

# Ivy Global

SAT Teacher's Manual

## Edition 2.3

Companion to Ivy Global's New SAT Guide, Edition 2.0



Additional resources are available at [ivyglobal.com/teach](https://www.ivyglobal.com/teach).

## New SAT Teacher’s Manual, Edition 2.3

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# Contents

Introduction .....	1
How to Use this Manual .....	3
How to Use the New SAT Guide.....	7
About the SAT .....	9
What’s New? .....	11
Structure, Order, & Timing.....	13
Scoring.....	15
Test Sections Overview .....	19
The Reading Test.....	20
The Writing & Language Test.....	22
The Math Test.....	24
The Optional Essay.....	26
Teaching the SAT .....	27
Instructor Guidelines .....	29
SAT-Teaching Strategies.....	31
General Test-Taking Strategies .....	32
Reading Test Strategies .....	34
Writing Test Strategies .....	36
Math Test Strategies .....	38
Essay Strategies .....	42
Student FAQs .....	45
Classroom Teaching.....	47
Classroom Advice.....	49
Classroom Checklist .....	53

20-Hour Syllabus .....	55
32-Hour Syllabus .....	75
60-Hour Syllabus .....	104

# Chapter 1

# Introduction

Welcome teachers and tutors! This manual is designed to help you prepare students for the recently redesigned SAT (hereafter referred to as “the SAT”). It serves as a companion to Ivy Global’s *New SAT Guide*, 2<sup>nd</sup> Edition. This section will advise you how to use the Teacher’s Manual and the *New SAT Guide* together to your advantage.



## Section 1

# How to Use this Manual

### What Does it Contain?

This manual offers advice, strategies, and detailed plans for teaching group SAT classes and tutoring students one-on-one (including in-class and homework activities). It contains information and suggestions about classroom management, what to think about before your first day of teaching, and how to approach each section of the SAT.

Basically, this manual can help you quickly and thoroughly prepare for teaching or tutoring the SAT, whether you are preparing for your first class or your twenty-fifth.

### How Can I Use it Efficiently?

You might be tempted to skip through all the introductory sections and jump straight to the **syllabus** or lesson plan that best suits your upcoming job. Don't! Take some time to look at the first page of each section, which contains a brief overview of the following content. If you are already familiar with the structure and scoring of the SAT, you might be comfortable skipping Section 2, "About the SAT." But even if you are an experienced test-prep instructor, you may find some useful tips in Section 3.2 on Teaching Strategies, Section 4.1 on Classroom Advice, or Section 5.1 on Tutoring Advice.

### Syllabi

The teaching and tutoring syllabi found later in this book explain how to use the *New SAT Guide* to deliver effective instruction, with page references and detailed steps.

Each syllabus contains:

- A summary of the topics covered and homework assigned in each 2-hour lesson block
- Instruction and practice tasks for all 4 sections (Reading, Writing, Math, and the Essay), divided into 2-hour lesson blocks

- Each lesson block is subdivided into different topics, steps, and activities, with an estimate for the amount of time each step will take. Each step will also reference relevant pages from the *New SAT Guide*.
- At least 2 full practice tests per course (with more scheduled at regular intervals for longer courses)
- Suggested homework for each class (usually from the *New SAT Guide*, but may require other resources such as downloadable worksheets, or practice tests)

## Organization

While the 20-hour class syllabus stands alone, all the other syllabi are organized to build off each other. The 32-hour class syllabus can stand on its own, but it also comprises the first 32 hours of all the longer class syllabi. For example, if you wish to teach a 60-hour course, you should:

- Teach the 32-hour syllabus
- Follow the next 28 hours from the 60-hour syllabus

To lead a 100-hour course, you would do the same thing, expanding from the 60-hour course.

Because each 2-hour lesson block builds off the previous one, it is easy to adapt the syllabi into classes or sessions of different lengths: to make a 20-hour course of 4-hour-long sessions, simply group the first lesson block (Hours 1-2) with the second (Hours 3-4), and adjust the breaks and homework assignments accordingly.

**Tip: Be Flexible!** For every class or tutoring session you teach, you will always need to **adapt** the syllabus to fit your and your students' specific needs.

The **tutoring syllabi** follow a different structure. When tutoring one-on-one, you have the opportunity to cater to the individual needs, strengths, and learning styles of your student. Once you have administered a diagnostic test and gotten through the “First Class” lesson block (as shown in Section 5.3), you can decide how you should allocate your available time to different sections and aspects of the SAT. To help you make full use of the flexibility available to you as a tutor, the tutoring lesson blocks are ordered by topic rather than as a chronological syllabus. For each two-hour tutoring session, you should choose two 35-minute lesson blocks. For example, for your third session, you might decide that your student should study Reading and Math. Then, you can follow Lesson 1 from the “Reading Lesson” section, and Lesson 1 from the “Math Lesson” section.

If you do not plan to use one of the provided syllabus outlines, the *New SAT Guide* can still form the basis of your own custom-designed class syllabus or tutoring program. See below for advice on creating your own syllabus.



## If You Want More:

Be sure to check out our website for even more information. As an owner of this manual you can access additional resources to support your teaching, such as handouts and quizzes.



Download PDF Handouts at [ivyglobal.com/teach](http://ivyglobal.com/teach).

Have fun helping your students prepare for the SAT and reach their goals!



## Section 2

# How to Use the New SAT Guide

### ...To Create Your Own Syllabus

To create your own syllabus using the *New SAT Guide* as your primary textbook, you should teach material in the order the *Guide* presents it, within each chapter or section. Each section of a chapter builds on knowledge established in the previous section, so teaching out of order can be confusing and counterproductive for students.

Of course, you may feel free to skim or skip over certain sections if your students already have a good understanding of their contents and are ready to move on to the next part of the *New SAT Guide*.

Another **exception** to this rule can be found in the Math Section (p. 283-476). Some students may only struggle with specific topics or concepts, in which case you may focus on the areas where your student needs to improve his or her skills.

When creating your own syllabus from our *New SAT Guide*, we suggest that you:

1. Start by introducing students to the test, with Chapter 1: The Introduction (p. 3-27). Many students have had little exposure to the SAT before starting a class. Having a general understanding of the SAT's goals & expectations can motivate and reassure students.
2. Choose one of the test sections (Ch. 2-5), and work through that chapter in order, distributing your time according to the student's understanding and ability.
3. Go through the remaining sections in a similar way, checking for understanding and assigning practice questions along the way.

For more detailed guidance on creating an appropriate syllabus, be sure to read the advice sections at the beginning of the “Classroom Teaching” (4.1) and “Private Tutoring” (5.1) sections of this manual.

## ...To Familiarize Yourself with the Content

As a teacher, it is crucial that you familiarize yourself with the textbook prior to taking on any student. This inspires confidence and trust in your students, and eases the stress of teaching.

Even if you don't have the time to work through the entire *New SAT Guide* before you begin teaching, at the very least:

- Read the **Table of Contents**, and skim through the entire **Introduction** (p. 3-27). Carefully read any sections whose subjects you are not familiar with.
- Make sure you **know the structure** of each Test Section (Reading, Writing, Math, and the Essay). If you don't, read Section 1 of Chapters 2 through 5.
- Skim through Section 2 of Chapters 2 through 5, for an overview of **how to approach** each test section.
- **Do the practice questions!** Every question you assign your student(s), whether in class or for homework, should be something you can not only solve yourself, but also explain in detail. Be sure to complete all the work that you ask your students to do. It's easiest to do a large amount of practice questions and sections *before* creating a syllabus or assigning homework, so you can be confident in assigning work that:
  - You are able to explain and work through
  - Is appropriate for the student and the current lesson or topic

## ...To Administer Practice Tests

Once your students have a grasp of each section and some practice exercises under their belts, you can make use of the full-length timed practice tests in Chapter 6. Be sure to have your students practice under realistic SAT conditions (timing, order, etc.) so they are as ready as possible for the day of the test.

Beyond the *New SAT Guide*, you can also make use of any or all of Ivy Global's 4 *New SAT Practice Tests*, available as separate booklets or compiled into one book (both available at [sat.ivyglobal.com/shop](http://sat.ivyglobal.com/shop)). These practice tests are useful for supplementing any teaching or tutoring program with additional preparation, and are also included as the practice tests in the longer syllabi in this Teacher's Manual.

## Chapter 2

# About the SAT

The following pages provide an overview of the content, structure, and scoring for the SAT.



## Section 1

# What's New?

- **Length:** 3 hours + 50 minute optional Essay.
- **Sections:**
  - Reading
  - Writing and Language
  - No-Calculator
  - Calculator
  - Essay

Sections are always administered in the same order. See the “Structure, Order & Timing” section that follows for more information.

- **Emphasis:** This SAT emphasizes the analysis of evidence, and the application of knowledge to real-world situations. It also more closely reflects the curricula used in American high schools.
- **Optional Essay:** Analysis of a well-written argumentative essay
  - Required by most top U.S. universities
  - Graded on comprehension and analysis of source text, and clarity of writing
- **Math:** No-calculator section + calculator section. Includes trigonometry & advanced algebra
- **Scoring:** 400-1600 scale for overall “composite” scores. See the “scoring” section below for details.
- **Multiple-Choice Questions:** 4 answer choices (A-D)
- **Student-Produced Response (SPR) Questions:** 13 (in both calculator and no-calculator sections)
- **No Guessing Penalty:** no docked points for incorrect answers





## Section 2

# Structure, Order, & Timing

The test is always administered in the same order:

- 65 min – Reading Test (5 passages, 52 questions)
- 35 min – Writing and Language Test (4 passages, 44 questions)
  - 5-Minute Break
- 25 min – No-Calculator Math Section (20 questions, including 5 SPR)
- 55 min – Calculator Math Section (38 questions, including 8 SPR)
  - 5-Minute Break
- 50 min – Optional Essay (1 prompt passage)

**Student-Produced Response (SPR)** questions are recorded on a bubble-in grid that allows you to fill in a bubble for each digit of your response. For further information and examples, see p. 292-293 of the *New SAT Guide*. Besides SPR questions and the essay, all questions are multiple-choice.



## Section 3

# Scoring

Elements of SAT Scoring	
Score Name	Description
Raw Score	Number of questions answered correctly. No penalty for incorrect marks.
Scaled Scores	Your raw score for each of the Math, Writing and Reading sections is converted to another score on a scale of <b>10 to 40</b> using a process called “equating,” which accounts for the possibility that some versions of the SAT test might be more or less difficult than others.
Area Scores	Scaled scores from <b>200 to 800</b> for two different areas: Math and Evidence-Based Reading and Writing.
Composite Score	Your composite score is calculated by simply adding the two “area scores,” giving a score range of 400-1600.
Essay Scores	Two graders will review each essay. Each grader gives an essay a score from <b>1 to 4</b> on three different dimensions. The graders’ scores are then added together on each dimension, so that a final essay will receive 3 scores ranging from <b>2 to 8</b> , which will be added together for an overall score from <b>6 to 24</b> . The SAT Scoring diagram and the Essay Scoring Rubric below provide more information. For more detailed guidance on scoring students’ essays, refer to the scoring rubric on p. 262-263 of the <i>New SAT Guide</i> , read the sample essays with score breakdowns on p. 265-270, and review the checklist on p. 271.

All answers, with the exception of the essay, are “read” by Scantron machines, not by humans. You cannot write anywhere on your answer sheet except for within the bubbles, in the SPR grids, and on the space provided for your essay.

SAT Score Breakdown		
Mandatory Sections		Optional Essay
<p>Composite Score 400 to 1600</p>	<p>Composite Score</p>	<p>Essay Score 6 to 24</p>
<p>Section Scores 200 to 800</p>	<p>Evidence-Based Reading &amp; Writing</p> <p>Math</p>	<p>↑ +</p> <p>Dimension Scores 2 to 8</p>
<p>Test Scores 10 to 40</p>	<p>Reading</p> <p>Writing &amp; Language</p> <p>Math</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Analysis</li> <li>• Writing</li> </ul>
<p>Subscores 1 to 15</p>	<p>Command of Evidence</p> <p>Relevant Words in Context</p> <p>Expression of Ideas</p> <p>Standard English Conventions</p> <p>Heart of Algebra</p> <p>Problem-Solving &amp; Data Analysis</p> <p>Passport to Advanced Math</p>	<p>↑ +</p> <p>Reader 1    Reader 2 (1 to 4 on each dimension)</p>
<p>Cross-Test Scores 10 to 40</p>	<ul style="list-style-type: none"> <li>• Analysis in Social Studies</li> <li>• Analysis in Science</li> </ul> <p><i>These scores are calculated using questions from each of the three tests.</i></p>	

## Essay Scoring Rubric

Try using the following rubric to make scoring essays simpler and more systematic. Give your students a score between 1 (inadequate) and 4 (excellent) for each subcategory. To get a final score of 1 to 4 for each of the three dimensions, calculate the average of its corresponding subcategories.

Essay Scoring Rubric	
Dimension	Subcategory
Reading	Comprehension of Source Text
	Reference to Text's Central Ideas
	Accurate Interpretation of Facts
	Use of Textual Evidence
Analysis	Analysis (not summary) of Source Text
	Evaluation of Evidence
	Evaluation of Reasoning or Logic
	Evaluation of Rhetoric
	Support for Claims Made
Writing	Focus on Most Relevant Features
	Cohesiveness of Response
	Use of a Precise Central Claim
	Organization and Progression of Ideas
	Variety of Sentence Structure
	Precision of Word Choice
	Formal Style and Objective Tone
Grammar and Punctuation	



## Section 4

# Test Sections Overview

Below is a brief overview of the layout and content of each test section in the SAT. See Section 3.3 for teaching and learning strategies.

# The Reading Test

## Part 1

- 65 minutes
- 52 questions
- 5 passages
  - 10 or 11 questions per passage
  - Approximately 13 minutes per passage (including questions)

### Passage Types:

- 1 US/World Literature passage
- 1 Historical/Political passage: “Founding Documents” or “Global Conversation”
- 1 Social Studies passage
- 2 Science passages

1 of the Social Studies or Science passages will be a **Paired Passage**: two shorter passages with the same topic, and questions addressing the relationship between the passages.

2 of these passages (one Social Studies and one Science) will include **Graphics**, with accompanying questions that assess your ability to interpret the graphic itself or its relation to the text.

### Structure:

- Short blurb includes author’s name and the title of the passage.
- Long passages with numbered lines
- After each passage, a series of about 11 multiple-choice (MC) questions pertaining to that passage

### Questions:

- All MC
- **Information & Ideas Questions** test for understanding of passage content, and involve:
  - Reading closely
  - Citing textual evidence
  - Determining central ideas and themes
  - Summarizing



- Understanding relationships
- Understanding words and phrases in context
- **Rhetoric Questions** involve analysis questions, usually about the author's intent. For example:
  - Word choice
  - Text structure
  - Point of view
  - Purpose
  - Analyzing arguments
- **Synthesis Questions** ask you to compare paired passages or passages with graphics. They involve:
  - Analyzing multiple texts
  - Analyzing quantitative information

# The Writing & Language Test

## Part 2

- 35 minutes
- 44 questions
- 4 passages
  - Approximately 11 questions per passage
  - Approximately 8.5 minutes per passage (including questions)

### Passage Types:

- Careers
- Social Studies or History
- Humanities
- Science
- At least **1** passage will include a graphic (chart, diagram, or table).

### Structure:

- Title for each passage
- Passages are broken into shorter sections across several pages
- Questions are presented alongside the passage, and ask you to revise underlined portions of the passage, or to make changes to entire paragraphs.
- Some sentences are numbered, indicating that a later question will inquire about their order.
- See the *New SAT Guide* p. 163 for an example of what the SAT Writing Test looks like.

### Questions:

- All MC
- Order is based on passage structure.
- **Expression of Ideas questions (6 per passage):** style, tone, evidence, precision, and development of the passages, as well as the ideas they contain. Concepts tested include:
  - Development: Proposition, Support, Focus, Quantitative Information
  - Organization: Logical Sequence, Introductions/Conclusions/Transitions
  - Effective Language Use: Precision, Concision, Style/Tone, Syntax
- **Standard English Convention questions (5 per passage):** grammar, syntax, usage, and punctuation. There is no explicit question; rather, the implied question is whether and how the underlined portion

of the passage could be improved. The first answer option (A) is always “NO CHANGE,” indicating that the underlined portion of the passage cannot be improved. Answer choices B, C, and D provide different versions of the underlined portion. Concepts tested include:

- Sentence Structure: sentence formation (sentence boundaries, subordination/coordination, parallel structure, modifier placement), inappropriate shifts in construction (verb tense/mood/voice, pronoun person and number)
  - Conventions of Usage: pronouns, possessive determiners, agreement, frequently confused words, logical comparison, idiomatic expressions
- **Punctuation Questions**
  - **Vocabulary in Context Questions (2 per passage)**: These questions ask students whether and how they would replace a single word in the passage.
  - **Command of Evidence Questions (2 per passage)**: These ask students to improve the development of ideas and information, by picking out the phrase that, if true, would best fit into the passage.

# The Math Test

## Part 3

### No-Calculator Section

- 25 minutes
- 20 questions
  - 5 grid-in questions
  - About 1.25 minutes per question
  - No “Problem Solving and Data Analysis” questions

### Calculator Section

- 55 minutes long
- 38 questions
  - 8 grid-in questions
  - Approximately 1.4 minutes per question

### Topics:

- **Heart of Algebra (33%):** core concepts in algebra
  - Transforming Algebraic Expressions
  - Manipulating Linear Equations
  - Inequalities
  - Absolute Value (including absolute value inequalities)
  - Systems of Equations and Inequalities: substitution method, elimination method, transforming equations and systems of inequalities
  - Linear Functions
  - Interpreting Equations: Understanding and working with word problems
  - Graphing Equations and Inequalities
- **Passport to Advanced Math (28%):** setting the foundation for students in first-year college-level math courses.
  - Polynomials: polynomial expressions and factoring polynomials
  - Quadratics: equations, functions, and graphs
  - Other advanced equations: exponential equations, radical equations, etc.
  - Applications of functions: graphs and science studies

- **Problem Solving and Data Analysis (29%):** multi-step problems, analyzing relationships, interpreting qualitative and quantitative data. This question type only occurs in the **Calculator section** of the Math Test.
  - Measures of Central Tendency: range, mean, median, mode
  - Analysis of Graphics: all types of charts and graphs
  - Ratios and Rates
  - Percentages and Proportions
  - Probability
  - Using Data as Evidence
- **Additional Topics (10%):**
  - Plane and Solid Geometry: right triangles, angles and volumes, radians and degrees, circles
  - Complex Numbers

### Questions:

- MC questions and SPR questions get progressively more complex within each section, but are all weighted the same.
- SPR questions are always at the end of the section.

# The Optional Essay

## Part 4

- 50 minutes
- 1 assignment
- 1 long prompt passage (650-750 words; high school reading level)
- Required for most top universities in the U.S.

### Assignment:

- Each prompt passage will be **preceded** by the same instructions, which will always tell you to consider how the author uses:
  - **Evidence** to support claims
  - **Reasoning** to develop ideas and connect claims to evidence
  - **Stylistic** or **persuasive elements** to add power to his or her ideas
- The instructions for the specific essay assignment will appear **after** the passage; these will be different for each prompt passage; however, each will include the following instructions:
  - “Write an essay in which you explain how [the author] builds an argument to persuade [his/her] audience that [author’s claim].”
  - Analyze how the author uses one or more of the features listed above (evidence, reasoning, and rhetoric).
  - Focus on the most relevant features of the passage.
  - “Your essay should not explain whether you agree with [the author’s] claims, but rather explain how [the author] builds an argument to persuade [his or her] audience.”

