



# Sample 12-Week ACT® Course Scope & Sequence

## Customize the 12-Week Sample ACT® Course to the needs of your students:

- Check the [Progress Report](#) regularly and adjust the scope and sequence based on your assessment data. Choose and prioritize lesson content according to the data.
- Some lessons include opportunities for independent practice.
- Slide Decks can be found in [Instructional Resources](#) in Progress Learning.
- Practice Questions will need to be assigned through Progress Learning's [Assignment Builder](#). A video can be added, or a digital worksheet can be assigned in place of the practice questions.
- As the course continues and students complete assignments, you may want to assign [Quick-Click Remediation](#).
- To increase engagement, consider starting a [Green Dot Challenge](#) for the duration of the course. At the end of each week, check the Progress Report and celebrate the green dot winner of the week! Watch this [on-demand video](#) for more details.

Week 1: Introduction		
Day 1	Welcome	Course Agenda and Expectations
Day 2	Introduction to Progress Learning	<ul style="list-style-type: none"> <li>• Practice logging in to the platform: <a href="http://app.progresslearning.com">app.progresslearning.com</a></li> <li>• Engage with one practice activity as a warm-up and discuss platform accessibility tools. Discuss useful vs. time-wasting tools. (Note: you must assign this practice to students.)</li> <li>• Emphasize the Highlighter tool.</li> </ul>
Day 3	About the ACT®	What is the ACT® - General Test Taking Strategies (Slide Deck)
Day 4	About the ACT®	Test Taking Basics for the ACT® - General Test Taking Strategies (Slide Deck)
Day 5	Full ACT® Practice Assessment	Assign ACT® Assessment #1 (Premium Assessment in Progress Learning) <ul style="list-style-type: none"> <li>• <b>Sections</b> <ul style="list-style-type: none"> <li>◦ English - 35 min.</li> <li>◦ Math - 50 min.</li> <li>◦ Reading - 40 min.</li> <li>◦ Science - Optional (40 min.)</li> </ul> </li> <li>• <b>Full Assessment</b> <ul style="list-style-type: none"> <li>◦ 125 minutes (no science)</li> <li>◦ 165 minutes (includes science)</li> </ul> </li> </ul> Testing Options <ul style="list-style-type: none"> <li>• Schedule parts separately or continuously based on class time</li> <li>• Ensure students have paper and pencils</li> </ul>

## Week 2: Goal Setting

<b>Day 1</b>	Review Score Report from last week's assessment	<p>Guide students through their score reports. Student score reports can be printed for each student. They are also accessible in their Graded Work within the platform.</p> <p>Ask students to generate a list of missed items and have students code the reason for the error. Use a coding system that works for your students, such as the system below:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>SM - Simple Mistake</b> Something they could have gotten right</p> <p><b>NC - New Content</b> Something they don't know how to do yet</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>T - Time</b> An item they missed because they ran out of time</p> <p><b>IG - Incorrect Guess</b> Something they guessed on and got incorrect</p> </td> </tr> </table>	<p><b>SM - Simple Mistake</b> Something they could have gotten right</p> <p><b>NC - New Content</b> Something they don't know how to do yet</p>	<p><b>T - Time</b> An item they missed because they ran out of time</p> <p><b>IG - Incorrect Guess</b> Something they guessed on and got incorrect</p>
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<b>Day 2</b>	Goal Setting	Setting Goals for the ACT® - General Test Taking Strategies (Slide Deck)		
<b>Day 3</b>	How to <a href="#">Practice Independently</a>	<p><b>Essential Question:</b> How can Progress Learning help me reach the goals I set for the ACT®?</p> <p>Help students find their Study Plan in Progress Learning. Discuss the difference between the general Study Plan and Focus Areas.</p> <p><i>The student <b>Study Plan</b> is broken down by subject area. Each subject has all domains and standards delineated so that students can see their progress standard by standard. There is also a <b>Focus Areas</b> tab at the top of the student study plan that will indicate the student's weakest areas that are approaching mastery and where they have a critical need for study.</i></p> <p>Have students explore their Progress Report and explain the Dot Rank system. Explain to students that they can work in their study plan anytime, even from home.</p> <p>Give them access to the <a href="#">Progress Learning Goal Setting Sheet</a> to use throughout the course as they work to move Pink and Yellow dots to Green.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>The Dot Rank contains cumulative data based on all activities completed for assessments, practice tests, practice questions, videos, and diagnostics.</p> <ul style="list-style-type: none"> <li>● Gray dot: Less than 2 questions answered</li> <li>● Pink dot: less than 65%</li> <li>● Yellow dot: 65-79%</li> <li>● Green dot: 80% or greater</li> </ul> </div>		
<b>Day 4</b>	How to <a href="#">Practice Independently</a> (cont.)	<p><b>Essential Question:</b> How can Progress Learning help me reach the goals I set for the ACT®?</p> <p>Help students find their Graded Work in Progress Learning and explain how they can examine their performance and practice from the results.</p> <p>Have students look at the practice assignment from last week, examine their results, and complete practice in Graded Work.</p>		
<b>Day 5</b>	Introduce Green Dot Challenge / Independent Practice	Introduce the Green Dot Challenge and have students work in their Study Plan on a standard of their choosing.		

