Georgia Standardized Test Prep (SAT/ACT)

10-12

Strategies	1	Educated Guesses: Students will understand how to form educated guesses and when to move on to an easier question. A.) Utilizing the “Letter of the Day” approach. B.) Utilizing the “Personal Order of Difficulty” Approach. TPS1
	2	Time Management: Students will use schedules and agendas to improve time management skills. A.) Completing the exams without running out of time. B.) Utilizing time management to form study habits. TPS2
	3	Annotation: Students will annotate the exam to maximize test taking strategies and to organize their thoughts about questions. TPS3
	4	Anxiety: Students will understand where test anxiety comes from and identify ways to reduce test anxiety in order to perform at their best on test day. TPS4
Essay	1	Students will be able to understand and identify what the essay prompt is asking them to do and then confidently construct a well written essay that responds to the prompt. TPE1
	2	Organization & Structure: Students will identify how to organize and structure the essay based on the prompt. TPE2
	3	Vocabulary Usage: Students will express themselves with varied and appropriate vocabulary. Students will understand the importance of word choice and how to decide which words to use in the essay. TPE3
	4	Revision and Editing: Students will revise and edit their essay to show mastery of organization, vocabulary, and spelling when writing an essay. Reduce the amount of time required to complete a sufficient essay. TPE4
Writing/ English	1	Evidence and Development: Students will understand how to refine the content of a passage to achieve a writer’s purpose. A.) Identify ways to add, revise, or retain thesis statements, claims, and evidence. B.) Recognize how to add, revise, or retain material that supports the passage’s claim. TPWE1
	2	Organization: Students will understand the role that organization plays in improving the structure of a passage to enhance logic and cohesion. Identify effective introductions and conclusions. TPWE2
		:onventions: Students will understand the types of convention errors regularly ddressed on standardized tests . A.) Identify the ways in which coordination and subordination in a sentence, as well as parallel structure, can cause errors of

Skip to main content

		convention. B.) Recognize how end-of-sentence and internal punctuation works. TPWE3
	4	Mechanics: Students will identify and explain common errors of punctuation. A.) Students will recognize the effect that language choices—diction and syntax in particular—can have on a reader. TPWE4
Reading	1	Central Ideas and Evidence: Students will annotate the text in ways that will be helpful for the questions that follow. A.) Identify information and ideas explicitly stated in the text and draw reasonable inferences and logical conclusions from a text. B.) Cite the textual evidence that best supports a claim or point. TPR1
	2	Author Purpose and Perspective: Students will determine the point of view or perspective from which a text is related. A.) Identify the main or most likely purpose of a text. B.) cite textual evidence that best supports a claim or position. TPR2
	3	Word Choice and Vocabulary Acquisition: Students will determine the meanings of words and phrases in context. A.) Determine how the selection of words and phrases shapes meaning and tone in text. B.) Select the best word for the passage based on inferences. TPR3
	4	Synthesis: Students will synthesize information and ideas from paired texts. TPR4
Math TPM1	1	Linear Systems: Help students use algebra to analyze and solve problems in context, otherwise known as word problems. TPM1
	2	Ratios: Help students use ratios and proportions to solve problems. TPM2
	3	Models & Graphs: Help students interpret and analyze linear, quadratic, and exponential models and graphs TPM3
	4	Functions: Help students build quadratic and exponential functions, solve radical equations, and work with radical equations. TPM4
	5	Higher Math: Help students use coordinate geometry, trigonometry and radians, and complex numbers. TPM5