## Chapter 3

# Teaching the SAT

If you are completely new to teaching the SAT, we suggest you take time to familiarize yourself with the test first. Read through the Introduction to the SAT in this book in order to understand the test's composition and what topics are covered. You may also want to practice with some test questions from the *New SAT Guide*.

If you have experience with teaching the older version of the SAT, the points below offer further guidance on key changes to the test, and how to adjust teaching accordingly.





## Section 1

# Instructor Guidelines

Below are some general guidelines for proper conduct in an instructional setting. These guidelines are not exhaustive; please also refer to Ivy Global's Instructor Policy Manual, available at [teach.ivyglobal.ca](https://teach.ivyglobal.ca). If you are not an employee at Ivy Global, always refer to any policies, rules, and guidelines provided by your school or company. Use common sense and good judgment, and if unsure of how to handle a situation always speak with someone at your company or school.

### Arrive Early

Always allow yourself at least 10 minutes before each class or session to set up materials, refresh your memory on the lesson plan, and address any unforeseen problems. Factor in potential delays when travelling to work, and do not use transit delays as an excuse for arriving late. Arrive 30 minutes to an hour early for your first day of class.

### Keep Your Commitments

Once you have agreed to teach a class or tutor a student, do not cancel or reschedule except in serious emergencies.

### Be Professional

Act as you would if parents were watching. Respect your student by adhering to the following rules during a scheduled session:

- Wear appropriate attire (as defined by your employer, if applicable).
- Do not use a personal computer or phone during sessions or breaks.
- Do not eat during your sessions.
- Do not use profane language around students, parents, or coworkers.
- Do not leave students unsupervised.

## Clean Up After Each Session

Leave your classroom as clean as, or cleaner than, it was before you entered.

## Be Prepared

Students should feel that you are prepared for the session and have a general structure for what will be covered. Have a lesson plan ready for each session. Keep important information close at hand—if you need to, have the student’s name, test date, and other relevant personal information on a sheet of paper or your laptop.

## Provide Frequent Feedback

**Tutoring:** You should follow up each tutoring session with a brief session report via email. This can be drafted while your student is working on problem sets, but you are also permitted to end the session 5 minutes before the scheduled end-time to allow yourself time to finish and send the session report. In it, you can briefly explain what you covered, homework, plans for future lessons, and any important progress or concerns. You can send these reports to the front office to forward to parents, or you may talk to parents in the last 5 minutes of your session. Parents like to be kept in the loop about their child’s progress.

**Classroom:** Make sure to grade and comment on students’ essays, and return them in a timely manner. At the end of the course, send individual progress reports to each student, detailing their practice test scores and specific tips for their future study. Send these final reports no later than one week after the last day of class.

## Know Your Limitations

Understand that there are some forms of assistance you are not qualified to provide. You should never give specific admissions advice—don’t advise students on their specific school choices, try to dissuade a student from taking the SAT, or make any other suggestions that fall outside the realm of studying and preparing for the SAT. If you have concerns about a student’s admissions goals, speak with Junho, Jay, or your supervisor to determine the appropriate course of action.

You should also be aware of the age, attention limits and comprehension limits of your students.

If you feel that a student is not progressing or improving as expected, let your supervisor or administrator know as soon as possible so they can work with you and the parents in addressing any issues. If you believe that you are personally unable to help a student to progress, it is in both of your best interests to be honest. If you suspect that a student may have learning disabilities, you should speak with your supervisor or boss. **Never attempt to diagnose a learning disability for a student**—only licensed professionals should do this.

## Section 2

# SAT-Teaching Strategies

The following section offers targeted advice on the best methods for teaching the redesigned SAT. Combined with your knowledge of the test and the curricula provided in this Teacher’s Manual, these strategies will help you empower your students to reach their potential. You can find more specific teaching techniques in the Classroom Advice and Tutoring Advice sections of this manual.

## General Teaching Strategies

- Follow this process for teaching each concept:
  - Teach students tips and tricks
  - Get them to first work with you slowly
  - Have them practice with their notes slowly
  - Have them practice on their own slowly, and then gradually speed up.
- Help students build the habit of answering questions efficiently: using appropriate strategies and pacing, and moving forward without dwelling for too long on any one question.
- Provide **concrete examples** of everything you teach—it is easier to learn complex concepts this way.
- **Humor** can make lessons more memorable and less boring. Use it whenever you can.
- Encourage **participation** and **engagement** as much as possible. Have your student(s) develop examples for what you are teaching them, or explain concepts back to you. Have them invent practice questions for themselves or each other. Invent games that test their knowledge of a concept, and allow them to be creative and competitive. Ask frequent questions to check for understanding.
- Help them create realistic and specific **goals** about the improvements they would like to make. Ask students to explain why these goals are important to them.
- Help students **track their progress**. This can involve looking at their improving scores over time, reminding them of the new concepts they have learned, or congratulating them on writing more in their 50-minute essay. Students should also be recognized for becoming more comfortable with the test over time, and developing a plan of action and positive attitude to tackle the SAT.
- **Be Positive:** Help your students see the SAT as a chance to demonstrate how much they have learned, and how hard they can work when committed to a task.

# General Test-Taking Strategies

## Part 1

Read pages 9-27 of the *New SAT Guide* for some good test-taking advice.

Teaching exam format and strategies help students to apply the skills and knowledge they already possess to the best of their abilities on exam day. Students at nearly any level can benefit from learning the basic format of the SAT and a few essential strategies. You can use your judgment to gauge what will benefit your students the most, given both their current achievement levels and how much time you will have to work with them before the exam.

Focusing on providing a student with test-taking strategies rather than reviewing content is generally the best use of limited time. Reinforcing strategy tips is helpful when a student has achieved adequate mastery of a concept, but still struggles under the timed conditions of the exam. It can also be a sound choice when a student has not mastered a concept, but may not have enough time to do so before the exam.

Below is an introduction to some of the most important and generally applicable SAT strategies.

### Remember The 5 P's\*

1. **Plug in:** Also called back-solving, plugging in involves choosing one of the 4 answer choices, and testing whether it works with the question. This is most obviously helpful in the Math Test, where plugging in answer options to an equation can help you avoid long calculations. But you can also plug alternative phrasings into sentences in the Writing and Language Test, or word definitions into sentences in the Reading Test.
2. **Pencil to Paper:** Students should use their pencil as an extension of their brain; marking up passages as they go, summarizing complex questions, and showing their work. This will help them engage with the test, increasing their retention and decreasing the likelihood of their attention drifting, or their misunderstanding a question.
3. **Process of Elimination:** Students should get into the habit of physically crossing out answers that they are sure are wrong. Since all but one question must be wrong, sometimes it is easiest to find the correct answer by eliminating incorrect answer options. When eliminating answer options, remember that when one element of an answer option is wrong, that entire option is wrong. Sometimes, it can be more useful to compare syntactically parallel elements of answer options than reading and comparing each in its entirety.
4. **Pick & Skip:** Because every question in a section is weighted the same, students should not waste time struggling with a question they find particularly difficult unless they have answered all the questions they find easy. Instead, students should circle and skip questions that confuse or worry them,

and first pick the questions they are most comfortable with. They should remember to bubble in a placeholder in case they don't have time to get back to the skipped question.

5. **Predict:** In the English sections, students should always try to come up with a guess *before* looking at the answer options. In the Math sections, one should actually look at the answers before performing any calculations, to figure out the format one's answer should be in, but one should still make some broad predictions first (for example, will the answer be a positive or negative number?)

\* The *New SAT Guide* only contains 4 P's. Enjoy your bonus P.

## Guess Strategically

Because there is no penalty for incorrect answers in the new SAT, students should never leave a question blank if they can help it. With proper preparation, students should always be able to eliminate 1 or 2 answer choices, allowing them to make an educated guess about the remaining 2 or 3 options. However, even in the (hopefully rare) case that a student doesn't have the time or knowledge to eliminate any answer after carefully considering the question, we encourage guessing. A blank question has 0% possibility of improving a student's mark, while a completely random guess (for a multiple choice question) has a 25% chance of being correct. Students may want to choose a personal "Guess Letter" that they will always select if they:

- Have no idea how to answer a question, and cannot eliminate any incorrect answer options.
- Have decided to skip a question for now, with the intention of coming back to it later in the test.

## Pace Yourself

You should train students to keep track of how much time they have left in a section. They should know how much time and how many questions are in each section, and they should practice checking the time remaining at regular intervals. It's nice for you to call out 10-minute warnings during practice tests, but students shouldn't rely on having such a conscientious proctor on their actual exam. One strategy for students who tend to lose track of time is to have them write a small symbol at the bottom of each page of their question sheet (the letter T or a simple drawing of a clock face, for example) before approaching the questions. This way, whenever they see the symbol, they will be reminded to check their watch or the clock.

# Reading Test Strategies

## Part 2

### Learning:

- **Don't use common sense.** Answers that “*could* be right”, and information that “would make sense if it were true” are almost always *wrong*. The correct answer is one that has direct evidence in the text.
- **Use key words.** If you are deciding between two similar answers, pick out the key words from each answer choice, and try to find them or their synonyms in the passage (making sure to read around for context).
- **Keep moving.** If you notice yourself re-reading a sentence without understanding it, move to the next sentence, perhaps marking that area with a “?” to remind yourself where you had trouble.
- **Locating > understanding.** Students shouldn't worry as much about grasping the deep nuances of a paragraph as they should about locating information when a question asks them to.
- **Mark up the passage.** Actively and physically engaging with the passage will help you understand and remember it more thoroughly. Using strategic and meaningful marking techniques will give you a sort of map of the passage, making it easier for you to locate various bits of information you might need to answer questions. When you encounter a difficult sentence or concept, and are able to figure it out, writing a quick note in shorthand will allow you to review the concept without having to work through the actual sentence(s) again.
- **Things to note:**
  - Main idea(s): one for the entire passage, and one per paragraph
  - Author's opinion(s)
  - Names or characters
  - Changes in topic, argument/opinion, or tone
  - Evidence for an argument
  - Notable or interesting stylistic devices

### Repetition Steps:

1. **Read the Blurb.** Find the topic of the passage. Notice names in case they're brought up later. If you have a very strong preference for (or aversion to) a certain type of passage, you may skip or find that passage type accordingly. Otherwise, read the passages in the order they are presented, to avoid time wasted flipping between passages and deciding on a passage order.
2. **Read the Passage.** Give the passage a diligent skim, writing as you go. Pause after each paragraph, and check that you understood the gist of it.
  - Try making very brief summaries (a symbol or a word) for each paragraph.

3. **Read a question.** Simplify it, finding key words.
4. **Predict an answer** *before* looking at answer choices. Your prediction should be based on specific lines and the text as a whole (and notes you've written!)
5. **Eliminate** answer choices that are at odds with your prediction.
6. **Choose an answer** that matches your prediction, or one that remains.
  - **Check** that your chosen answer fits the question.

## Teaching:

Since there's less focus on obscure or rarely used vocabulary on the current SAT than the previous version, focus less on vocabulary memorization than you would have previously. It is more helpful for students to learn words with multiple meanings, as well as **word parts** to help them identify any unfamiliar words. It is also important for students to learn to analyze the impact of an author's choice of words. This is covered on pages 108-110 of the Reading chapter in the *New SAT Guide*.

If you are leading a class, call on various students to share what they underlined in the passage, and what summaries they made. This will help students to learn from one another by seeing how their peers approach the same passage.

Once your students understand how to approach the passages, take time to familiarize them with the various **question types** they will encounter on test day. All of the question types are explained in detail in the *New SAT Guide*, beginning on page 77.

If your students struggle with a particular question type, take the time to review it thoroughly, and encourage them to attempt similar questions for practice. Most of the question types will be repeated frequently, and some will appear with every passage. Thus, understanding them will give students a significant advantage.

Make sure your students understand that they are not meant to provide their opinion or personal interpretation of a passage, as they may sometimes do in English class. Because the Reading Test is multiple choice, there is **only one correct answer** and it must be supported by **evidence in the text**.

A good way to encourage students to find support for their answers in the passage is to ask them what words, lines, or sentences led them to their answer choice for each question. This reinforcement will help students adopt the habit of finding evidence in the passage. Discussing what led students to their answers can also help you understand where they have gone wrong when they answer incorrectly.

This technique is also good practice for **Evidence** questions, which ask students to decide which line from the text best supports the answer to the previous question. You can read more about Evidence questions on pages 93-96 in the *New SAT Guide*.

# Writing Test Strategies

## Part 3

### Learning:

- Learn Common Grammar Errors and Harder Grammar Errors (p. 182-197).
- Develop a habit of searching for these errors in order of how easy it is to identify them (the order will depend on the student).

### Steps:

1. **Read the first passage:** Don't use outside knowledge; simply read enough to understand the author's intended meaning, and assess for clarity and correctness. Read a page or paragraph at a time *before* looking to the questions for that section. Use your pencil to mark up the passage, anticipating future questions without reading them. Using your pencil, you should **correct underlined sections as you go**. By each underlined portion, you should mark:
  - “✓” if you believe there is no grammatical error
  - “?” if you are uncertain
  - “X” if the sentence contains an error
  - If you can identify *why* the sentence is wrong, you should also try to quickly **edit** it.
2. **Read a question:** You may skip tough questions, but never move on from a passage without having answered all its questions. Find key words in the question, and rephrase or simplify the question if it is long or difficult to understand.
3. **Answer that question:** Predict what the correct answer should contain *before* looking at answer choices. Then, look at the answer choices and
  - Eliminate answer choices that do not fit with your prediction
  - Eliminate answer choices that contain common errors
  - Choose an answer choice that fits with your prediction
4. **Check:** Substitute your answer choice into the passage.
5. **Repeat** for all questions in a passage, and then all passages in the section.

### Teaching:

All the questions on the Writing section of the new SAT are embedded in full passages. To help your students do their best on the Writing Test, you need to ensure they have a good command of **key grammar concepts**, help expand their **vocabulary**, and help build their skill in recognizing contextually appropriate **word choices**.



It is also important to give students practice reading passages with the goal of finding grammar and stylistic errors, rather than simply understanding the passage.

**Use Examples.** When you're explaining concepts in grammar and expression, it's important to provide a clear explanation of a rule or concept itself. However, it's also essential to provide examples. Many examples are provided through the grammar sections in the *New SAT Guide* on pages 181-196, but you may find that you need to come up with more as you instruct the class. Use examples that focus on specific errors; examples with multiple errors might muddle things too much to be useful. Contrast correct examples with incorrect ones, and use them to illustrate key grammar concepts both when you are introducing and returning to key concepts.

**Make it Interesting.** Remember that while grammar review may be dry, language is a very rich medium. When you're coming up with example sentences to help explain a concept, you can make them more engaging by making them humorous, telling a story, or writing about topics that are of interest to your students. You can also ask students to participate, either by offering their own sentences or providing settings, topics, or names for yours.

Try creating a negative association with grammar errors. This might include reading awkward or erroneous sentences in a silly voice, or making jokes about what a sentence means when it's written incorrectly. This should only be done for errors or sentences that you or the book has created. Make sure you never make jokes at a student's expense! You can review grammar errors on pages 181-197 of the Reading chapter in the *New SAT Guide*.

# Math Test Strategies

## Part 4

### Learning:

- **Focus on what you know:** Don't worry about unfamiliar terms or symbols. Take stock of what you *do* know, and see what you can do from there.
- **Show your work:** Don't put pressure on your short-term memory to keep track of where you are in a problem, the ultimate goal, your particular calculation, or anything else involved in solving a math problem. Use your pencil.
- **Plug-in:** This includes **back-solving**, or plugging an answer option into your equation to test whether it works, as well as **choosing values** to plug into an equation in place of variables. Choose values that are as easy to work with as possible.
- **Choose appropriate variable names:** If you have "Nathan's age" as a variable, you should either label that variable  $n$  (for Nathan, if the other variables are also names of people) or  $a$  (for age, if the other variables also pertain to Nathan). Choosing meaningful variable names helps you keep track of them.
- **Eyeball:** Often, your gut instinct is correct. If you can make a quick prediction that aligns with one of the answer choices, pick it and move on.
- **Eliminate:** Eliminate answers that are obviously wrong before considering which one might be correct.
- **Use the Math Dictionary** to translate words into corresponding math symbols (see table below).
- **Memorize Facts:** The new SAT draws on a large body of Math knowledge that students should recognize from high school. Here are some facts that students should be familiar with:
  - **Exponents:** Squares  $1^2$ - $16^2$ , Cubes  $1^3$ - $6^3$ ,  $2^0$ - $2^{10}$ , and Exponent laws
  - **Linear equations:** Be able to identify and label  $y = mx + b$ .
  - **Quadratic equations:** standard form & **vertex form**  $(h, k)$   $h = \frac{-b}{2a}$
  - **Trigonometry:** SohCahToa (and how to use it)
  - **Measures of Central Tendency:** Definition of mean, median, & mode, and the formula for finding a mean.
  - **Geometry:** Formulae for area, perimeter, congruence, diagonals, tangents, chords, and arcs.
    - **Special triangles:** 3-4-5, 30-60-90, 45-45-90
    - **Circle equation:**  $(x - h)^2 + (y - k)^2 = r^2$ ;  $(h, k)$  = center point coordinates

Try translating the following words into their corresponding mathematical symbol whenever you see them in an SAT Math question. This strategy can make it easier to find a concrete equation or calculation in a more abstract question. The Math Dictionary can especially help students who struggle with interpreting word problems, and those who struggle with English and Math in general.

Math Dictionary			
English Word	Math Meaning	Symbol	Example
is / was / has / will be	equals	=	"x <b>is</b> half of eight" → $x = 8 \div 2$
of / product / each	multiplication	×	"a fifth <b>of</b> 28" → $\frac{1}{5} \times 28$
double / twice	multiply by 2	$\times 2$ or $2 \times$	"Tal's age <b>doubled</b> " → $t \times 2$
Per / out of / quotient / every	division	÷	"Her speed is two miles <b>per</b> hour" → $2(\text{miles}) \div 1(\text{hour})$
percent	divided by 100	$\div 100$	"5 percent" → $5 \div 100$
more than / exceeds / gained / older / farther / greater / total / sum	addition	+	"Jae has 5 <b>more than</b> Zoe does" → $j = 5 + z$
less than / decreased / lost / younger / fewer / difference	subtraction	-	"Mia is 2 years <b>younger</b> than Bob" → $m = b - 2$
at least / meet or exceed	greater than or equal to	$\geq$	"His hair is <b>at least</b> one inch long" → $h \geq 1$
at most / not more than	less than or equal to	$\leq$	"He weighs eight pounds, <b>at most</b> " → $a \leq 8$
x is between a and b	x is greater than a and less than b	$a < x < b$	"Kai <b>is between</b> two & six feet tall" → $2 < k < 6$
what / what number	a variable, your <b>goal</b>	x	" <b>What</b> percent of 50 is 5?" → $x \div 100 \times 50 = 5$ (solve for x)

## Steps:

1. Read the question.
  - Find the question's **Goal** (what you are trying to solve for) and **Givens** (the information they are handing you to help you solve the problem).
  - Simplify & Assess: Rephrase the question into simpler words, draw a diagram using the given information, or use the Math Dictionary to translate the question into an equation.
2. Glance at the answer options: How far do you need to go in your calculations?
3. Plan a path between goal and givens.
  - Choose appropriate/easy variables.
  - Look for shortcuts and tricks.
4. Do the math (calculate).
  - Don't do more calculations than you have to reach your goal.
5. Circle the answer choice that matches your calculations.
  - Check to ensure that your final answer fits with your goal.