### Week 3: ACT® English

<b>Day 1</b>	About the ACT®	<i>ACT.E</i> Approaching the English Test (Slide Deck). Display Bell Ringers in Progress Learning to model and practice together.
<b>Day 2</b>	Writing Strategy	<i>ACT.E.WS.a</i> Focus (Slide Deck & Practice Questions)
<b>Day 3</b>	Writing Strategy	<i>ACT.E.WS.b</i> Unity (Slide Deck & Practice Questions)
<b>Day 4</b>	Writing Strategy	<i>ACT.E.WS.c</i> Purpose (Slide Deck & Practice Questions)
<b>Day 5</b>	Independent Practice	Have students work in their ACT® English Focus Areas within the Study Plan and review their Graded Work.

### Week 4: ACT® Math

<b>Day 1</b>	About the ACT®	<i>ACT.M</i> Approaching the Math Test (Slide Deck). Display Bell Ringers in Progress Learning to model and practice together.
<b>Day 2</b>	Elementary Algebra	<i>ACT.M.EA.a</i> Linear Expressions and Equations (Slide Deck & Practice Questions)
<b>Day 3</b>	Elementary Algebra	<i>ACT.M.EA.b</i> Properties of Exponents and Square Roots (Slide Deck & Practice Questions)
<b>Day 4</b>	Elementary Algebra	<i>ACT.M.EA.c</i> Higher Order Expressions and Equations (Slide Deck & Practice Questions)
<b>Day 5</b>	Progress Check-In / Independent Practice	Guide students to check their Progress Report and use the <a href="#">Progress Learning Goal Setting Sheet</a> to evaluate where they are and set goals. Have students work in their ACT® Math Focus Areas within the Study Plan.

## Week 5: ACT® Reading

<b>Day 1</b>	About the ACT®	ACT.R Approaching the Reading Test (Slide Deck). Display Bell Ringers in Progress Learning to model and practice together.
<b>Day 2-3</b>	Writing Strategy	<p>Alternate "Passage Types" Slide Decks with Practice Questions, working through as many as possible.</p> <p>When assigning practice questions, combine standards to include 5 questions from each standard.</p> <p>Choose from the following standards:</p> <ul style="list-style-type: none"> <li>• ACT.R.PT.a Prose Fiction Passages</li> <li>• ACT.R.PT.b Social Science Passages</li> <li>• ACT.R.PT.c Humanities Passages</li> <li>• ACT.R.PT.d Natural Science Passages</li> <li>• ACT.R.PT.e Paired Passages</li> </ul>
<b>Day 4</b>	Details and Implicit Meaning	<p>ACT.R.D.a Details (Slide Deck &amp; Practice Questions)</p> <p>ACT.R.D.b Implicit Meaning (Slide Deck &amp; Practice Questions)</p>
<b>Day 5</b>	Progress Check-In / Independent Practice	Guide students to check their Progress Report and use the <a href="#">Progress Learning Goal Setting Sheet</a> to evaluate where they are and set goals. Have students work in their ACT® Reading Focus Areas within the Study Plan.

