ul style="list-style-type: none"> • Represent and analyze quantitative data • Find and apply probabilities in context
Phase II Curriculum	
Unit 5: Passport to Advance Math	
Essential Questions: <ol style="list-style-type: none"> 1. How are nonlinear equations in one variable and systems of equations in two variables calculated? 2. How are nonlinear functions calculated? 	Essential Understanding: <ol style="list-style-type: none"> 1. Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including a. rewriting simple rational expressions; 2. Create and use quadratic or exponential functions to solve problems in a variety of contexts.
Curriculum Standards- DOK noted where applicable with Standards	
<p>According to SAT College Board as aligned to Common Core: Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including a. rewriting simple rational expressions; b. rewriting expressions with rational exponents and radicals; c. factoring polynomials. 2. Fluently add, subtract, and multiply polynomials.</p>	
LEARNING TARGETS	
Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • How nonlinear equations and functions are calculated. 	<ul style="list-style-type: none"> • Identify and create equivalent algebraic expressions • Create, analyze, and fluently solving quadratic and other nonlinear equations • Create, use, and graph exponential, quadratic, and other nonlinear functions