## Teaching:

For the no-calculator section especially, students need to become comfortable solving problems and making simple calculations themselves. Students can practice and improve their mental math at [ivy.gl/mentalmath](http://ivy.gl/mentalmath).

When teaching, it is essential to first **assess** the fundamental mathematical ability of your student or class. You need to make sure that your students have the necessary skills to solve SAT questions.

If you are teaching a class, it is inevitable that some students will catch on more quickly than others. Try to move at a **pace** that is best for the majority of the class. If there is a student or two who is frustrated with how slow things are going, ask them to help explain topics or provide examples. If there is a student or two who can't keep up, try to find time to speak with them after class.

When introducing a topic, make sure to give a concrete **example** for each concept you present.

**Work through problems slowly** (at least at first), breaking them down into separate **steps**. Make sure that the purpose and method of each step is clear.

Some students get stuck on the idea that there is always one "proper way" of solving any math problem, and that using shortcuts is somewhat frowned upon. Point out that getting the correct answer on the SAT does not always mean solving the question in a traditional, methodical manner. There are usually **many ways to solve** any given SAT Math question, and which way is most efficient might depend on the student.

Leave lots of **room for questions** and encourage students to explore **different methods** for finding a solution. Serve as a guide rather than a lecturer when working through the questions together. Ask your students to

determine the next step in the question, so they will formulate their own strategies. Afterward, you can talk about what was most effective.

To reinforce learning, you should **summarize** at the end of each section what strategy or method your class or student found most useful for tackling the material.

# Essay Strategies

## Part 5

### Learning:

- **Ask *how***, not *what*: Remember that the focus of your essay should be about the **way** the author of the prompt essay is arguing his or her point, not the content of the argument itself.
- **Avoid using subjective words** like “good,” “well,” “nicely,” “bad,” “poorly,” etc.
- **Be specific** in your examples and your claims. Whether you are paraphrasing the author, or directly quoting him or her, it must be clear from reading your words exactly what you are talking about.
- **Be direct and simple**. Make your essay clear, concise, and easy to read.
- **Keep Writing**. The essay should be about 3 full pages long.
- **What to look for in the passage:**
  - **Evidence:** *What* evidence is the author using? *How* does the evidence *support* her claims?
  - **Reasoning:** connects the claim to the evidence. Does the author expect *you* to make the connection between his or her claim and example/evidence? Is the author’s reasoning clear and explicit? Can you identify any unstated assumptions one must make to get from the author’s evidence to his or her claim?
  - **Stylistic/Persuasive Elements:** what word choice/style/examples does the author use to enhance the argument/its reception?
  - **Most Persuasive Part:** what is the biggest thing the author does that makes his or her argument persuasive?
  - **Goals:** What is the author trying to do, specifically?

### Steps:

- Read the whole passage, marking it up. **5 minutes**
  - Use the “what to look for” section above as a guide for what to mark.
- Plan your Essay. Take **5-10 minutes** to make a clear, brief outline to avoid repeating yourself, wasting time, and hitting walls.
  - 2-3 Body paragraphs including transitions
  - Find your thesis statement. This should tie together your body paragraphs, and answer the question: “How is the author creating and supporting his or her argument?”
- Write your essay. **30 minutes**
  - Be concise, clear, and explicit.

- Introduction: Include the author’s name, the main technique the author used, and the main effect(s) of this technique (your thesis).
- Body Paragraphs: Point, Example, Explain (PEE) structure
- Conclusions: If your introduction is like a movie trailer, your conclusion is more of a movie review.
- Edit Lightly (*if you have time*)
  - Look for common errors.
  - Don’t move around paragraphs or sentences, or insert large chunks of information (this becomes messy and confusing for the reader).

## Teaching:

Although the Essay is technically optional, unless students have finalized their list of schools, they should **take the Essay to be safe**. It cannot be completed at a separate time.

Because students will need to respond to a highly specific writing prompt, they cannot prepare any examples or arguments beforehand. Instead, students will need to become comfortable with analyzing a written text and responding to it. There are multiple practice essay prompts and examples of how to analyze persuasive writing in the Essay chapter of the *New SAT Guide*, which begins on page 227.

**Read prompt passages together.** In class or during tutoring, you can have students read texts and share elements they think are noteworthy in particular passages. Then you should ask them how the author uses those elements to construct his or her argument. Remind them that it’s not enough just to identify these elements; students have to explain their importance to the argument overall.

**Encourage strong writing.** The SAT Essay is a time to opt for clear, explicit, straight-to-the-point writing. Students should ensure they summarize their thesis statement at the end of their introduction, and use topic sentences at the start of each body paragraph. Remind your students to make claims about how the author constructs his or her argument, not to state whether they agree or disagree with the argument.

You can encourage strong writing by referring to the skills you’ve been teaching for the Writing Test. In particular, students should aim for cohesive paragraphs that develop a central point, so they can apply methods for thinking about paragraph cohesion and excluding extraneous sentences. Have students go over their own practice essays with the same critical eye they would apply to passages on the Writing Test to practice this skill.

**Grade students’ essays.** Having students write essays for homework and in class is important not just for practice, but so they can receive personalized feedback. Make sure you assign an appropriate amount of essays, and that you mark them conscientiously and in a timely manner. For advice and instructions on grading your students’ essays, see the Essay Scoring Rubric and accompanying explanation under “Essay” in section 2.4.

In addition to assigning numerical scores, you should also **mark grammatical** errors, employing the same terms used during grammar practice to reinforce learning. You should also give students **comments** that will help them become better writers. However, too many corrections can be demoralizing and overwhelming, so pick just a few areas of improvement to highlight. Keep it positive by framing your comments as advice rather than admonishment; for example, you could say, “Next time, work on having clear topic sentences.” Make sure to identify at least two things the student did well.

It is often helpful to **phrase your comments as questions**—this can prompt students to start reaching for solutions. For example, if a student is not justifying his or her assertions either with logical development or with evidence from the text, instead of writing, “You need to justify this assertion,” you can simply write, “Why?” This also gives students a quick script they can use in their own heads as they write. Just be sure to clarify what all those “why’s” mean in your final comments at the end of the essay, so students have a clear plan for future improvement.



## Section 3

# Student FAQs

Here are some questions that students often ask which you may not have intended or expected to have to answer. Some of these questions have simple, relevant, concrete answers, which are provided below. Some of these questions may seem tough, irrelevant, or confusing. We have included these below as well, with the hope that you'll feel better prepared by at least having thought about them before a student confronts you with one.

- **Scaled Scoring:** *What is a scaled score? How do you scale a score? Is it like a bell-curve? Why can't you get 0 as your scaled score?* You may use the brief explanation of *equating* provided to you in chapter 2, section 1 of this manual to answer this question.
- **Sending Scores:** *Can I choose which scores I send to my prospective Universities?* If you have taken the SAT test more than once, you can choose which test score to send, based on date. You *may not* select different area scores, test scores, or sub-scores from various tests into a Frankenstein's monster composite score.
- **Taking the SAT More Than Once:** *How many times can I take the SAT?* As many times as you like—but we recommend that you take it a maximum of 2 or 3 times. *If I took the old SAT, can I still take the new one?* Yes, if you were not satisfied with your score. Colleges will accept either or both scores.
- **My Score:** *What score is good enough for my school? What score do I need to get? Should I take the SAT again based on my score?* Each school weights the SAT score differently, and each school has different requirements or minimums. Many schools post information about their students' average SAT scores on the College Board website. Schools also generally post that information on their own websites, along with the minimum SAT scores they accept in order to review an application.
- **Optional Essay:** *Can I take the essay, and then opt out if I feel like I've done badly? Can I take the essay, and then choose which universities I send it to?* No to both. *Should I take the essay?* Probably. Check the requirements of your prospective schools.
- **Calculators:** *What kind of calculator can I use?* The College Board website has a Calculator Policy section (<https://collegereadiness.collegeboard.org/sat/taking-the-test/calculator-policy>). Generally, all scientific calculators are permitted outside of those with Internet, Bluetooth, or cellular access, those with a QWERTY keypad, or pen/ stylus input. Calculators that make noise, use electrical outlets, or have a paper tape are not permitted.

- **Test Dates:** *What's the best date to take the test?* There is no reliable way to choose the date of your SAT to optimize your percentile ranking. You should decide your test date based on your personal schedule, and the application deadlines of your prospective universities.
- **Old SAT vs. New SAT:** *Which is easier? What's the difference?* See p. 4 of the *New SAT Guide* for a table comparing the two. Also, be aware that taking the old test is no longer an option.
- **Answer Patterns:** *What if my answers follow a strange pattern, or are a long string of A's?* The correct answers in the SAT are random, so if they cluster into a surprising pattern, this is entirely accidental. Analyzing bubble patterns will distract students from the actual content of the test, and will not provide any useful information.
- **During the Test:** *Can I bring food?* Food and drinks are not allowed in the testing room, but you will receive several breaks during which you can eat whatever snacks and beverages you brought ahead of time. *Can my dad/mom/friend bring me a snack during the break?* No. You will not be able to meet with non-test-takers during the breaks.
- *What score did you get?* You may choose to answer this at your own discretion.

## Chapter 4

# Classroom Teaching

The following sections contain advice specific to classroom teaching, a checklist of items to bring to each class, and detailed syllabi for four courses of different lengths, which you can adapt as necessary to suit the needs of your class. Each syllabus is divided into two-hour lesson blocks, which are most easily taught as two or four-hour classes.



## Section 1

# Classroom Advice

Quality content is a great start to leading a successful SAT class, but you'll need more than that—without a confident, engaging, and organized teacher, the best syllabus can fall flat.

Whether you are a veteran instructor or gearing up to lead an SAT class for the first time, the tips below will offer strategies and ideas for effectively and entertainingly teaching the SAT syllabus.

### Be Prepared

- **Review your class list** *before* students arrive to the first class, so you know whom to expect.
- **Know your classroom and amenities before you start.** Allow about half an hour or more on the first day to resolve potential unforeseen problems (i.e., locked doors, lack of whiteboard markers, and confusing audio-visual equipment).
- **Have all materials** for yourself and your students. Set them out beforehand (you might get help with this from your organization).
  - See the Classroom Checklist in section 5.2 for examples of materials you will need.
- **Keep in contact with your administrators.** Make sure you know what is expected of you, and what you will be helped with. You should also keep them informed about the class: make sure you let them know when you have arrived at the teaching venue, whether you have all the necessary materials, etc.
- Make sure you have a copy of your **syllabus** in front of you in class each day. You will probably want to make adjustments to the provided syllabus based on your students' particular needs and the restraints of your particular class. Make sure you make these updates *before* class begins.
- **Do the Homework.** Make sure you can confidently work through *and explain* all the material you assign to students. This means actually doing the homework you assign to your students.
- **Practice.** You may want to practice presenting material before you teach it for the first time.

## Create Rapport

Create a classroom environment where students are expected to work hard, but also feel supported, respected, and comfortable.

- **Student-Led Introduction:** Ask students to introduce themselves to avoid mispronouncing their names and to encourage class participation. **Repeat** each name aloud to ensure that you've got the correct pronunciation, and to help learn your students' names quickly.
- **Get to Know Your Students:** Make the effort to learn about your students: their personalities, learning styles, and goals.
  - In the first class, you may introduce fun **icebreaker** questions to break the initial tension.
    - To make the icebreaker both fun and informative, you might ask each student to describe the best or worst teacher they've ever had. Take notes!
  - You could also have your students quickly fill out a **questionnaire** to help you figure out how to tailor your future sessions to their needs. These questions might include:
    - Have you taken the SAT before? What was your score? Which section did you find most difficult?
    - What grade are you in?
    - What is your favorite subject?
    - What is one of your hobbies?
    - Do you have a "dream school?"
    - How much time each evening can you devote to studying for the SAT?
    - Where did you learn about the SAT? What do you know about it so far?

## Encourage Mistakes

Let students know that mistakes are an essential part of learning and improving as they present opportunities to address and resolve problems before the test.

- Respond to mistakes without judgment or exasperation.
- *Remember: teachers make mistakes too!* Let students know that your policy of welcoming mistakes applies to you as well. If you are unsure how to answer a question a student asks, tell your student you'll get back to her/him with the answer at the beginning of next session, rather than dwelling or struggling to figure it out in class.

## Encourage Participation

Give students the opportunity to participate as much as possible—people learn better by engaging with material than by passively receiving it. Frequent feedback from your students will also help keep you on track, ensuring that you're actually teaching rather than simply lecturing. Check for understanding at frequent intervals and when you are presenting particularly difficult concepts. Try to include interactive activities in each class.

- **Encourage Questions:** Remember, our ultimate goal is to help the students become independent learners. Let students know that the purpose of the class is for *them* to learn, understand, and improve, not simply for you to get through a lesson. When one student has a question, it usually means several students are struggling with the same concept.
  - Frequently **ask students if they have any questions**, or if there are any ideas or concepts they'd like you to explain more clearly.
  - Even if the students do not ask questions, you should still anticipate what questions they *might have* and address those.
  - If students seem too **shy** to ask questions, but you are uncertain of their level of understanding, you can ask them probing questions to test their understanding.
- **Call on Students:** Make sure that you are asking as many students as possible to “help you out” with the lesson. It’s hard to figure out how much a student understands (even for the student him/herself!) without seeing how she is able to implement what she’s learned.
  - When students **can’t answer** your question, you can nudge students toward the answer or ask if they’d like to ask another student for help. If your students still cannot solve the problem, this may be an indication that you need to review or clarify the concept or strategy.

### Address Any Disruption Immediately:

- A student should never disrupt the flow of the class, whether through inappropriate or distracting behavior or foul language. It is best to anticipate and prevent disruptions rather than deal with them once they occur, so try to make your class rules clear from the beginning. If such situations arise, however, you need to address the issue immediately to minimize interruption. Later, you should speak with the student one-on-one, either after class or during a break. If the student continues to disrupt the class, contact your supervisor or administrator as soon as possible.

### Take Breaks

Frequent breaks will help students (and you!) stay fresh and focused. It would be great if everyone could be in peak learning condition for an entire two or four-hour class, but this simply doesn’t happen. Taking a ten-minute break can make the following fifty minutes far more productive than the entire hour would be without a break.

Breaks also allow students to use the restroom, stretch their legs, or have a snack, making it less likely for students to leave or lose focus in the middle of a lesson.

- A good rule of thumb is to provide students with a five-minute break every hour, or whenever you sense your students are getting tired and losing focus. This may depend on the age of the students, how many there are, how warm the room is, etc.

- The frequency of breaks may also depend on the length of your class sessions (more hours = more breaks). There are ten minutes allocated for break time in every two-hour lesson block, which you should use flexibly to provide breaks that best fulfill the needs of your class.

## Homework

Assigning homework is important to help students practice skills they learned in class and to help solidify their memory of concepts learned in class. However, too much homework and too little homework can be equally detrimental to a student's learning. Assign too much and risk overwhelming and disheartening the student, possibly to the point that they don't even start the assignment. Assign too little, and students may not consolidate or learn how to implement the information they were taught in class. How much homework you assign depends on when the class is (weekend, summer break, during school, etc.), and therefore how much students can reasonably accomplish. If teaching a course in the summer that meets once a week, students should generally be able to complete 4-6 hours of homework per class, but students who meet on schooldays have little free time to devote to the homework you assign.

The suggested homework in the syllabi below is intended to take one and a half to three hours long per two-hour lesson block, or three to six hours per four-hour class. Please take the time to adjust the amount of homework you assign based on the particular context of your class.



## Section 2

# Classroom Checklist

- Class list** – Leave some space to take notes, to remind yourself of how to pronounce a name, of a preferred nickname, or which student is which. You can also take notes about particular students' progress or learning styles to help yourself write final reports.
- Your syllabus** (from this Teacher's Manual)
- Teacher's Manual Sections** – You might want to print out other sections of the manual to remind yourself of the tips you find most helpful.
- Writing Utensils** – Pens, pencils, and erasers (you may include extras for students). Chalk for a chalkboard or marker for a whiteboard.
- Calculator**
- Scrap paper** – For writing notes, sharing with students, etc.
- Your own New SAT Guide**
- Presentation Material** – This may include whiteboard markers, chalk, a USB key with a PowerPoint presentation on it, or any audio-visual equipment and instructions for working it.
- Student Materials** – This will depend on the day (see First Day section), but may include handouts, worksheets, graded essays, or score reports. Have extra copies of worksheets, etc.
- Water** (to combat a scratchy voice)

## Additional Items for Your First Day

On your first day, you will need to bring some extra materials for your students. These will include:

- Copies of the *New SAT Guide*** (have a couple more than you think you'll need)
- Diagnostic tests** (with extra copies)
- Spare **pencils**
- Spare **calculators**
- A questionnaire** (if you so choose—as described in Section 4.1 under “Create Rapport”).



## Section 3

# 20-Hour Syllabus

See Section 1.1 for an overview of the contents and structure of the syllabi. See Chapter 3 and Section 4.1 for help with teaching techniques and strategies.

The following pages provide a 20-hour course syllabus, which you can adapt as necessary to suit the needs of your class.

Unless otherwise stated, all page numbers refer to the *New SAT Guide*, 2<sup>nd</sup> Edition.

### Materials

- Ivy Global’s *New SAT Guide*, 2<sup>nd</sup> Edition
- *New SAT 2-hour Diagnostic Test* (available at [sat.ivyglobal.com](http://sat.ivyglobal.com))
- Ivy Global’s *New SAT 4 Practice Tests* book, or *New SAT Practice Test 1* booklet
  - Alternatively, you may use a test from the College Board’s *The Official SAT Study Guide*, also available online.
- *New SAT Bubble Sheets* (for students to record their answers—available at [sat.ivyglobal.com](http://sat.ivyglobal.com))

## Course Summary

In the table below, each test section is abbreviated to one letter (e.g., “M” means “Math Test”). Other abbreviations include: “V” (vocabulary), “PT” (practice test), “HW” (homework), “wksht” (worksheet), and “WP” (word parts from p. 154-157).

20-Hour Syllabus Summary	
Hours 1-2	Hours 3-4
General Introduction   R: Intro <u>HW</u> : Key Strategies p. 14-27, p. 25   WP p. 154   R p. 35-43	2-Hour Mini-Diagnostic
Hours 5-6	Hours 7-8
R: Answering Questions   W: Intro <u>HW</u> : W p. 177-179; p. 181   review R&W from PT   M p. 301-305, wksht.	W: Grammar   M: Intro <u>HW</u> : M p. 306-321, review PT   WP p. 155   W confused words & idioms p. 196-297 + example sentences, p. 190-191, 198-199
Hours 9-10	Hours 11-12
R: Passage Types   M: Passport to Advanced Math <u>HW</u> : M p. 394-395, 350-356 (p. 697-706)   WP: all roots	E: Intro, Practice Set, Analysis <u>HW</u> : E compare sample essays, p. 271, write an essay p. 272-273   M p. 357-362   WP up to <i>intra</i>
Hours 13-14	Hours 15-16
R: Passage Types   M: Passport to Advanced Math <u>HW</u> : WP all prefixes   M p. 369-375, 386-388, 440-463   R p. 653-668	W: Grammar Review   M: Problem Solving & Data Analysis   Test Prep <u>HW</u> : p. 26-27   WP all   full PT p. 481-557
Hours 17-18	Hours 19-20
Practice Test #1	

# Hours 1-2

## Introduction

### 1. Take Attendance and Get to Know Each Other (15 minutes)

- Briefly introduce yourself and ask students to introduce themselves (with attendance sheet in hand, noting any absences). Your goal is to help your students feel comfortable and for you to get to know them. Find more advice on creating rapport in class introductions in Section 5.1 on Classroom Advice.