## Week 6: ACT® Science

<b>Day 1</b>	About the ACT®	Approaching the Science Test (Slide Deck)
<b>Day 2</b>	Passage Types	ACT.S.P.a Data Representation (Slide Deck & Practice Questions)
<b>Day 3</b>	Passage Types	ACT.S.P.b Research Summaries (Slide Deck & Practice Questions)
<b>Day 4</b>	Experimental Design	ACT.S.P.c Conflicting Viewpoints (Slide Deck & Practice Questions)
<b>Day 5</b>	Progress Check-In / Independent Practice	Guide students to check their Progress Report and use the <a href="#">Progress Learning Goal Setting Sheet</a> to evaluate where they are and set goals. Have students work in their ACT® Science Focus Areas within the Study Plan.

## Week 7: ACT® English

<b>Day 1 &amp; 2</b>	Sentence Structure	<p>Based on what the data in the Progress Report shows as your class' areas of greatest need, choose one of the following standards:</p> <ul style="list-style-type: none"> <li>• <i>ACT.E.SS.a</i> Clauses and Phrases</li> <li>• <i>ACT.E.SS.b</i> Misplaced Modifiers</li> <li>• <i>ACT.E.SS.c</i> Subordinate and Dependent Clauses</li> <li>• <i>ACT.E.SS.d</i> Run-on Sentences</li> <li>• <i>ACT.E.SS.e</i> Sentence Fragments</li> <li>• <i>ACT.E.SS.f</i> Tense, Voice and Mood Shifts</li> </ul> <p>Locate the appropriate slide deck in Instructional Resources to use for instruction and then have students complete practice questions.</p>
<b>Day 3</b>	Grammar	<i>ACT.E.G.a</i> Parts of Speech (Slide Deck and Practice Questions)
<b>Day 4</b>	Punctuation	<i>ACT.E.P.a</i> Commas, Colons, Semicolons, and Dashes (Slide Deck and Practice Questions)
<b>Day 5</b>	Progress Check-In / Independent Practice	Guide students to check their Progress Report and use the <a href="#">Progress Learning Goal Setting Sheet</a> to evaluate where they are and set goals. Have students work in their ACT® English Focus Areas within the Study Plan.

## Week 8: ACT® Math

<b>Day 1</b>	Intermediate Algebra	<i>ACT.M.IA.e</i> Functions (Slide Deck & Practice Questions)
<b>Day 2</b>	Coordinate Geometry	<i>ACT.M.CG.a</i> The Standard (x,y) Coordinate Plane (Slide Deck & Practice Questions)
<b>Day 3</b>	Coordinate Geometry	<i>ACT.M.CG.b</i> Graphing Linear Equations and Functions Slide Deck & Practice Questions
<b>Day 4</b>	Plane Geometry	<i>ACT.M.PG.a</i> Angles and Lines (Slide Deck & Practice Questions)
<b>Day 5</b>	Progress Check-In / Independent Practice	Guide students to check their Progress Report and use the <a href="#">Progress Learning Goal Setting Sheet</a> to evaluate where they are and set goals. Have students work in their ACT® Math Focus Areas within the Study Plan.