### 2. Introduce the Course (5 minutes)

- Explain any class policies such as expectations for homework, when there will be breaks, what students will need to bring to class, and what students cannot bring out during class time (e.g., cell phones). At a minimum, students should bring the following to every class:
  - Ivy Global's *New SAT Guide*, 2<sup>nd</sup> Edition
  - Pens, pencils, & erasers
  - A notebook or notepaper
  - A calculator
- Review the general schedule of the class, including the dates of practice tests.

### 3. Introduce the SAT (40 minutes)

- **SAT Format, Content, and Purpose** (see p. 4-7 of the *New SAT Guide* or Chapter 2 of this manual).
- **Signing Up for The SAT** (see p. 8-9)
- **General Test-Taking Tips** (see p. 12-14)
  - Learn the test (format, instructions, timing)
  - Manage your time (bring your own watch!)
  - Guess strategically
  - Entering answers: Use the Mini-Diagnostic Test answer sheets (Scantron / bubble-in sheet) as a reference, and ensure that the students understand how to fill in each type of answer (essay, multiple choice, and grid-in).
- **Key SAT Strategies** (see teaching strategies in section 3.2 of this manual, and p. 15-23 of the *Guide*). The 5 P's: Plug in. Use your Pencil. Process of Elimination. Pick & Skip (pick easy questions and skip time-eaters). Predict answers before looking at answer options.
- **Managing Stress and Distraction** (see p. 26-27, "During the Test"). When students are anxious, bored, tired, or otherwise distracted, this can greatly affect their test performance. However, if they

are self-aware and have strategies for responding to these difficulties, they can still excel. Add any tips you may have for combating distraction during a test.

### Suggested 10-Minute Break

## 4. Introduce the Mini-Diagnostic Test (10 minutes)

- **Announce that you will administer the test in the next 2-hour lesson block.** If you are teaching a 4-hour class, this will happen in the next hour. Otherwise, they will take the test in the next class.
- **Purpose, difference from full test**
  - Helps establish a baseline score, so students can track their improvement
  - Helps familiarize students with the test
  - 2 hours long (vs. 4) – same number and order of sections, but each is shorter
  - Students will receive a graded Score Report, but this score will *not* be predictive of their performance on the actual test—it’s just a general indication of their current strengths and weaknesses at the very beginning of their studies.
- **Explain Rules** (see test instruction sheet and bubble sheet for reference, or p. 481 of the *New SAT Guide*)
  - Make sure students understand that they must complete sections in the order they are given, and can only work on one section at a time (they can’t work ahead or go back to work on previous sections, even if they have extra time).
- **Time Management:** Remind students not to get stuck on difficult questions, and to be as aware as possible of how much time they have left in each section.

If you are teaching a 4-hour class, you may want to administer the diagnostic test before these next two steps (5 and 6). This is so that your students’ initial scores are more likely to be actual “baseline scores,” reflecting their strengths and weaknesses independent of what they learn in your class.

## 5. Introduce Vocabulary Building (15 minutes)

- Discuss the importance of vocabulary to the Reading and Writing Tests (see p. 153-154).
- Introduce the concepts of word roots, prefixes, and suffixes (see p. 154-157). Explain why it is helpful to learn word parts. *Depending on the edition of your textbook, the first column of “Common Prefixes” and “Common Suffixes” might erroneously read “Root” rather than “Prefix” or “Suffix,” respectively.*
- Suggest memorization strategies. Students should create their own flash cards. They can also invent mnemonic devices, and practice using word parts in context. Give an example or two, if you can.

## 6. Introduce the Reading Test (10 minutes)

- Outline the structure and content of the reading test, and the general format of the questions (see p. 31-33, and/or the Reading Test overview in Section 2.4 of this manual).
- You may show students a practice passage (e.g. p. 54-56) so they can get a better sense of what to expect.

## 7. Outline Approach to Reading Test (10 minutes)

- Briefly introduce the content on p. 36-37.
- Explain that in future classes there will be time to discuss how to approach the passages in more depth.

## 8. Assign Homework (5 minutes)

### **Homework** (Hours 1-2)

- Read p. 3 and p. 14-27, taking notes on Key Strategies and recording any questions you have.
- Complete a personalized study plan, as suggested on p. 25.
- Memorize the first page of word roots (*ag, act to cid, cis*) – p. 154.
- Read and complete the exercises on “Marking Up a Passage” and “Summarizing” – p. 35-43.

# Hours 3-4

## Mini-Diagnostic Test

### 1. Proctor Mini-Diagnostic Test (2 hours)

- Maintain realistic test conditions: enforce SAT rules and conventions
- Give students a way to track the time—if there is no easily visible clock in your classroom, you can run a countdown timer through a projection screen or mark the time remaining on a board if you have one. Give students a 5 or 10 minute warning for each section.

### 2. Assign Homework (2 minutes)

#### **Homework** (Hours 3-4)

- Take home your Mini-Diagnostic Test question sheets and bring them to next class.
- Continue last lesson's homework, to be handed in next class.

### 3. [AFTER CLASS]

- Prepare a score report for each student. Follow the instructions on the New SAT Mini-Diagnostic 2.0 Scoring Sheet (available to Ivy Global employees at [teach.ivyglobal.ca](https://teach.ivyglobal.ca))
- Have Score Reports ready to return by the next class session if possible. It is a good idea to return Score Reports at the *end* of class, rather than the beginning. This way students will stay focused on the new lesson rather than reviewing or comparing their scores.



# Hours 5-6

## Reading Test, Continued | Introduction to the Writing Test

### 1. [BEFORE CLASS]

- Print out Fundamental Math Review practice questions
- Fundamental Math Review packet is available to teachers and students at [ivyglobal.com/study](http://ivyglobal.com/study), as an additional resource accompanying the *New SAT Guide*, 2<sup>nd</sup> edition.
- Print enough copies of the Fundamental Math Online Drills worksheet for all of your students, with an extra copy or two (p. 25-27).

### 2. Review & Take in Homework for Past Two Classes (20 minutes)

- Take in students' personalized study plans (unless they were emailed to you).
- Allow time for students to ask questions.
- Ask students to remind you what they learned about the Reading Test so far.
- Go over Passage Reading exercises (see Answer Key: p. 719-720).
- Review Passage Reading strategies, and present any that weren't present or obvious in the assigned reading.

### 3. Reading Test Questions (30 minutes)

- Explain how to approach questions in this section (see p. 44-47).
- Give students around 8-10 minutes to complete the practice questions on p. 46-47, and review them together (using the Answer Key on p. 721, if you like).
- Explain how to choose answers in this section (see p. 48-53).
- Give students around 5-6 minutes to complete the practice questions on p. 52-53, and review them together.
- Briefly introduce Vocabulary in Context Questions (see p. 78-81).

Suggested 10-Minute Break

### 4. Introduce the Writing Test (10 minutes)

- See p. 161-164 for guidance, or refer to the Writing Test Overview in Section 2.4 of this manual).
- If you wish, you may briefly flip to p. 204 to introduce the three different *passage styles* (informative, argumentative, and nonfiction narrative) and their goals.

## 5. Writing: Reading the Passages (10 minutes)

- See p. 166.
- You may wish to use the Writing Test Strategies outlined in Section 3.2 of this manual. Namely:
  - By each underlined portion, you should mark:
    - “✓” if you believe there is no grammatical error
    - “?” if you are uncertain
    - “X” if the sentence contains an error
    - You should also try to quickly **edit** it if you can identify an error
- Have students practice marking up a Writing Test passage. You may ask students to use a passage from their Mini-Diagnostic Test.

## 6. Approaching the Questions (35 minutes)

- **Reading Questions** (p. 167-173): Work through examples together, and give students time to complete the practice questions from p. 171-173 before going over them together.
- **Choosing Answers** (p. 174-177): Work through examples, but only have students go through practice questions 1 and 1a. Leave the rest for homework.

## 7. Assign Homework (5 minutes)

- Hand out Fundamental Math Review worksheets.

### Homework (Hours 5-6)

- Complete Writing Test Practice: Answering the Questions – p. 177-179.
- Review the Reading and Writing sections of your diagnostic test, and try to re-answer questions using the strategies you learned today. Circle any questions you still cannot answer, and try to find a common theme.
- Read p. 181, and check that you can identify the word parts in the Example sentences on the following page.
- Read Fundamental Math Review PDF: <http://ivyglobal.com/study/> (see “Additional Resources” under *New SAT Guide*, 2<sup>nd</sup> Edition), and complete Fundamental Math Online Drills worksheet, showing your work.
- Read and complete practice questions on Algebraic Expressions – p. 301-305.

## 8. Return Mini-Diagnostic Score Reports (1 minute)

# Hours 7-8

## Grammar | Introduction to the Math Test

### 1. [BEFORE CLASS]

- Make sure you have the Fundamental Math Review PDF with you in some form.
- Optional: create a few new, memorable (strange or funny) sentences to illustrate common grammar errors.
- Optional: Pick questions in the Math Test of the Mini-Diagnostic that apply to the strategies you will teach in Step 4 of this lesson block.

### 2. Review Homework (20 minutes)

- Quickly go over the Fundamental Math Review questions, making sure that most of the students feel comfortable with these concepts.
- Go over Algebraic Expressions questions from p. 304-305. Ask students about key (bolded) vocabulary on p. 302-303, and go over concepts as necessary.
- Go over Writing Test practice questions, demonstrating strategies taught in the previous lesson block to show how to efficiently get the correct answer.

### 3. SAT Grammar (40 minutes)

- Warm up by writing a sentence or two on the board, and asking students to identify various **parts of speech**, as listed on p. 181.
- **Common Grammar Errors** (p. 182-189): Go through a few errors and examples, checking for understanding, and creating new examples as needed for clarification. Make sure students can identify the following errors:
  - Comma Splice (p. 183)
  - Either/or and Neither/nor errors (p. 185)
  - Pronoun agreement (especially “one” vs. “you”; p. 185-187)
- Advise on strategies for recognizing these errors. To test for **agreement**, for example, you might suggest that students always draw a line from the verb to the noun it refers to. You might also suggest that students cross out extraneous words (such as parenthetical information) to shorten and simplify a sentence.
- Introduce **Harder Grammar Errors** (p. 192-199).
  - Parallel Structure – p. 192-194
  - Misplaced Modifiers – p. 194-195. For a fun exercise, select or invent a sentence with a badly misplaced modifier, and ask students to demonstrate / act out what the erroneous phrasing implies—or do so yourself.

- Comparison Errors – p. 195-196.
- *If there is time:* Confused Words and Idioms – p. 196-197. You may invent sentences with funny idiomatic / incorrect homonym mistakes in them, and discuss what they imply and what they should imply. Encourage participation and humor—if students can laugh about a rule, they are more likely to remember it.
- Give students a few minutes to answer some questions from the **Harder Grammar Errors practice set** on p. 200-201, reminding them to use all strategies they’ve learned so far. Then discuss the answers as a class (using the answer key on p. 723, if necessary).

### Suggested 10-Minute Break

#### 4. Introduce the Math Test (10 minutes)

- Explain general structure and content – p. 283-285.

#### 5. Approaching the Math Test (35 minutes)

- **Non-mathematical Strategies** (p. 288-294): These strategies can improve students’ Math Test scores, but require little mathematical knowledge.
- **Math Strategies** (p. 295-299): These strategies will help students answer questions more efficiently – maximum points with minimum calculation.
- Be sure to give students the opportunity to try out these strategies, whether by working through the examples in the text, or applying them to questions in their mini-diagnostic test.

#### 6. Assign Homework (5 minutes)

##### **Homework** (Hours 7-8)

- Read, take notes on, and complete the practice questions for the following sections, remembering to use the Math Test strategies you learned in class:
  - Linear Equations – p. 306-310
  - Inequalities – p. 311-316
  - Absolute Value – p. 317-321
- Optional: Review the Math sections of your diagnostic test, and try to re-answer questions using the strategies you learned today. Circle any questions you still cannot answer, and see if they have a common theme.
- Memorize the left column of word roots on p. 155, and review those you already learned (all up to *nov*) – p. 154.
- Read “Confused Words and Idioms,” highlighting any words that you get mixed up – p. 196-197.
- Write your own example sentences for each word on p. 197.
- Complete the Common & Harder Grammar Errors practice questions, naming each grammar error you find – p. 190-191, p.198-199.

# Hours 9-10

## Heart of Algebra

### 1. Review Homework (25 minutes)

- Ensure that students know the rules for inequalities (p. 312), how to interpret inequalities on a number line (p. 313-314), and absolute value inequalities (p. 318-319).
- Take inventory of the questions students still had trouble with, and ask how they applied their strategies.
- Go over Writing Test questions, ensuring that students understand the common grammar errors.

### 2. Vocabulary Quiz or Game (10 minutes)

- On word roots up to *nov* (p. 154-155).
- You may test students by calling/writing out words that contain the word parts studied, or the word parts themselves, and asking for definitions. You may ask them to use words in a sentence to ensure understanding.
- You may also give students a written quiz to complete. You may download the “Roots Quiz” handout from [ivyglobal.com/teach](http://ivyglobal.com/teach).

Suggested 10-Minute Break

### 3. Math (1 hour, 10 minutes)

For each topic in a math lesson (e.g., for steps A. through D., below), you should:

- Introduce and explain the topic
- List items that students should memorize
- Discuss common questions or question types
- Work through a few questions with the class
- Assign some practice questions for individual or small-group work (but leave some for homework).
- Ask questions frequently: “Is this familiar?”, “Why did I do that?”, “Am I moving too quickly/slowly?”
- You may also ask students to invent their own questions based on what you have taught them. They may then assign their own questions to other classmates. If you do this, be sure to check that the student who wrote the question is able to solve it correctly before asking another student to solve it.

- A. Systems of Equations and Inequalities (20 minutes)
  - See p. 322-326.
- B. Linear Functions (20 minutes)
  - See p. 327-330.
- C. Interpreting Equations (20 minutes)
  - See p. 331-335.
- D. Overview of Measurement & Units (10 minutes)
  - Briefly teach **unit conversions** – p. 390-395. Leave most (if not all) practice questions for homework.
  - **Imperial System:** See table 1 on p. 390. Students should be familiar with converting inches, feet, and yards, as well as minutes, seconds, and hours. Other measurements and conversions aren't necessary to memorize.
  - **Metric system:** students must memorize kilo-, centi-, and milli- units and conversions – table 2 on p. 390.

#### 4. Assign Homework (5 minutes)

##### **Homework** (Hours 9-10)

- Finish reading about Measurement and Units, and complete the practice set – p. 394-395.
- Complete all other Heart of Algebra practice questions not done in class – p. 304-347.
- Read sections on Polynomial Expressions, and complete the practice questions, noting down any questions you may have – p. 350-356.
- Memorize all word roots (*ag, act to viv, vit*) – p. 154-155.
- *Optional: (only if teaching a 32-hour course) Complete the Math Test (With Calculator) from Practice Test 3, using the strategies you learned in class. You may use your notes. Time yourself to see how long it takes you – p. 697-706.*

# Hours 11-12

## The Essay

### 1. Review Homework (20 minutes)

- Pay special attention to Polynomial Expressions.
- Forget about **dividing polynomials** (p. 353-354): Students are most likely to have trouble with this topic. It is unlikely that you will have time to fully teach it in a 20-hour crash course, and there will only be one of these questions per test, so it is probably best to ignore it if students do not already understand it.

### 2. Introduce the Essay (10 minutes)

- See p. 227-230
- Make sure you cover the prompt format, the instructions, and the scoring.
- **Analyze Form, not Content:** The concept of writing an analysis of an essay's argumentative structure can be foreign and confusing to many high school students. It is easy for students to lose sight of the assignment, and formulate an argumentative essay that either supports or rebuts the prompt essay's thesis. Take the time to ensure that students understand what they are being asked to do: to discuss *how* the author is arguing, rather than *what* the author is arguing.

### 3. How to Write the Essay (10 minutes)

- See p. 231-236. Emphasize concision, concreteness, clarity, and specificity.
- You should give a minute-by-minute and/or paragraph-by-paragraph breakdown of how students should write their essay. In addition to the pages listed above, you may want to refer to the Essay Section Strategies in Section 3.2 of your Manual.

Suggested 10-Minute Break

### 4. Essay Practice Set (20 minutes)

- Give students approximately 6-10 minutes to read and complete the practice set on p. 237-238, leaving time to discuss the answers as a class.

## 5. Analyzing an Argument (30 minutes)

- **Language** – p. 240-242. Go over word choice, paying special attention to the paragraphs after each example.
  - Give students 3 minutes to answer one question from the practice set on p. 242-243. As a class, discuss and analyze four words or phrases out of those that the students chose.
- **Evidence** – p. 244-247.
- **Organization and Reasoning** – p. 248-252.
- Go over the sample passage analysis on p. 253-255, so students can see what to look for in a prompt passage.
- Discuss the identified themes from the passage on p. 256-257, so that students can see how to organize the observations they make while reading a prompt passage.
- Allow 10 minutes for students to do Part 4 Practice – p. 257-259.

## 6. Understanding the Rubric (15 minutes)

- Go over the College Board’s rubric on p. 262-264, making sure students understand why each example provided is “good” or “bad.”
- If you have extra time, you may ask students to come up with their own good and bad examples of certain points on the rubric.

## 7. Assign Homework (5 minutes)

### **Homework** (Hours 11-12)

- Read Sample Essays, and write down detailed notes on what makes Essay #2 (p. 268-269) better than Essay #1 (p. 267), using the rubric on p. 262-264, and the things you learned in today’s class.
- Read and bookmark the Essay Checklist on p. 271. Write an essay based on Essay Prompt #1, following your notes and the Checklist. Time yourself to see how long it takes you – p. 272-273.
- Read sections on Factoring Polynomials, and complete the practice questions, noting down any questions you may have – p. 357-362.
- Review all word roots (ag, act to viv, vit), and learn the first column of prefixes (up to intra) – p. 154-156.



# Hours 13-14

## Reading Passage Types | Passport to Advanced Math

### 1. [BEFORE CLASS]

- Optional: think up words that include some of the prefixes and word roots learned for homework, to use for the Vocabulary Quiz. You may also include suffixes, which were not studied (many students implicitly understand the meaning of common suffixes without realizing it).

### 2. Review Homework (10 minutes)

- Have students take a separate sheet of paper and, looking at the Essay Rubric on p. 262-264, estimate the mark they will receive on this essay. Have the students keep this sheet for themselves.
- Collect the students' essays.
- Leave Factoring Polynomials homework until later in the class (see step 5).

### 3. Vocabulary Quiz or Game (15 minutes)

- On all word roots, and the first column of prefixes (all word parts up to intra, p. 154-156).
- Whatever the format of your game or quiz, try to include full words that include the word parts studied. You may ask students to guess at the definition of the word, as well as defining the word parts it contains.

### 4. Reading: Passage Types (20 minutes)

- Provide an overview, strategies, and practice for each of the following:
- **Literature Passages** – p. 60-65
- **Science Passages** – p. 66-71
- **History/Social Studies Passages** – p. 72-75

Suggested 10-Minute Break

### 5. Reading: Atypical Passage Formats (15 minutes)

- See p. 133-146: while the majority of passages will look the same, three of them will be presented somewhat differently, including slightly different question types and requiring a slightly different approach. These passages include *synthesis* questions.

- **Paired Passages** (p. 134-139): 1 of the 5 passages will actually be *two shorter* passages on a similar topic, with questions relating the two.
- **Passages with Graphics** (p. 140-146): 2 passages (1 Science passage and 1 Social Studies passage) will include graphs and/or tables.

## 6. Math: Factoring Polynomials (15 minutes)

- See p. 357-362.
- Review FOIL, Difference of Squares, and Sum or Difference of Cubes.
- Review homework, p. 361-362.

## 7. Math: Quadratic Equations (15 minutes)

- See p. 363-366.
- Work through some problems together from p. 367-368.
- Note that the SAT will never ask a question that is only solvable using the quadratic formula—more often than not, the alternative is quicker than using the quadratic formula. If students choose to use the quadratic formula to solve a question, they should always start by simplifying the equation provided in the question as much as possible.

## 8. Applications of Functions (15 minutes)

- See p. 383-385 (leave some questions for homework if time is tight).
- Introduce Example questions, and then explain how functions are used to solve each one.

## 9. Assign Homework (5 minutes)

### **Homework** (Hours 13-14)

- Learn all word roots and prefixes – p. 154-156.
- Read the section on Quadratic Functions and Graphs, and complete the practice questions – p. 369-375.
- Complete any remaining practice questions on Applications of Functions – p. 386-388.
- Geometry: Read sections and answer questions on Angles and Volumes of Shapes, Right Triangles, and Radians & the Unit Circle – p. 440-463.
- In Practice Test 3's Reading Test, complete the questions for two passages of your choosing, identifying passage type and applying the strategies learned in class – p. 653-668.

## 10. [AFTER CLASS] Mark Students' Essays

# Hours 15-16

## Grammar Review | Problem Solving & Data Analysis | General Test Prep

### 1. Review Homework (25 minutes)

- Go over geometry homework, briefly add anything you want students to know or memorize.
  - Angles & Volumes: Ensure understanding of basic terms. Demonstrate how to find the volume and surface area of a cylinder.
  - Special Right Triangles: recognize 3-4-5, 5-12-13, 8-15-17, 30-60-90, 45-45-90. Understand SOHCAHTOA. Know what similar triangles are.
  - Radians & Degrees: conversion equation & common angles (p. 456).
- Go over quadratic functions homework.

### 2. Vocabulary Quiz (10 minutes)

- On all word roots and suffixes.

### 3. Grammar Review (10 minutes)

- Have students complete the Grammar Practice Set on p. 200-201, and discuss the answers as a class.

### 4. Math: Data Analysis – Rates, Ratios & Proportions (15 minutes)

- See p. 407-411.
- Ensure that students understand the difference between fractions and ratios.
- Work through some practice questions – p. 411-413.

### 5. Return Graded Essays (as students leave for break)

Suggested 10-Minute Break

## 6. Math: Statistics & Probability (30 minutes)

- See p. 414-422.
- Work through some of the practice questions with your students (perhaps only the odd numbers), and have them do the rest individually, to be taken up when they're finished – p. 422-424.

## 7. Test Reminder (5 minutes)

- Remind students that the final practice test is coming up.
- Briefly outline how they should prepare. Feel free to share any personal tips for preparation or stress-reduction that you might have.

## 8. Creating a Study Schedule (10 minutes)

- See p. 24-25.
- Encourage students to identify their own strengths and weaknesses based on their diagnostic test and their homework during the course. They should aim to spend the most time improving their weakest areas and perfecting their best areas.
- Remind students to use the full-length practice tests at the end of their book. Encourage them to set realistic testing conditions for themselves.
- You may also present students with specific study suggestions, based on your experience with the SAT or your students' learning styles.

## 9. Assign Homework (5 minutes)

### **Homework** (Hours 15-16)

- Read "Approaching the SAT: Test Day" – p. 26-27
- Review strategies for all sections, and all word parts, in anticipation of the practice test.
- Complete all of Practice Test 1, tearing out the bubble sheet on p. 483 to mimic test conditions – p. 481-557.

# Hours 17-20

## Final Practice Test

### 1. [BEFORE CLASS]

- Write down the order and timing of the test (including break times) on the board (See Section 2.2 of this Teacher's Manual).
- If you have space, you may also write down some test rules
- Be sure to leave space for writing down time left per section, if needed.

### 2. Briefly remind students of rules and timing (5 minutes)

- Remind them that question / test sheets will not be taken in for marking; all marking is done from the bubble sheets, which must be filled out with HB or #2 pencils.

### 3. Proctor the Practice Test & Begin Final Reports (3 hours, 50 minutes)

- Ensure that students are able to keep track of time.
- You may write final reports for your students while they take the test. These should include:
  - Information and study advice that applies to your class as a whole.
  - Particular study advice for each particular student.
  - Strengths and areas of improvement for each student (phrased in a positive light).
  - A table comparing the student's scores for each practice test (you can fill out the second half once you have scored all the tests).

### 4. Score Reports

- Inform students when and how their scores will be sent to them (within a few days is preferable).

### 5. [AFTER CLASS] Prepare Score Reports

- Score students' tests using the online scoring tool for New SAT Practice Test 1 ([cloud.ivyglobal.com](https://cloud.ivyglobal.com)).
- Write a final progress report for each student as explained in section 3.1 of this guide.
- You can email scores and reports or make them available for pick-up by students and parents. See *Classroom Advice* for more information on practice tests.



## Section 4

# 32-Hour Syllabus

See Section 1.1 for an overview of the contents and structure of the syllabi. See Chapter 3 and Section 4.1 for help with teaching techniques and strategies.

The following pages provide a 32-hour course syllabus, which you can adapt as necessary to suit the needs of your class. Each syllabus is divided into two-hour lesson blocks, which are most easily taught as 2-hour or 4-hour classes.

Unless otherwise stated, all page numbers refer to the *New SAT Guide*, 2<sup>nd</sup> Edition.

### Materials

- Ivy Global's *New SAT Guide*, 2<sup>nd</sup> Edition
- New SAT 2-hour Mini-Diagnostic Test (available at [sat.ivyglobal.com](http://sat.ivyglobal.com))
- Ivy Global's New SAT 4 Practice Tests book
  - If you do not wish to use this practice book, you may buy the New SAT Practice Test 2 and/or 3 booklet, or use Practice Test 2 and 3 from The College Board's *The Official SAT Study Guide*, also available online on The College Board website. If you are teaching a 100-hour course, however, you will need to use tests from both books unless you have an external source.
- New SAT Bubble Sheets (for students to record their answers—available at [sat.ivyglobal.com](http://sat.ivyglobal.com)).
- Math Fundamental Review Sheet (available at [ivyglobal.com/study](http://ivyglobal.com/study), as an additional resource accompanying the *New SAT Guide*, 2<sup>nd</sup> edition).

## Course Summary

In the table below, each test section is abbreviated to one letter (e.g., “M” means “Math Test”). Other abbreviations include: “V” (vocabulary), “PT” (practice test), “HW” (homework), “wksht” (worksheet), and “WP” (word parts from p. 154-157).

32-Hour Syllabus Summary	
Hours 1-2	Hours 3-4
General Introduction   R: Intro <u>HW</u> : key strategies, study plan   R p. 35-43	2-Hour Mini-Diagnostic PT <u>HW</u> : WP p. 154   full E p. 272
Hours 5-6	Hours 7-8
R: Answering Questions   W: Intro <u>HW</u> : M fundamental wksht, p. 301-305   W p. 177-179, 181	W: Grammar   M: Intro <u>HW</u> : W PT review   WP p. 155   M p. 306-321
Hours 9-10	Hours 11-12
M: Heart of Algebra <u>HW</u> : WP all roots   M p. 304-347, 394-395	E: Intro, Practice, Analysis <u>HW</u> : WP – <i>intra</i>   E - compare sample essays, full E p. 274   M p. 350-356
Hours 13-14	Hours 15-16
R: Passage Types   M: Passport to Advanced Math <u>HW</u> : WP all suffixes   M p. 362, 367-375   R full p. 653-668	M: Passport to Advanced Math, cont’d <u>HW</u> : M p. 380-388   W grammar wksht
Hours 17-18	Hours 19-20
W: Grammar 2   Distraction & Stress   R: Question Types <u>HW</u> : full PT2	M: Problem Solving & Data Analysis <u>HW</u> : M prob & stats p. 414-424.
Hours 21-22	Hours 23-24
M: Problem Solving & Data Analysis, cont’d   PT2 Review <u>HW</u> : M data p. 425-429.	E: Review & Practice   W: Question Types   PT2 Review <u>HW</u> : W p. 211-224   M geometry p. 440-463, note toughest topic
Hours 25-26	Hours 27-28
PT2 Review   M: Additional Topics + Strategy Review <u>HW</u> : WP all   M circles p. 470-471, full PT3 no-calc	M: Review + Game   Study Plan   Class Discussion <u>HW</u> : teacher’s choice
Hours 29-30	Hours 31-32
Practice Test #3	



# Hours 1-2

## Introduction

### 1. Take Attendance and Get to Know Each Other (15 minutes)

- Briefly introduce yourself, and ask students to introduce themselves (with attendance sheet in hand, noting any absences). Your goal is to help your students feel comfortable and for you to get to know them. Find more advice on creating rapport during class introductions in Section 5.1 on Classroom Advice.

### 2. Introduce the Course (5 minutes)

- Explain any class policies such as expectations for homework, when there will be breaks, what students will need to bring to class, and what students cannot have out during class time (e.g., cell phones, headphones, etc.). At a minimum, students should bring the following to every class:
  - The Ivy Global *New SAT Guide*
  - Pens, pencils & erasers
  - A notebook or notepaper
  - A calculator
- Review the general schedule of the class, including the dates of practice tests.

### 3. Introduce the SAT (40 minutes)

- **SAT Format, Content, and Purpose** (see p. 4-7 of the *New SAT Guide*. You may also use Chapter 2 of this manual for reference).
- **Signing Up for The SAT** (see p. 8-9)
- **General Test-Taking Tips** (see p. 12-14)
  - Learn the test (format, instructions, timing)
  - Manage your time (bring your own watch!)
  - Guess strategically
  - Entering answers: Use the Diagnostic Test answer sheets (Scantron / bubble-in sheet) as reference, and ensure that they understand how to fill in each type of answer (essay, multiple choice, and grid-in).
- **Key SAT Strategies** (see the “Teaching Strategies” section of this manual, and p. 15-23 of the *Guide*). The 5 P’s: **Plug in**. Use your **Pencil**. **Process of Elimination**. **Pick & Skip** (pick easy questions and skip time-eaters). **Predict** answers before looking at answer options.

- **Managing Stress and Distraction** (see p. 26-27, “During the Test”). When students are anxious, bored, tired, or otherwise distracted, this can greatly affect their test performance. However, if they are self-aware and have strategies for responding to these difficulties, they can still excel. Add any tips you may have for combating distraction during a test.
- Give students around 5-6 minutes to complete the practice questions on p. 52-53, and review them together.

#### Suggested 10-Minute Break

### 4. Introduce the Mini-Diagnostic Test (10 minutes)

- **Announce that you will administer the test in the next 2-hour lesson block.** If you are teaching a 4-hour class, this will happen in the next hour. Otherwise, they will take the test next class.
- Purpose, difference from full test
  - Helps establish your baseline score, so students can track their improvement
  - Helps familiarize students with the test
  - 2 hours long (vs. 4) – same number and order of sections, but each is shorter
  - Students will receive a graded Score Report, but this score will *not* be predictive of their performance on the actual test—it’s just a general indication of their current strengths and weaknesses at the very beginning of their studies.
- **Explain Rules** (see test instruction sheet and bubble sheet for reference, or p. 481 of the *New SAT Guide*)
  - Make sure students understand that they must complete sections in the order they are given, and can only work on one section at a time (they can’t work ahead or go back to work on previous sections, even if they have extra time).
- **Time Management:** Remind students not to get stuck on difficult questions, and to be as aware as possible of how much time they have left in each section.

### 5. Introduce Vocabulary Building (15 minutes)

If you are teaching a 4-hour class, you may want to administer the diagnostic test before these next two steps (5 and 6).

- Discuss the importance of vocabulary building in the Reading and Writing Tests (see p. 153-154).
- Introduce the concepts of word roots, prefixes, and suffixes (see p. 154-157). Explain why it is helpful to learn word parts.

Depending on the edition of your textbook, the first column of “Common Prefixes” and “Common Suffixes” might erroneously read “Root” rather than “Prefix” or “Suffix,” respectively.

- Suggest memorization strategies. Students should create their own flash cards. They can also invent mnemonic devices, and practice using word parts in context. Give an example or two, if you can.

## 6. Introduce the Reading Test (10 minutes)

- Outline the structure and content of the reading test, and the general format of the questions (see p. 31-33, and/or the Reading Test overview in Section 2.4 of this manual).
- You may show students a practice passage (e.g. p. 54-56) so they can get a better sense of what to expect.

## 7. Outline Approach (10 minutes)

- Briefly introduce general strategies for approaching the content of a Reading Test, as on p. 36-37.
- Explain that in future classes there will be time to discuss and practice how to approach passages in more depth.

## 8. Assign Homework (5 minutes)

### **Homework** (Hours 1-2)

- Read p. 3 and p. 14-27, taking notes on Key Strategies, and any questions you have.
- Complete a personalized study plan, as suggested on p. 25, to be handed in (or emailed to you) for next class.
- Read and complete the exercises on “Marking Up a Passage” and “Summarizing” – p. 35-43.

# Hours 3-4

## Mini-Diagnostic Test

### 1. [BEFORE CLASS]

- Have tests for your students (Answer sheets and question sheets) + extra
- Have separate Essay answer sheets to assign for homework + extra

### 2. Proctor Mini-Diagnostic Test (2 hours)

- **Administer under SAT-taking conditions:** enforce the College Board’s guidelines for taking the SAT.
- Give students a way to **track the time**—if there is no easily visible clock in your classroom, you can run a countdown timer through a projection screen or mark the time remaining on a board. Give students a 5- or 10-minute warning for each section.

### 3. Assign Homework (2 minutes)

#### **Homework** (Hours 3-4)

- Memorize the first page of word roots (*ag, act* to *cid, cis*), p. 154.
- Complete a 50-minute Essay, using Essay Prompt #1 on p. 272.

### 4. [AFTER CLASS]

- Prepare a score report for each student. Follow the instructions on the Scoring Sheet for the “New SAT Mini-Diagnostic 2.0” (available for Ivy Global employees at <https://sites.google.com/site/ivyglobalresources/new-sat-teacher-resources>).
- Email the resulting score reports to the students and/or their parents.
- Print (or have your office print) a short form of the score reports.
  - These should include a list of the correct and student-chosen answers for each question, the cumulative score, and perhaps area and/or test scores.
- Have Score Reports ready to return by the next class session if possible. If you do return a hard copy, it is a good idea to do so at the *end* of class, rather than the beginning. This way students will stay focused on the new lesson rather than reviewing or comparing their scores.

# Hours 5-6

## Reading, Continued | Introduction to the Writing Test

### 1. [BEFORE CLASS]

- Print out Fundamental Math Review, available to teachers and students at [ivyglobal.com/study](http://ivyglobal.com/study), as an additional resource accompanying the *New SAT Guide*, 2<sup>nd</sup> Edition.
- Print enough copies of the Fundamental Math Online Drills worksheet for all your students, with an extra copy or two (p. 25-27 of the Fundamental Math Review PDF).

### 2. Review & Take in Homework (25 minutes)

- Take in students' essays, and personalized study plans (unless they were emailed to you)
- Reading homework review:
  - Ask students to remind you what they learned about the Reading Test so far. See p. 31-33 for reference.
  - Review Passage Reading strategies, and present any that weren't present or obvious in the assigned reading (or any that you may not have had the time to cover in the introductory class).
  - Go over Passage Reading exercises (see Answer Key: p. 719-720).
- Allow time for students to ask questions.

### 3. Reading Test Questions (30 minutes)

- Explain how to approach questions in this section (see p. 44-47).
- Give students around 8-10 minutes to complete the practice questions on p. 46-47, and review them together (using the Answer Key on p. 721, if you like).
- Explain how to choose answers in this section (see p. 48-53).
- Give students around 5-6 minutes to complete the practice questions on p. 52-53, and review them together.
- Briefly introduce Vocabulary in Context Questions—p. 78-81.

Suggested 10-Minute Break

#### 4. Introduce the Writing Test (10 minutes)

- See p. 161-164 for guidance, or refer to the Writing Test Overview in Section 2.4 of this manual.
- If you wish, you may briefly flip to p. 204 to introduce the 3 different passage styles (informative, argumentative, and nonfiction narrative) and their goals.

#### 5. Reading the Passages (10 minutes)

- See p. 166.
- You may wish to use the Writing Test Strategies outlined in Section 3.2 of this manual. Namely:
  - Near each underlined portion, students should mark one of the following:
    - “✓” if you believe there is no grammatical error
    - “?” if you are uncertain
    - “✗” if the sentence contains an error
    - You should also try to quickly **edit** it if you can identify an error
- Have students practice marking up a Writing Test passage, without looking at the questions. You may ask students to use a passage from their Diagnostic Test, or choose a passage from the New SAT Guide (e.g., p. 177-179).

#### 6. Approaching the Questions (30 minutes)

- **Reading Questions** (p. 167-173): Work through examples together, and give students time to complete the practice questions from p. 171-173 before going over them together.
- **Choosing Answers** (p. 174-177): Work through examples, but only have students go through practice questions 1 and 1a. Leave the rest for homework.

#### 7. Assign Homework (5 minutes)

##### **Homework** (Hours 5-6)

- Read Fundamental Math Review PDF (available at <http://ivyglobal.com/study/>—see “Additional Resources” under *New SAT Guide 2<sup>nd</sup> Edition*).
- Complete Fundamental Math Online Drills worksheet and show your work.
- Read and complete practice questions on Algebraic Expressions— p. 301-305.
- Complete Writing Test Practice: Answering the Questions – p. 177-179.
- Read p. 181, and identify the parts of speech in the Example sentences on the following page.

#### 8. Return Diagnostic Test Score Reports (1 minute)

# Hours 7-8

## Writing: Grammar | Introduction to the Math Test

### 1. [BEFORE CLASS]

- Make sure you have the Fundamental Math Review PDF with you.
- Optional: create a few memorable (strange or funny) sentences to illustrate common grammar errors.
- Optional: Pick questions in the Math sections of the Diagnostic Test that apply to the strategies you will teach in Step 4 of this lesson block.

### 2. Review Homework (20 minutes)

- Quickly go over the Fundamental Math Review questions, making sure that most of the students feel comfortable with them.
- Go over Algebraic Expressions questions from p. 304-305. Ask students about key (bolded) vocabulary on p.302-303, and go over concepts as necessary.
- Go over Writing Test practice questions, demonstrating strategies taught in the previous lesson block to show how to efficiently get to the correct answer.

### 3. SAT Grammar (40 minutes)

- Warm up by writing a sentence or two on the board, and asking students to identify various **parts of speech**, as listed on p. 181.
- **Introduce Common Grammar Errors** (p. 182-189). Go through each error and example, checking for understanding, and creating new examples as needed for clarification. Make sure students can identify the following errors:
  - Comma Splice (p. 183)
  - Either/or and Neither/nor errors (p. 185)
  - Pronoun agreement errors (especially “one” vs. “you” – p. 186)
  - Tense shift errors (p. 188)
- Provide strategies for recognizing these errors in the Writing Test. To test for **agreement**, for example, you might suggest that students always draw a line from the verb to the noun it refers to. You might also suggest that students cross out extraneous words (such as non-underlined parenthetical information) to shorten and simplify a sentence, thereby making it easier to spot errors.
- **Practice:** Go through 1 or 2 questions from the Common Grammar Errors practice set together (p. 190-191), asking students to identify the errors (including, if you have time, any errors present in the

answer options). Then, have students complete the rest of the practice set individually. Leave time to discuss the answers afterwards.