## Week 9: ACT® Reading

<b>Day 1</b>	Generalizations and Main Ideas	<i>ACT.R.G.a/ACT.R.G.b</i> Generalizations and Main Ideas (Slide Deck & Practice Questions)
<b>Day 2</b>	Author's Voice and Method	<i>ACT.R.A.a</i> Author's Voice (Slide Deck & Practice Questions) <i>ACT.R.A.b</i> Author's Method (Slide Deck & Practice Questions)
<b>Day 3</b>	Meanings of Words and Phrases	<i>ACT.R.M.a</i> Precise Meaning of Words and Phrases in Context (Slide Deck & Practice Questions)
<b>Day 4</b>	Relationships	<p>Based on what the data in the Progress Report shows as your class' areas of greatest need, choose one of the following standards:</p> <ul style="list-style-type: none"> <li>• <i>ACT.R.R.a</i> Comparative Relationships</li> <li>• <i>ACT.R.R.b</i> Comparative Relationships and Paired Passages</li> <li>• <i>ACT.R.R.c</i> Cause-Effect Relationships</li> <li>• <i>ACT.R.R.d</i> Sequence of Events</li> </ul> <p>Locate the appropriate slide deck in Instructional Resources to use for instruction and then have students complete practice questions.</p>
<b>Day 5</b>	Progress Check-In / Independent Practice	Guide students to check their Progress Report and use the <a href="#">Progress Learning Goal Setting Sheet</a> to evaluate where they are and set goals. Have students work in their ACT® Reading Focus Areas within the Study Plan.

## Week 10: ACT® Science

<b>Day 1</b>	Understanding Questions	<i>ACT.S.U.a</i> Basic Calculations (Slide Deck & Practice Questions)
<b>Day 2</b>	Analysis Questions	<i>ACT.S.A.b</i> Evaluate claims (Slide Deck & Practice Questions)
<b>Day 3</b>	Synthesis Questions	<i>ACT.S.S.a</i> Compare and Contrast Figures (Slide Deck & Practice Questions)
<b>Day 4</b>	Knowledge Questions	<i>ACT.K.a</i> Apply Knowledge (Slide Deck & Practice Questions)
<b>Day 5</b>	Progress Check-In / Independent Practice	Guide students to check their Progress Report and use the <a href="#">Progress Learning Goal Setting Sheet</a> to evaluate where they are and set goals. Have students work in their ACT® Science Focus Areas within the Study Plan.

## Week 11: Testing Strategies Review

<b>Day 1</b>	Testing Strategies Project	<p>Explain the <a href="#">ACT® Testing Strategies Project Choice Board &amp; Rubric</a> to students</p> <p>Group or pair students</p> <p>In groups or pairs, have students start planning their projects and create an outline.</p>
<b>Day 2-4</b>	Testing Strategies Project	Complete projects. When finished, complete any missing assignments or work in Study Plan.
<b>Day 3</b>	Presentations	Ask for volunteers to present projects to the class.

## Week 12: Review & Assess

<b>Day 1</b>	Presentations	Finish up presentations as a review of testing strategies.
<b>Day 2 &amp; 3</b>	Review ACT® Content	Play a game to review, such as Jeopardy, Bingo, or the Think or Swim Classroom Game in Progress Learning.
<b>Day 3</b>	Full ACT® Practice Assessment	<p>Assign ACT® Assessment #2 (Premium Assessment in Progress Learning)</p> <ul style="list-style-type: none"> <li>• <b>Sections</b> <ul style="list-style-type: none"> <li>○ English - 35 min.</li> <li>○ Math - 50 min.</li> <li>○ Reading - 40 min.</li> <li>○ Science - Optional (40 min.)</li> </ul> </li> <li>• <b>Full Assessment</b> <ul style="list-style-type: none"> <li>○ 125 minutes (no science)</li> <li>○ 165 minutes (includes science)</li> </ul> </li> </ul> <p>Testing Options</p> <ul style="list-style-type: none"> <li>• Schedule parts separately or continuously based on class time</li> <li>• Ensure students have paper and pencils</li> </ul>
<b>Day 5</b>	Review Score Report	<p>Guide students through their score reports. Student score reports can be printed for each student. They are also accessible in their Graded Work within the platform.</p> <p>Print Score Reports from Assessment #1 and #2 for each student so that they can compare.</p> <p>Celebrate successes and reward Green Dot Challenge winners!</p>