### Suggested 10-Minute Break

#### 4. Introduce the Math Test (10 minutes)

- Explain general structure and content – p. 283-285.

#### 5. Approaching the Math Test (35 minutes)

- **Non-mathematical Strategies** (p. 288-294): These strategies can improve students' Math Test scores, but require little mathematical knowledge.
- **Math Strategies** (p. 295-299): These strategies will help students answer questions more efficiently—maximum points with minimum calculation.
- Be sure to give students the opportunity to try out these strategies, whether by working through the examples in the text, or applying them to questions in their Diagnostic Test.

#### 6. Assign Homework (5 minutes)

##### **Homework** (Hours 7-8)

- Go through the Writing section of your Diagnostic Test, and identify every instance of a common grammar error you can find, correcting each one as you go. Bring it to next class.
- Memorize the left column of word roots on p. 155, and review those you already learned (all up to *nov*)—p. 154.
- Read, take notes on, and complete the practice questions for the following Math topics, remembering to use the Math Test strategies you learned in class:
  - Linear Equations – p. 306-310.
  - Inequalities – p. 311-316.
  - Absolute Value – p. 317-321.



# Hours 9-10

## Heart of Algebra

### 1. Review Homework (25 minutes)

- Ensure that students know the rules for inequalities (p. 312), understand how to interpret inequalities on a number line (p. 313-314), and manipulate absolute value inequalities (p. 318-319).
- Take inventory of the questions students still had trouble with, and ask how they applied their strategies.
- Go over Writing Test questions from the Diagnostic Test, ensuring that students understand the common grammar errors.

### 2. Vocabulary Quiz or Game (10 minutes)

- On word roots up to *nov* (p. 154-155).
- Test students by either:
  - Calling/writing out words that contain the word parts studied (e.g. “regicide” for the roots “reg” and “cid”), and ask students to define the word *and* identify its roots.
  - Presenting the word roots alone, and asking for definitions.
  - Asking them to use the words or roots in context, to ensure understanding.
  - Giving students a written quiz to complete. You may download the “Roots Quiz” handout from [ivyglobal.com/teach](http://ivyglobal.com/teach).

Suggested 10-Minute Break

### 3. Math (1 hour, 10 minutes)

- For each topic in an ordinary math lesson (e.g. for steps A. through D., below), you should:
  - Introduce and explain the topic
  - List items that students should memorize
  - Tell common questions or question types
  - Work through a few questions with the class
  - Assign some practice questions for individual or small-group work (but leave some for homework).
  - Ask questions frequently: “Is this familiar?” “Why did I do that?” “Am I moving too quickly/slowly?”

- You may also ask students to invent their own questions based on what you have taught them. They may then assign their own questions to other classmates. If you do this, be sure to check that the student who wrote the question is able to solve it correctly before asking another student to solve it.
- A. Systems of Equations and Inequalities (20 minutes)
    - See p. 322-326.
  - B. Linear Functions (20 minutes)
    - See p. 327-330.
  - C. Interpreting Equations (20 minutes)
    - See p. 331-335.
  - D. Overview of Measurement & Units (10 minutes)
    - Briefly teach unit conversions – p. 390-395. Leave most (if not all) practice questions for homework.
    - **Imperial System:** Students should be familiar with converting inches, feet, and yards, as well as minutes, seconds, and hours. Other measurements and conversions aren't necessary to memorize – table 1 on p. 390.
    - **Metric system:** students must memorize kilo-, centi-, and milli- units and conversions – table 2 on p. 390.

#### 4. Assign Homework (5 minutes)

##### **Homework** (Hours 9-10)

- Complete the Measurement and Units practice set – p. 394-395.
- Read the Graphing Equations section, and complete the associated practice questions – p. 336-347.
- Complete all other Heart of Algebra practice questions not done in class – p. 304-347.
- Memorize all word roots. (*ag, act to viv, vit*)– p. 154-155.

# Hours 11-12

## The Essay

### 1. Review Homework (20 minutes)

- Go over Heart of Algebra practice sets.
- Pay special attention to the Graphing Equations section, making sure to teach any unfamiliar or confusing concepts.

### 2. Introduce the Essay (10 minutes)

- See p. p. 227-230
- Make sure you cover the prompt format, the instructions, and the scoring.
- **Analyze Form, not Content:** The concept of writing an analytical essay can be foreign and confusing to many high-school students. It is easy for students to lose sight of the assignment, and formulate an essay that either supports or rebuts the prompt passage's thesis. Take the time to ensure that students understand what they are being asked to do: to discuss *how* the author is arguing, rather than *what* the author is arguing.

### 3. How to Write the Essay (10 minutes)

- See p. 231-236. Emphasize concision, concreteness, clarity, and specificity.
- You should give a minute-by-minute and/or paragraph-by-paragraph breakdown of how students should write their essay. In addition to the pages listed above, you may want to refer to the Essay Section Strategies in Section 3.2 of your Manual.

Suggested 10-Minute Break

### 4. Essay Practice Set (20 minutes)

- Put students in pairs or small groups, and give them approximately 6-10 minutes to read and complete the practice set on p. 237-238, leaving time to discuss the answers as a class.

### 5. Analyzing an Argument (30 minutes)

- **Language** – p. 240-242. Go over word choice, paying special attention to the paragraphs after each example.

- Give students three minutes to each answer one question from the practice set on p. 242-243. As a class, discuss and analyze 4 words or phrases out of those that the students chose.
- **Evidence** – p. 244-247. Focus more on the practice set than the earlier pages.
- **Organization and Reasoning** – p. 248-252. Emphasize that students should never write in full sentences when marking up a passage, as shown on p. 249.
- Go over the **sample passage analysis** on p. 253-255, so students can see what to look for in a prompt passage.
- Discuss the **themes** identified in the passage on p. 256-257, so that students can see how to organize the observations they make while reading a prompt passage.

## 6. Understanding the Rubric (15 minutes)

- Go over the College Board’s rubric on p. 262-264, making sure students understand why each example provided is “Good” or “Bad.”
- If you have extra time, you may ask students to come up with their own good and bad examples of certain points on the rubric.

## 7. Assign Homework (5 minutes)

### **Homework** (Hours 11-12)

- Read Sample Essays, and write detailed notes on what makes Essay #2 (p. 268-269) better than Essay #1 (p. 267); use the rubric on p. 262-264, and your notes from class that day.
- Read and bookmark the Essay Checklist on p. 271.
- Write an essay based on Essay Prompt #2, following your notes and the Checklist. Time yourself to see how long it takes you – p. 274-275.
- Review all word roots (*ag, act to viv, vit*), and learn the first column of prefixes (up to *intra*) – p. 154-156.
- Read sections on Polynomial Expressions, and complete the practice questions, noting down any questions you may have – p. 350-356.

# Hours 13-14

## Reading Passage Types | Passport to Advanced Math

### 1. [BEFORE CLASS]

- Optional: for the Vocabulary Quiz, think up words that include some of the prefixes and roots learned for homework. You may also include suffixes, which were not studied (students often understand the meaning of common suffixes implicitly, without realizing it).

### 2. Review Homework (10 minutes)

- Have students take a separate sheet of paper and, looking at the Essay Rubric on p. 262-264, estimate the mark they will receive on this essay. Have the students keep this sheet for themselves.
- Collect students' essays.
- Leave Polynomials homework to take up later in the class (step 5).

### 3. Vocabulary Quiz or Game (15 minutes)

- On all word roots, and the first column of prefixes (all word parts up to *intra*, p. 154-156).
- Whatever the format of the game or quiz, try to include full words that contain the word parts studied. You may ask students to guess at the definition of the word, as well as defining its parts.

### 4. Reading: Passage Types (15 minutes)

- Include an overview, strategies and practice for each of the following:
  - Literature Passages – p. 60-65
  - Science Passages – p. 66-71
  - History/Social Studies Passages – p. 72-75

### 5. Reading: Atypical Passage Formats (15 minutes)

- See p. 133-146: while the majority of passages will look the same, 3 of them will be presented somewhat differently. They will include slightly different question types and require a slightly different approach. These passages include *synthesis* questions.
- **Paired Passages** (p. 134-139): 1 of the 5 passages will be a passage pair on a similar topic, with questions relating the two.
- **Passages with Graphics** (p. 140-146): 2 passages (1 Science passage and 1 Social Studies passage) will include graphs and/or tables.

## Suggested 10-Minute Break

### 6. Math: Polynomials (30 minutes)

- Go over Polynomial Expressions practice questions – p. 355-356. Review FOIL
- Teach Factoring Polynomials – p. 357-362.
- Make sure to cover Difference of Squares, and Sum/Difference of Cubes (p. 359-360).
- Go through at least half of the Factoring Polynomials practice questions (p. 361-362)

### 7. Math: Quadratic Equations (20 minutes)

- See p. 363-366. Make sure students can identify quadratic equations
- Teach students the **steps** for finding the roots of a quadratic equation (p. 363-364):
  - Rearrange the equation so that there is a quadratic on the left, and 0 on the right
  - Factor the left side
  - Set each factor to 0, and solve x for each.
  - Make sure you have 2 separate roots.
- To help students understand **word problems with quadratic equations**, follow the example equation and make sure the following is clear:
  - $h = 0$  when the object in question is on the ground
  - $t = 0$  when the action in question has not yet occurred
  - **Extraneous solutions:** only one solution will make logical sense.
- **Quadratic Formula:** make sure the “ $\pm$ ” sign is understood.
- Note that the SAT will never ask a question that is only solvable using the quadratic formula. If students already know the formula by heart, they should continue using it whenever they see fit. In this case, they should always start by simplifying the equation in question as much as possible.
- Work through several problems together from p. 367-368.

### 8. Assign Homework (5 minutes)

#### Homework (Hours 13-14)

- Learn all word roots and prefixes – p. 154-156.
- Complete any Factoring Polynomials not done in class – p. 362.
- Complete any Quadratic Equations questions not done in class – p. 367-368.
- Read the section on Quadratic Functions and Graphs, and complete the practice questions – p. 369-375.
- Complete the Reading Test of Practice Test 3, paying attention to passage type and applying strategies learned in class – p. 653-668.

# Hours 15-16

## Passport to Advanced Math, Continued

### 1. [BEFORE CLASS]

- Print out copies of the “Confused Words & Idioms Quiz,” available at [ivyglobal.com/teach](http://ivyglobal.com/teach).

### 2. Review Homework (20 minutes)

### 3. Quadratic Functions & Graphs (20 minutes)

- See p. 369-376. Explain that one can apply the generic function notation equation [ $f(x) = ax^2 + bx + c$ ] to any quadratic function.
- Explain how each feature of a quadratic function can alter the features of a parabola. Make sure students understand the difference between adding a constant (which can be described as altering  $c$ ) and “taking the function of  $x$  plus a constant”.
- You shouldn’t need to spend too much time on **systems of equations** – if you don’t have time to teach this section, you may assign it for homework.
- Work through a few practice questions (p. 374-375).

### 4. Advanced Equations (25 minutes)

- Exponential Equations – p. 377.
- Rational Equations – p. 378. You can essentially skip this section as long as you make sure that students are comfortable with cross-multiplying fractions.
- Radical Equations – p. 379. You will likely need to cover this part more thoroughly than the previous two.
- Practice Questions – p. 380-382. Cover a few in class, and leave the rest (at least #6-10) for homework.

Suggested 10-Minute Break

### 5. Vocabulary Quiz/Game (20 minutes)

## 6. Application of Functions (20 minutes)

- See p. 383-388 (leave some questions for homework if time is tight).
- Introduce Example questions, and then explain how functions can be used to solve each one.

## 7. Assign Homework (5 minutes)

### **Homework** (Hours 15-16)

- Complete the Advanced Equations practice questions – p. 380-382.
- Complete any other Passport to Advanced Math questions not completed in class – p. 355-388.
- Read “Applications of Functions” and complete the associated practice questions – p. 383-388.
- Complete the Confused Words & Idioms Quiz or worksheet.



# Hours 17-18

## Harder Grammar | Managing Stress & Distraction | Reading Test Question Types

### 1. [BEFORE CLASS]

- Print copies of Ivy Global's Practice Test #2. Be sure to have extra copies.

### 2. Review Homework (20 minutes)

### 3. Writing: Grammar Lesson 2 (40 minutes)

- Review **Common Grammar Errors** – a good way to do so might be to write a few sentences that, together, contain all of the common grammar errors, and ask students to call out where and how an error has been made.
- Introduce **Harder Grammar Errors** (p. 192-199).
  - Parallel Structure – p. 192-194
  - Misplaced Modifiers – p. 194-195. For a fun exercise, select or invent a sentence with a misplaced modifier and ask students to demonstrate/act out what the erroneous phrasing implies.
  - Comparison Errors – p. 195-196
  - Confused Words and Idioms – p. 196-197. You may invent sentences with funny idiomatic / incorrect homonym mistakes in them, and discuss what they imply versus what they should imply. Encourage participation and humor—if students can laugh about a rule, they are more likely to remember it.
    - Ask students to circle the ones that they are less comfortable with.
- Work together as a class to complete the Harder Grammar Errors practice questions, naming each grammar error that shows up – p.198-199.
- Give students ten minutes to complete the **grammar practice set** on p. 200-201, reminding them to apply the strategies they've learned, and to search for both common & harder grammar errors. Discuss the answers as a class (using the answer key on p. 723, if necessary).

Suggested 10-Minute Break

#### 4. Stress Management (20 minutes)

- Let your students know that there are some elements of their test-taking experience that will be out of their control. The key is to respond to them as gracefully as possible.
- Feel free to include any strategies you have picked up that have helped you or past students respond productively to anxiety or distraction. Here are some ideas:
  - **Guess & Keep Moving:** If you're spending more time than you should on a question, you'll probably do better to move onto the next question. Make an educated guess using process of elimination if you can; a totally random guess if you can't; circle the question and move on to the next one otherwise.
  - **Don't Dwell:** Once you finish an entire test section, try to forget about it entirely. If you need something to replace those thoughts, try looking forward to the next section: think about what you have to watch out for and what strategies you will use.
  - **Take A Mini-Break:** Try to notice when you are feeling distracted, frustrated, or bored. Try closing your eyes, adjusting your posture, and taking a few slow, deep breaths. Changing your setting even slightly can help you feel ready for the next task.
  - **Think Positive:** When you're feeling overwhelmed or anxious, focus instead on what you *can* do or *have* achieved.
    - Remind yourself of your strengths.
    - Remind yourself how hard you have worked to prepare for the SAT, and how prepared you are compared to people who haven't had the time or money to prepare like you have.
  - **Visualize Success:** Picture getting into a state of supreme focus. Whenever you get distracted, you are incredibly adept at noticing it without getting upset or stuck. Instead, you return to the test and work on what's in front of you.
  - **Mark Your Progress:** You may find yourself lost in a long passage or overwhelmed by a complicated word problem. Try to chop up these painfully long tasks into little feasible chunks. One way to do this is by engaging more closely with the question/passage you're working on, recording your progress by marking up the passage as you go.
  - **Dismiss External Distractions:** If there is an annoying sound in the testing room, the key is to view it as something entirely outside of your control. You may bring earplugs to the test, but this may not be enough. You can also use your imagination: perhaps the chronic cougher in the testing room is in fact a robot designed to test your concentration. See how well you can rise to the challenge.

#### 5. Reading: Question Types (25 minutes)

- See p. 77-102.
- Review vocabulary in context questions. You may ask your students to actually write down a guess-word instead of just thinking of one.
- Work through the practice set on p. 85-86.

- Emphasize the importance of identifying main ideas as you read the passage.
- Work through each example and type of “Central Ideas and Relationships” question, but try not to overstate the difference between Summarizing and Central Ideas questions. Students shouldn’t be worrying about whether they can memorize the question types; they should just be aware of the different ways of approaching different questions, and practice implementing those methods.
- Emphasize how you can use Command of Evidence questions to correct previous questions, and vice versa.
- Be sure to work through the Analogical Reasoning questions on p. 100-101.

## 6. Assign Homework (5 minutes)

### **Homework** (Hours 17-18)

- Complete the entire Practice Test #2 (from the 4-test book, or handed out by your teacher). Use the bubble sheet and paper provided to enter your answers, and make sure to keep within the allotted time.

# Hours 19-20

## Problem-Solving & Data Analysis

### 1. Vocabulary Quiz/ Game (15 minutes)

### 2. Review Homework (25 minutes)

- Collect the bubble sheet from students' practice tests (if this is a 4-hour class, collect them during hours 21-22).

### 3. Math: Applications of Functions (15 minutes)

- If you have not yet had time to do so, go over the Applications of Functions homework (p. 383-388), and make sure students understand exponential growth. If your students feel comfortable with this topic and/or you have gone over the homework already, take 15 more minutes to work on Statistics & Probability (Step 6).

Suggested 10-Minute Break

### 4. Properties of Data (10 minutes)

- P. 396-399 should all be review to most students – go over these measures of tendency quickly, by having students define each key term.
- Explain how students should generally approach graphs and charts, but do not spend too much time on each type if students are familiar with graphical data representation (p. 400-403).

### 5. Ratios, Percentages, Rates & Proportions (25 minutes)

- See p. 407-411.
- Ensure that students understand the difference between fractions and ratios (some ratios can be represented in fraction form – this can be confusing).
- Help students get comfortable with percentages word problems – you may want to use the Math Dictionary in Section 3.2 on SAT-Teaching Strategies.

## 6. Probability & Statistics (15 minutes)

- Give a brief introduction to or overview of this section, referring to p. 414-418.
- Go into more depth if you have the time, covering as much as you can from p. 414-421.

## 7. Assign Homework (5 minutes)

### **Homework** (Hours 19-20)

- Read and take notes on Probability & Statistics, and complete the *even-numbered* practice questions – p. 414-424.

# Hours 21-22

## Problem-Solving & Data Analysis, Continued | Practice Test Review

### 1. Review Homework (20 minutes)

- Take in students' bubble-in sheets for their at-home practice test (Practice Test #2) if you are teaching a 4-hour class.
- Leave the Statistics & Probability homework until step 3.

### 2. Vocabulary Quiz / Game (15 minutes)

### 3. Math: Statistics & Probability (25 minutes)

- Go over the homework, introducing any new concepts and resolving any misunderstandings as you go – p. 414-424.

Suggested 10-Minute Break

### 4. Using Data as Evidence (15 minutes)

- See p. 430-437. Explain how to efficiently approach charts, graphs, and tables, using the examples provided.

### 5. Start Reviewing Practice Test (30 minutes)

- Go over the most difficult questions from the at-home practice test – this should include questions that students couldn't answer, as well as questions that students should be able to answer more efficiently, by using shortcuts and strategies, or by becoming more familiar with the material.

### 6. Assign Homework (5 minutes)

#### **Homework** (Hours 21-22)

- Read about "Modeling Data," and complete the associated practice questions – p. 425-429.
- Complete any questions from the "Problem Solving and Data Analysis" section that you haven't yet finished – p. 394-429.

# Hours 23-24

## Writing Question Types | Essay Review | Practice Test Review

1. Review Homework (20 minutes)

2. Essay Review & Practice (40 minutes)

- Have students read a Sample Essay Prompt of your choosing (from p. 272-279).
- Work together on developing a good essay outline.

Suggested 10-Minute Break

3. Writing Question Types: Expression of Ideas (15 minutes)

- Cover Development of Ideas questions – p. 204-212.
- Cover Organization of Ideas questions – p. 213-218.
- Optional: Introduce Effective Language Use questions – p. 219-224.

4. Review Practice Test (30 minutes)

5. Assign Homework (5 minutes)

### **Homework** (Hours 23-24)

- Read about “Effective Language Use” questions – p. 219-224.
- Complete all the practice questions found in the Expression of Ideas section – p. 211-212, 217-218.
- Read sections and answer questions on Angles and Volumes of Shapes, Right Triangles, and Radians & the Unit Circle – p. 440-463.
- Send an email listing 1-3 Math topics you are least comfortable with, and would like to go over in coming classes.

# Hours 25-26

## Math: Additional Topics & Strategy Review | Practice Test Review

### 1. [BEFORE CLASS]

- Send out score reports for students' at-home practice tests (Practice Test #2).

### 2. Review Homework (20 minutes)

- Leave Geometry homework review for after the break.

### 3. Review Practice Test (35 minutes)

- Go over the questions students had most difficulty with.
- Note any topics that the class as a whole particularly struggles with.

Suggested 10-Minute Break

### 4. Math: Geometry (30 minutes)

- **Angles & Volumes of Shapes** – p. 440-447. Review homework and clarify.
- **Right Triangles** – p. 448-455.
- **Circles** – p. 465-471.

### 5. Radians and The Unit Circle (15 minutes)

- See p. 456-464.
- Make sure students can convert between radians and degrees.
- Cover the Unit Circle.

### 6. Assign Homework (5 minutes)

#### **Homework** (Hours 25-26)

- Complete any practice questions on circles that you didn't get to in class– p. 470-471
- Complete a full 25-minute No-Calculator Math Section from Practice Test 3 in your *New SAT Guide* – p. 687-694.
- Review and/or memorize all Word Parts – p. 154-157.



# Hours 27-28

## Final Test Prep | Last Class Reminders | Math Review

### 1. [BEFORE CLASS]

- Read all your students' emails, and decide which Math topic(s) students generally need most help with (to be taught in hours 27-28).

### 2. Math Game (30 minutes)

- In this game, your students will alternate playing the roles of SAT question-writer and test-taker. Divide your class into 2 teams. Each team member on each team has to create 1 SAT Math question.
- Each question needs to be written on paper and solved by the creating team before it is submitted to the teacher for review.
- One of the questions is written on the board, and the students on the other team have to answer it within the allotted time.
- 1 point is awarded for answering the opposition's question correctly, and 1 point for creating a good question (i.e., one that adheres to SAT's style). A point is taken away if the creating team can't answer its own question correctly.
- You may decide to bring a small prize for the winning team.

### 2. Review Homework (20 minutes)

Suggested 10-Minute Break

### 3a. IF LAST CLASS (20 minutes)

- Address any final questions.
- Provide timeframe for returning students' final score reports.
- Advise students on short and long term study plan. For example:
  - "Try to set up a regular sleep routine for at least the week before the test – 8 hours is ideal, and your bedtime and wake-up time should be organized based on when you have to wake up to get to the actual test."
  - Check the test location and plan to arrive early.

- Do not study the night before or the morning of the exam. The night before should be a time to rest. Sleep early and allow your brain to work on consolidating all the knowledge you have been accruing in past weeks.
- Wear multiple layers (so you are prepared whatever the temperature).
- Plan your meals and clothes at least the night before.
- You may want to give students a checklist, or have them make their own.
- Answer any final questions students have about the test day.

### 3b. If NOT Last Class: Vocabulary Game

#### 4. Math Review (30 minutes)

- Go over whatever topic the students find most difficult. This will probably include a general review of the topic(s), close analysis of some already-done practice questions, and both group and individual work on more practice questions

#### 5. Open Discussion (15 minutes)

- Organize a discussion/debate among your students about what they are most worried about, how/how much/when they plan to study for the SAT, etc. Try to encourage student participation as much as possible, and only speak to answer questions directed at you.

#### 6. Assign Homework (Optional)

If the practice test is more than a couple days away, you may choose to assign some actual homework. Choose a topic that your students have been struggling most with, and assign practice questions.

# Hours 29-32

## Practice Test #3

### 1. [BEFORE CLASS]

- Have copies of a full practice test (Recommended: Practice Test 3 from Ivy Global's New SAT 4 Practice Tests book), including bubble sheets.
- Write down the order and timing of the test (including break times) on the board.
- If you have space, you may also write down some test rules.
- Be sure to leave space for writing down time left per section, if needed.

### 2. Briefly remind students of rules and timing (5 minutes)

### 3. Proctor the Test (3 hours, 50 minutes)

- See Section 2.2 of this Teacher's Manual for the order and timing of the test.
- Remember to provide students with 2 breaks (for a total of 10 minutes).

### 4. [AFTER CLASS] Prepare Score Report

- Follow the instructions on the Online Scoring Sheet ([cloud.ivyglobal.com](https://cloud.ivyglobal.com)) to prepare a Score Report for each student.
- If this is your last class, you should also send each student (or parent) a personalized Final Report.

## Section 4.5

# 60-Hour Syllabus

See Section 1.1 for an overview of the contents and structure of the syllabi. See Chapter 3 and Section 4.1 for teaching techniques and strategies.

Together with the 32-hour syllabus, the following pages provide a 60-hour course syllabus. Each syllabus is divided into two-hour lesson blocks, which are most easily taught as 2-hour or 4-hour classes.

Unless otherwise stated, all page numbers refer to the *New SAT Guide*, 2<sup>nd</sup> Edition.

### Materials

- Ivy Global’s *New SAT Guide*, 2<sup>nd</sup> Edition (hereafter “*New SAT Guide*”)
- The College Board’s *The Official SAT Study Guide* (hereafter “CB”)
- Ivy Global’s New SAT 4 Practice Tests book
- The College Board’s Practice Test 1 (available at [sat.ivyglobal.com](http://sat.ivyglobal.com), as well as in CB with answer explanations)
- New SAT Bubble Sheets (for students to record their answers – available at [sat.ivyglobal.com](http://sat.ivyglobal.com))
- Math Fundamental Review (available at [ivyglobal.com/study](http://ivyglobal.com/study) as an additional resource accompanying the *New SAT Guide*, 2<sup>nd</sup> Edition)
- Vocabulary List (available at [ivyglobal.com/study](http://ivyglobal.com/study) as an additional resource accompanying the *New SAT Guide*, 2<sup>nd</sup> Edition)
- Common Grammar Errors worksheet (available at [ivyglobal.com/teach](http://ivyglobal.com/teach))

## Course Summary

In the table below, each test section is abbreviated to one letter (e.g., “M” means “Math Test”). Other abbreviations include: “V” (vocabulary), “PT” (practice test), “HW” (homework), “wksht” (worksheet), and “OV” (words from the online Vocabulary List).

60-Hour Syllabus Summary	
Hours 1-32	
<i>Adapt hours 1-32, using Practice Test #1</i>	
Hours 33-34	Hours 35-36
E: Group Practice   R: Methods Review <u>Homework</u> : E grading, R practice set, W test review	W: Question Types   Test-Taking Difficulties <u>Homework</u> : full W test section, classmate test-taking strategies
Hours 37-38	Hours 39-40
W: PT3 Review   V: Vocab List Intro   R: Passage Types <u>HW</u> : OV 1-23; R p. 64-75, 121-126.	M: Data, Radians & Unit circle   R: PT3 Review <u>HW</u> : OV 1-35; Math Calc Test– p. 539-551.
Hours 41-42	Hours 43-44
M: review (general & PT3)   E: Self-Grading <u>HW</u> : full M p. 697-709.	W: Grammar   E: Approach & Timing <u>HW</u> : OV 1-65; W: full test, read p. 108-111; E: article HW
Hours 45-46	Hours 47-48
R: Persuasive Language   E: Debate   M: Complex #s <u>HW</u> : OV 1-90 + flash cards; R: p. 127-132; M: p. 475-476.	V   W: Paired Competition <u>HW</u> : 2-hour mini-diagnostic
Hours 49-50	Hours 51-52
R: Word Search   V: Charades   M: Polynomials Review <u>HW</u> : OV 1-112 + sentences; M: p. 619-632; R: p. 147-152.	M: Geometry   E: Discussion / Debate <u>HW</u> : OV 1-125; cylinder msmt; create 2 geometry questions
Hours 53-54	Hours 55-56
M: Game + Triangles   mini-PT Review   W: Review <u>HW</u> : Optional. OV 1-140; study plan; M: circles wksht	SAT Jeopardy   Test-Taking Advice   V: Charades <u>HW</u> : None
Hours 57-58	Hours 59-60
Practice Test #4	

# Hours 1-4

## Introduction | Practice Test 1 (*Adapted from the 32-Hour Syllabus*)

The 60- and 100-hour courses should begin with a full diagnostic practice test, as their lengths permit time for a more thorough and accurate assessment of students' initial skill level. In order to provide enough time for introduction before students begin the test, assign the 50-minute optional essay as homework. This will leave you with a 3-hour practice test, plus 10 minutes for break, allowing for 50 minutes of introduction. Use this time to teach a condensed version of Hours 1-2 in the 32-hour syllabus. You may alter the lesson plan for Hours 1-2 as follows:

### 1. [BEFORE CLASS]

- Have printed copies of Ivy Global's Practice Test 1, from the 4 Practice Tests book.

### 2. Take Attendance and Get to Know Each Other (15 minutes)

- Briefly introduce yourself, and ask students to introduce themselves (with attendance sheet in hand, noting any absences). Your goal is to help your students feel comfortable and for you to get to know them. Find more advice on creating rapport during class introductions in Section 5.1 on Classroom Advice.

### 3. Introduce the Course (5 minutes)

- Explain any class policies such as expectations for homework, when there will be breaks, what students will need to bring to class, and what students cannot have out during class time (e.g., cell phones, headphones, etc.). At a minimum, students should bring the following to every class:
  - The Ivy Global *New SAT Guide*
  - Pens, pencils, & erasers
  - A notebook or notepaper
  - A calculator
- Review the general schedule of the class, including the dates of practice tests.

### 4. Introduce the SAT (20 minutes)

- **SAT Format, Content, and Purpose** (See p. 4-7 of the New SAT Guide. You may also use Chapter 2 of this manual for reference).
- **Signing Up for The SAT** (See p. 8 – 9)

- **General Test-Taking Tips** (see p. 12-14)
  - Learn the test (format, instructions, timing)
  - Manage your time (bring your own watch!)
  - Guess strategically
  - Entering answers: Use the Diagnostic Test answer sheets (Scantron / bubble-in sheet) as reference, and ensure that they understand how to fill in each type of answer (essay, multiple choice, and grid-in).
- **Key SAT Strategies** (see the “Teaching Strategies” section of this manual, and p. 15-23 of the Guide). The 5 P’s: **Plug in**. Use your **Pencil**. **Process of Elimination**. **Pick & Skip** (pick easy questions and skip time-eaters). **Predict** answers before looking at answer options.
- **Managing Stress and Distraction** (see p. 26-27, “During the Test”). When students are anxious, bored, tired, or otherwise distracted, this can greatly affect their test performance. However, if they are self-aware and have strategies for responding to these difficulties, they can still excel. Add any tips you may have for combating distraction during a test.
- Give students around 5-6 minutes to complete the practice questions on p. 52-53, and review them together.

## 5. Proctor Practice Test #1 (3 hours)

- Administer under SAT-taking conditions: enforce the College Board’s guidelines for taking the SAT.
- Give students a way to track the time – if there is no easily visible clock in your classroom, you can run a countdown timer through a projection screen or mark the time remaining on a board. Give students a 5- or 10-minute warning for each section.

Suggested 10-Minute Break

## 6. [Optional] Introduce Vocabulary Building (1-2 minutes)

- See p. 153-157.

## 7. Introduce the Reading Test (8-10 minutes)

- Outline the structure and content of the reading test, and the general format of the questions (see p. 31-33, and/or the Reading Test overview in Section 2.4 of this manual).
- You may show students a practice passage (e.g. p. 54-56) so they can get a better sense of what to expect.
- Briefly introduce general strategies for approaching the content of a Reading Test, as on p. 36-37.

- Explain that in future classes there will be time to discuss and practice how to approach passages in more depth.

## 8. Assign Homework (5 minutes)

### **Homework** (Hours 1-4)

- Read p. 3 and p. 14-27, taking notes on Key Strategies, and any questions you have.
- Complete a personalized study plan, as suggested on p. 25, to be handed in (or emailed to you) for next class.
- Read and complete the exercises on “Marking Up a Passage” and “Summarizing” – p. 35-43.
- Memorize the first page of word roots (*ag, act to cid, cis*), p. 154.
- Complete the 50-minute essay that accompanies the SAT Practice Test #1.



# Hours 5-32

*Follow the rest of the 32-Hour Syllabus*

# Hours 33-34

## Essay Correction | Reading Review

### 1. [BEFORE CLASS]

- Make sure you send out students' score reports for Practice Test #3.
- Print simplified versions of the score reports (include list of correct answers vs. student's answers).
- Bring students' marked essays to return to them.
- Review essays; note any common mistakes or weaknesses to teach in class.
- Bring a copy of Practice Test #3 to class, including the essay prompt.
  - Print out extra copies of the essay prompt.

### 2. Review Homework (15 minutes)

- If you didn't assign homework last class, discuss Practice Test #3, taking up questions that most students had trouble with.

### 3. Reading Test Review (15 minutes)

- Ask students to help you come up with a step-by-step breakdown of how to approach passages in the Reading Test. Refer to p. 36-38 if needed.
- Do the same task (or extend it) for approaching Reading Test questions.

### 4. Practice Marking Up a Passage (25 minutes)

- Discuss how to mark up a passage efficiently – ask students what symbols, abbreviations, and notations they use when marking up a passage (e.g. double-underlining, circling key words, using smiley faces, or creating acronyms). Emphasize the importance of making notes brief, and never using full words or sentences.
- Have students read and mark up the passage on p. 54, practicing using new notation. Take up the passage by asking each student to share at least one note or mark they made on the passage.
- Go through a few questions on p. 55 slowly, asking students to share whether and how their notes guide them.

Suggested 10-Minute Break

## 5. Essay Review (50 minutes)

- Return essays from Practice Test #3. Allow five minutes or so for students to look them over.
- Discuss what the class did well, and what the class could generally improve upon.
- Review the prompt passage and ask students to help you summarize it.
- Work together to make a detailed essay outline.
- Have students write a full essay based on that outline (or as much of a full essay as they can). The rest will be assigned for homework. Students may “self-plagiarize” – using effective sentences and ideas from their or their classmates’ original essays.

## 6. Assign Homework (5 minutes)

### **Homework** (Hours 33-34)

- Complete the essay you began in class.
- Grade your completed essay on a separate sheet of paper, using the rubric on p. 262-264 and/or p. 271.
- Complete the Reading Practice Set, with a focus on marking up the passages – p. 54-58.
- Review all Word Roots, Prefixes, and Suffixes – p. 153-157.
- Review the Writing Test from your most recent practice test, correcting any mistakes you can find and circling any questions you need help with.

## 7. Return Score Reports (as students leave)

# Hours 35-36

## Writing: Question Types | Test-Taking Difficulties

### 1. Vocabulary Game (15 minutes)

### 2. Review Homework (20 minutes)

### 3. Writing: Development of Ideas Questions (20 minutes)

- Explain “Expression of Ideas” questions (p. 203). Expression of Ideas questions can be identified by the inclusion of actual questions or sentences above the multiple-choice options, whereas Conventions questions simply include answer options.
- Review how to identify and respond to questions about propositions (main idea questions – p. 204-205), support (evidence questions – p. 205-206), focus (or questions of relevance – p. 206-207), and graphics (p. 208-209). Teach students how to approach “yes, yes, no, no” questions (as in p. 207 #3) – first **predict** an answer (yes or no), and then eliminate the two answer choices that don’t fit, finally evaluating the two that remain.
- Allow students to read the passage on p. 211 and have them identify the type of each question.
- Complete the practice set on p. 211-212. Discuss how understanding question types helped.

Suggested 10-Minute Break

### 4. Writing: Organizing Ideas Questions (15 minutes)

- Review p. 213-217.
- For “Common Signal Words,” you might add that conclusion words are used to indicate the *result* of something. You may also introduce the opposite: “reason” words such as “because,” “reason,” “cause,” and “factor.”
- Discuss the **clues** mentioned on p. 216.
- Work through the first question on p. 217 together, and have students complete the practice questions (p. 218) individually or in pairs.

### 5. Writing: Effective Language Use (25 minutes)

- Work through p. 219-224.
- The last sentence on p. 222 concisely summarizes ideal SAT syntax.

## 6. Identify Recurrent Test-Taking Issues (10 minutes)

- Ask students to (anonymously) write down one or two difficulties they encounter when taking the test. These should be issues with the **process** of test taking rather than with the content (i.e., problems that can't easily be solved by simply studying).
  - Examples may include forgetting to check the time, spending too long on difficult questions or reading passages, or tending to guess the wrong answer when choosing between two remaining options.
- Have students copy this information so they have one copy to keep for themselves, and one copy to share anonymously with another student. Then, give each student someone else's sheet of paper.
- For homework, students will suggest strategies to help improve their own and each other's test-taking skills.
- Provide an example of a creative way to improve test-taking skills (see the General Test-Taking Strategies in Section 3.2 of this manual for some suggestions).

## 7. Assign Homework (5 minutes)

### **Homework** (Hours 35-36)

- Complete a full, timed Writing Test – p. 671-684. Record answers in the Section 2 bubble sheet – p. 643.
- Correct yourself using the answer key on p. 729.
- Revisit the questions you circled on the Writing Test for your last in-class practice test.
- Come up with at least one strategy that directly addresses the test-taking difficulty written on the sheet of paper you received in class, and one that addresses your own issue with test-taking. Email these strategies to your teacher.

# Hours 37-38

## Practice Test Review | Reading: Passage Types | Vocabulary List

### 1. [BEFORE CLASS]

- Compile an anonymous list of all the test-taking improvement strategies that your students emailed you for homework. Email this list to your students, or print out copies to hand out in class. If you disagree with any of the strategies, try to add your own alternatives below rather than omitting the student’s suggestion.
- Have a copy of the New SAT Vocabulary List (available at [ivyglobal.com/study](http://ivyglobal.com/study) as an additional resource accompanying the *New SAT Guide*, 2<sup>nd</sup> Edition).

### 2. Review Homework (20 minutes)

- Take in students’ essays.
- Review all other homework.

### 3. Review Practice Test #3: Writing Test (40 minutes)

- Review the Writing Test. Be sure to cover the questions students circled for homework.
- If time allows, review the Reading Test as well.

Suggested 10-Minute Break

### 4. Introduce Vocabulary List (15 minutes)

- Introduce the online Vocabulary List as the next step in SAT vocabulary building (available under “Additional Resources” at [ivyglobal.com/study](http://ivyglobal.com/study)).
- Explain the importance of vocabulary building for the Reading and Writing tests – see p. 153-154.
- Introduce strategies for vocabulary memorization, such as creating **flash cards** and **mnemonic devices** like rhyming, alliteration and imaginary scenarios. You may also recommend the online flashcard tool [quizlet.com](http://quizlet.com).
- Have students invent a few mnemonic devices, and suggest a few of your own.
  - Examples: for the word **anomalous** or **anomaly**, imagine somebody pronouncing the word “abnormal” in a strange accent. Write the word **florid** in an ornate font with a red pen. For

the verb **flagging**, create a sentence that also includes “sagging.” Pronounce the word **gravity** as “grave-ity” to remember its secondary meaning.

## 5. Reading: Passage Types (30 minutes)

- Review each passage type, discussing what specific things to look for in each. You may use the Reading section of Practice Test #3 to practice searching for passage-type-specific content. Leave the practice questions for homework.
  - **Literature** – p. 60-64. While examining characterization techniques (p. 62), ask students what they think each example reveals about the protagonist and/or other characters.
  - **Science** – p. 66-69. When looking over the example passage (p. 67), ask students to identify the **thesis**, **supporting evidence**, a **counterclaim**, the **refutation**, and a **conclusion**.
  - **Social Sciences & History** – p. 72-73. While examining common rhetorical techniques (p. 73), ask students to discuss the effect of each example of a rhetorical technique.

## 6. Assign Homework (5 minutes)

### **Homework** (Hours 37-38)

- Bring in your essay grading sheets next class, to be compared with the teacher’s grading.
- Read through the Vocabulary List, and circle all of the words you definitely know (reading the definitions to make sure).
- Create flash cards for the first 23 words (*accede* to *auspicious*) with definitions in your own words (making sure you understand definitions by looking them up elsewhere) and memorize them.
- Complete practice questions for each Reading Test passage type – p. 64-65; p. 70-71; p. 74-75.
- Read about Analyzing Arguments, and complete practice questions – p. 121-126.

## 7. [AFTER CLASS]

- Grade students’ essays. Remember that the essay started in class, so the first part of each should be identical.
- *Optional:* Have prizes ready for the student(s) who accurately guessed the grade their essay would receive. For example:
  - Small office supplies or novelty items from a dollar store; food or candy; bonus points for the next vocabulary test / game (if that this is something your students would value); a pass on the next homework assignment, etc.

# Hours 39-40

## Review Practice Test | Math: Data, Radians & The Unit Circle

### 1. Review Homework (20 minutes)

### 2. Review Properties of Data (10 minutes)

- Ask students to define measures of central tendency, range, and standard deviation – p. 396-399.

### 3. Review Modeling Data (10 minutes)

- Ask students to explain scatter plots and lines of best fit – p. 425-426.
- Make sure students know how to estimate equations for data using a line of best fit.

### 4. Review Using Data as Evidence (10 minutes)

- Look at each example (in the grey boxes) and ask students to help you answer the question efficiently – p. 430-432.
- Discuss error measurements – p. 434-435.

Suggested 10-Minute Break

### 5. Review Practice Test #3: Reading (35 minutes)

- Take up difficult questions from the Reading section of Practice Test 3 in detail. If you have time left over, begin reviewing the Math section.

### 6. Review Radians & The Unit Circle (20 minutes)

- Fill in anything that you haven't had the chance to teach, or that students aren't comfortable with.
- Students should memorize conversions of common angles (as seen in the table at the bottom of p. 456). Emphasize that  $180^\circ = \pi$ .
- Ask students to draw the unit circle. They should label coordinates, angles, and the four quadrants.
- See p. 460. Explain the rules at the top of the page: "The sine of the angle..." and "The cosine of the angle..."



## 7. Assign Homework (5 minutes)

### **Homework** (Hours 39-40)

- Memorize words 1-35 (*accede* to *caustic*) from the online Vocabulary List (available at [ivyglobal.com/study](http://ivyglobal.com/study) as an additional resource accompanying the *New SAT Guide, 2<sup>nd</sup> Edition*).
- Complete a full Math Test – Calculator section – p. 539-551.

# Hours 41-42

## Math Review | Essay Grading

### 1. [BEFORE CLASS]

- Bring in graded essays to return to students.
- *Optional:* Bring in prizes for students who graded their own essays most accurately.

### 2. Review Homework (20 minutes)

### 3. Review Algebraic Expressions (15 minutes)

- Define algebraic expressions – p. 302.
- Ask students to define and give examples for the following terms: variable, constant, coefficient, term, polynomial, binomial, like terms, greatest common factor (GCF).
- Go over the distributive property and factoring, and explain their relationship.

### 4. Review Measurement and Units (15 minutes)

- Rather than covering the pages in the SAT Guide, copy down each of the example questions (p. 391-393 – or invent some of your own) and ask the students to solve them.
- If they have difficulty remembering units, teach them the mnemonic device on p. 391, or use your own.
  - For example: “**K**ing **H**ector **D**isqualified [*one*] **D**ressy **C**entipede **M**ilker.” Each word sounds somewhat like the unit it denotes, and the ones unit is represented by “one.”

### 5. Assess Students’ Essay Grading (during the break)

- Take in students’ essay grading sheets, and compare each to your own. Decide the winners.

Suggested 10-Minute Break

### 6. Review Absolute Value (15 minutes)

- See p. 317. Have students help you define “absolute value” and provide examples.
- Explain the two rules for solving absolute value inequalities.

- You may want to share the mnemonic device “Less **Thand**” (e.g.,  $x$  is greater than  $-a$  **and** less than  $a$ ) and “Greater**r**” (e.g.  $x$  is either less than  $-a$  **or** greater than  $a$  – it cannot be both).
  - Show how these two rules are represented on a number line.
- Teach “Interpreting Absolute Value” – p. 333.

## 7. Review Practice Test #3: Math (35 minutes)

- Take up difficult questions from the Math section of Practice Test 3 in detail. If you have time left over, begin reviewing another section students had trouble with.

## 8. Return Graded Essays & Present Prize(s) (5 minutes)

- Leave time to answer general questions.

## 9. Assign Homework (5 minutes)

### **Homework** (Hours 41-42)

- Complete a full Math Test: Calculator Section – p. 697-709.
- Memorize words 1-56 (up to *cursor*) from the online Vocabulary List. Create flash cards and mnemonic devices.

# Hours 43-44

## Grammar Review | Essay Review | Vocab Quiz

### 1. [BEFORE CLASS]

- Print out copies of the Common Grammar Errors worksheet (available at [ivyglobal.com/teach](http://ivyglobal.com/teach)).
- Choose an article or persuasive essay for students to read for homework—either print it out or make sure it is otherwise easily accessible to your students.

### 2. Vocabulary Game (20 minutes)

- Test students on words from the online Vocabulary List.
- Give students extra points for identifying a helpful mnemonic device or including a word in a memorable sentence. Make sure that students understand the meaning of the word rather than simply being able to recite the definition from the list.

### 3. Review Homework (20 minutes)

### 4. Writing: Grammar Review (10 minutes)

- Have students complete the Common Grammar Errors worksheet.
- Identify the grammar errors that appeared in the Writing Test of Practice Test #3 or another Writing Test that they have already completed.

Suggested 10-Minute Break

### 5. Writing: Grammar Questions Competition (30 minutes)

- Have students divide into teams, and each write one sentence with an accompanying SAT-style multiple-choice grammar question. Each question should test one or more grammar concept from p. 181-189 or p. 192-197. Each team then has to solve each other's Grammar Test at the same time, competing for speed and accuracy.

## 6. Essay Writing Breakdown (25 minutes)

- Discuss or review how to approach an essay.
- Go over the timing of the Essay, making sure to emphasize the importance of a clear and compendious outline – see p. 234-236.
- Ask students to discuss things to avoid when writing the SAT essay, and/or the difference between the SAT essay and essays written for school.

## 7. Assign Homework (5 minutes)

### **Homework** (Hours 43-44)

- Memorize words 1-65 (up to *destitute*) in the online Vocabulary List, using mnemonic devices.
- Complete a full Writing and Language Test – from Practice Test 2, p. 593-605.
- Read and annotate “Analyzing Word Choice,” and complete the associated practice questions – p. 108-111.
- Read the assigned article, and focus on one strategy the author uses to successfully builds his or her argument. Explain the **effect(s)** and/or **purpose(s)** of this strategy.

# Hours 45-46

Reading: Persuasive Language | Essay Debate | Complex Numbers

## 1. [BEFORE CLASS]

- Make sure you have a copy of the article assigned for homework.

## 2. Review Homework (20 minutes)

## 3. Essay: Debate (40 minutes)

- Organize a discussion about the article read for homework.
- First, students should come to a consensus about which aspect of the article to focus on (for example, an extended analogy or the repetition of a particular word).
- Second, students should discuss the effect that this element has on the reader, and/or the author's goal in employing this element.
- You may divide students into teams in order to encourage the development of opposing viewpoints, give students points to encourage participation, allow students to discuss freely.

Suggested 10-Minute Break

## 4. Reading: Persuasive Language (20 minutes)

- See p. 107-126. Work through examples and practice questions where possible, but leave the Practice Set for homework.

## 5. Math: Complex Numbers (25 minutes)

- See p. 472-476. Note that a square root of a negative number (e.g.  $\sqrt{-x}$ ) or a negative square (e.g.  $x^2 = -y$ ), is a cue to use the imaginary number,  $i = \sqrt{-1}$ .
- Work through the example questions with the class. Have students solve the first two practice questions individually – p. 475.
- Leave some practice questions for homework.

## 6. Assign Homework (5 minutes)

### **Homework** (Hours 45-46)

- Memorize words 1 – 90 (up to *enigma*) from the Vocabulary List. Create flash cards for new words, and identify word parts.
- Complete the Persuasive Language Practice Set – p. 127-132.
- Complete the Complex Numbers practice set – p. 475-476.

# Hours 47-48

## Vocabulary Quiz | Writing Test Competition

### 1. [BEFORE CLASS]

- Print out copies of Ivy Global's 2-hour diagnostic Practice Test (available at [sat.ivyglobal.com](http://sat.ivyglobal.com)) to be assigned as homework.
- *Optional:* bring prizes for the writing test competition.

### 2. Vocabulary Quiz / Game (25 minutes)

### 3. Review Homework (20 minutes)

Suggested 10-Minute Break

### 4. Paired Writing Test Competition (1 hour)

- Divide students into pairs, and give them **30 minutes** to do as much as they can of the Writing and Language Test from the *New SAT Guide's* Practice Test 1 (p. 511-526). Students must agree with their partners on the answer for each question, and must come up with a justification for each answer.
- Leave **30 minutes** to go over the questions as a group. To ensure that each student has participated, go around the room, calling on each student in turn to identify and justify the answer for one question.
- Students will be judged on accuracy and justification: you may assign a pair 2 points for a correct answer, for example, and 1 point for a clear justification.

### 5. Assign Homework (5 minutes)

#### **Homework** (Hours 47-48)

- Complete the 2-hour Mini-Diagnostic practice test.



# Hours 49-50

## Word Search Race | Vocabulary Charades | Polynomials

### 1. [BEFORE CLASS]

- Print out the Reading – Word Search question & answer sheet (available online at [ivyglobal.com/teach](http://ivyglobal.com/teach)) – to be used with the Global Conversations passage in the 2-hour mini-diagnostic test (p. 15-16).

### 2. Review Homework (20 minutes)

- Take in students' bubble sheets for the 2-hour Mini-Diagnostic practice test.
- Go through the 2-hour Mini-Diagnostic practice test.

### 3. Reading: "Word Search" (20 minutes)

- Have students take out the Global Conversations passage from their 2-hour Mini-Diagnostic Test.
- Explain the rules of the word search: You will ask students to locate a word or phrase in the passage, and students will have to locate it and identify the line number where it appears. The first student to answer a question gets a point. (You may choose to divide the class into pairs or teams if you wish).
- You may include a "bonus round" where students can earn extra points by identifying an interesting or important element of the passage that was not mentioned.

Suggested 10-Minute Break

### 4. Vocabulary Charades (40 minutes)

- Explain the rules of charades, if necessary.
- Divide students into two teams and choose words that they've memorized from the Vocabulary List for their opponents to act out silently to one another. For each turn, one student must blindly pick a word chosen by the opposing team, and must act it out silently for his or her own team. The team is given a limited amount of time to guess the word.

### 5. Math: Polynomials Review (25 minutes)

- See what students remember by asking them to help you work through example problems and define terms that are bolded in the *New SAT Guide*.

- **Polynomial Expressions:** See p. 350-355.
- **Factoring Polynomials:** See p. 357-361.

## 6. Assign Homework (5 minutes)

### **Homework** (Hours 49-50)

- Memorize words 1-112 (up to *glacial*) from the online Vocabulary List.
- Create sentences that illustrate the meaning of 10 or more of the new words you have memorized.
- Complete a full Calculator Math Test – Practice Test 2, p. 619-632.
- Complete the Reading Practice Set – p. 147-152.

## 7. [AFTER CLASS]

- Mark students' 2-hour take-home practice tests, using the New SAT Mini-Diagnostic 2.0 Scoring Sheet (available to Ivy Global employees at [teach.ivyglobal.ca](http://teach.ivyglobal.ca)).

# Hours 51-52

## Geometry 1 | Essay Discussion

### 1. [BEFORE CLASS]

- Prepare a sheet of 8.5 x 11 paper that you can roll into a cylinder with no bases (you may label one side “height” and one side “circumference”).

### 2. Review Homework (20 minutes)

### 3. Geometry Review (30-40 minutes)

You should spend a total of about one hour on Geometry Review, but the time needed to cover each topic will vary depending on the class.

As always, feel free to adjust time spent on each topic to optimize student learning and engagement to the best of your ability.

- Draw large, clear diagrams whenever possible.
- **Lines & Angles:** see p. 441-442. Students should be able to define the following terms:
  - Congruent, complementary and supplementary angles, transversal, bisect, interior and exterior angles
- **Prisms:** see p. 442-443. Students should be able to define the following terms:
  - Base, face, edge, and vertex
- **Circles:** See p. 465-470.

Suggested 10-Minute Break

### 4. Geometry Review: Cylinders & Spheres (20-30 minutes)

- **Cylinders:** See p. 444-445.
  - Roll a sheet of 8.5 x 11 paper into a cylinder, so that the circumference is 11 inches (or 10 inches if you overlap the two edges by an inch, in order to tape the cylinder together).
    - Ask students to find the *radius* of this cylinder’s base ( $\sim 1.75$  in<sup>2</sup>).

- Ask students to find the cylinder's *volume* ( $81.78 \text{ in}^3$ ), and then its *surface area* ( $6\pi + 93.5 = 112.35 \text{ in}^2$ ).
    - When going over *surface area*, use the 8.5 x 11 cylinder and include 2 circles with a circumference of 11. Seeing flattened or unfolded solids is often helpful for learning about surface areas.
- **Spheres:** See p. 445.

## 5. Essay Discussion (25 minutes)

- Give students 5-10 minutes to read (and annotate) Essay Prompt #4 – p. 278-279.
- Give students 15-20 minutes to discuss how the author built his argument. If the students need help focusing, you may ask them guiding questions, or divide them into debate teams.
  - (*Optional*) **Debate Exercise:** Team “Yes” has to defend the author’s argument. Team “No” has to refute the author’s argument.

## 6. Assign Homework (5 minutes)

### **Homework** (Hours 51-52)

- Memorize words 1-125 (up to *impetuous*) from the online Vocabulary List.
- Find a cylindrical object in your house, and measure its diameter and height using a ruler. Draw a diagram of it, and find its radius, circumference, volume, and surface area.
- Write 2 math questions related to Geometry (you may use p. 440-455 as reference). Your classmates will have to answer these questions next class. Answer your own questions on a separate sheet of paper, showing your work.

# Hours 53-54

## Writing Review | Math: Geometry 2 | Mini-Diagnostic Review

### 1. Review Homework & Practice Test (30 minutes)

### 2. Writing: Review Toughest Concepts (20 minutes)

- Go over whatever aspect of the Writing Test students have most difficulty with. For example:
  - Review “Approaching the Writing Test” by asking students to tell you what to do, step by step, and what to watch out for (see p. 166-177).
  - Review “Organizing Ideas” and “Effective Language Use” questions, p. 213-223.
    - Go over “common signal words,” p. 213.
    - Discuss “precision” and “concision,” p. 219-221.

Suggested 10-Minute Break

### 3. Geometry Review Game (40 minutes)

- Divide students into teams, and have them take turns answering the Geometry questions their opponents wrote for homework.
- Students should get a point off for answering their own questions incorrectly, for making mistakes in their questions, and for not writing a question at all.

### 4. Geometry Review: Triangles (20 minutes)

- Focus on Special Triangles (p. 449-450), and Trigonometry (p. 451-453).

### 5. Assign Homework - Optional

- If you are teaching a 4-hour class in a 60-hour course, then this will be your last class, and you should not assign homework. If this is not your last class, you may assign the homework below – if possible, print out copies of the Circles Worksheet for your students – available at [ivyglobal.com/teach](http://ivyglobal.com/teach).

**Homework** (Hours 53-54)

- Memorize words 1 – 140 (up to *insular*) from the Online Vocabulary List, creating mnemonic devices, sentences, and/or flash cards for each new word.
- Write a **study plan** outlining your goals and plans for each week leading up to the SAT, and each day in the week leading up to the SAT.
- Complete the Circles Worksheet – available online at [ivyglobal.com/teach](http://ivyglobal.com/teach).

# Hours 55-56

## Grammar Jeopardy | Vocabulary Charades | Test-Taking Advice

### 1. [BEFORE CLASS]

- Prepare SAT Jeopardy game: Ivy Global employees have access to a pre-made SAT Jeopardy game at [teach.ivyglobal.ca](http://teach.ivyglobal.ca). Alternatively, you may build your own jeopardy game at [jeopardy.rocks](http://jeopardy.rocks).
  - Questions should include important strategies and facts you taught throughout the course.
  - Prepare a separate Answer Sheet for yourself (note that you will have to mark a team as “correct” or “incorrect” *before* the answer is shown on the screen).
  - Organize questions by category (e.g., Math, Writing, Essay, Reading, and Other) and by difficulty (e.g., the most difficult Math questions should be worth \$500).
  - Make sure you have appropriate, working audio-visual equipment to play the game in your classroom.
- If you do not have the time or resources for SAT Jeopardy, print out copies of Reading – Extra Passage Practice from [ivyglobal.com/study](http://ivyglobal.com/study).

### 2. Review Homework (20 minutes)

### 3. SAT Jeopardy (40 minutes)

- Explain the rules of the game.
- Divide students into teams (each team chooses a vegetable), and choose a third vegetable who will take any points that neither team can answer.
- *If you cannot do SAT Jeopardy:* Review Reading Test strategies. Then, have students complete the passages & questions from the “Reading - Extra Passage Practice” worksheet, and go over each question together.

Suggested 10-Minute Break

### 4. Vocabulary Charades (40 minutes)

## 5. Test-Taking Advice (20 minutes)

- Discuss how students will prepare in the days and weeks leading up to the test.
- Remind students of how to sign up for the SAT if they haven't.
- Give students advice about how to prepare the night before and morning of – review the strategies you discussed regarding stress-relief and working despite distractions.

## 6. Assign Homework - Optional

- If this is your last class, do not assign homework. If this is not your last class, you may if you wish.



# Hours 57-60

## Practice Test #4

### 1. [BEFORE CLASS]

- Have copies of a full practice test (Recommended: Practice Test 4 from Ivy Global’s New SAT 4 Practice Tests book), including bubble sheets.
- Write down the order and timing of the test (including break times) on the board.
- If you have space, you may also write down some test rules.
- Be sure to leave space for writing down time left per section, if needed.

### 2. Briefly remind students of rules and timing (5 minutes)

### 3. Proctor Practice Test (3 hours, 50 minutes)

- See Section 2.2 of this Teacher’s Manual for the order and timing of the test.
- Remember to provide students with 2 breaks (for a total of 10 minutes).

### 4. [AFTER CLASS] Prepare Score Report

- Follow the instructions on the Online Scoring Sheet ([cloud.ivyglobal.com](http://cloud.ivyglobal.com)) to prepare a **score report** for each student.
- If this is your final class, you should also send each student (or parent) a personalized **final report**. See “Provide Frequent Feedback” under section 3.1 of this manual for more information.