**Achievement First 9th Grade College Readiness Seminar**

**Long Term Plan 2012-13**

Contents

|  |  |
| --- | --- |
| 1. Overview & Big Goals for the Year
 | 5. Interim Assessments |
| 1. Scope & Sequence of Units & Standards for 9th Grade College Readiness Seminar
 | 6. Model Lesson Plan & Exit Ticket |
| 1. Key Practices & Norms
 | 7. Vocabulary Mastery Tracker |
| 1. Unit Descriptions & Appendices of Anchor Documents
 | 8. Model lesson plan and exit ticket |

Part I. Overview & Big Goals for the Year

**Overview:**

The Achievement First High School College Readiness Seminar model unit is designed to support rigorous 9-12 College Readiness Seminar planning and instruction by establishing a process with related tools and templates for thoughtful unit creation. This document chronicles the process of crafting a model unit; it will serve as a guide for the development of similar high school College Readiness Seminar units as we work collectively to build curriculum materials that flesh out and codify great College Readiness Seminar instruction.

The primary goals of the materials and tools in this plan are:

* To continue and improve our work using the morphemic vocabulary development model as a lever for aligned and impactful SAT vocabulary instruction;
* To prepare our students for authentic, rigorous vocabulary assessment by aligning our units to the College Readiness Seminar IAs;
* To prepare students for success in high school by introducing them to and training them on key academic systems and paradigms; and
* To enable students to map a path to admissions and persistence at top colleges by helping them identify and prioritize the key success factors that describe this path.

**Background:**

This long-term plan is the product of work from numerous contributors. It was conceived with one question in mind: What would an ideal 9th grade high school College Readiness Seminar unit look like? To answer that question, team members from the College Readiness squads at both high schools sat down with content lead Amy Christie and gathered for a series of phone and in-person meetings to develop, from the ground up, a unit that aims to raise the rigor of instruction and the impact of the scope of content in high school College Readiness Seminar classrooms and to systematize the planning practices that emerged.

**Instructional Philosophy:**

The 9th Grade College Readiness Seminar course rests on the principle that there are key academic and professional systems, practices, and habits our students must master in order be college-ready that live outside the purview of the core academic curriculum. Recognizing that these skills and knowledge base are ones that our students would not otherwise be exposed to over the course of their rigorous and focused academic program in high school, we have endeavored to design a course that helps students systematically master these. We have backwards-planned the course around 4 interim assessments, with the belief that utilizing an interim assessment framework will maximize student accountability to content mastery and process-based deliverables. The interim assessment course is cumulative, enabling the College Readiness teams in our high school to track longitudinally our students’ mastery of SAT vocabulary and reading strategies, of utilizing online grading systems, of writing professional emails, of applying for high-stakes opportunities, and of the terminology and levers of admissibility and persistence in college.

**Big Goal:**

9th grade CRS scholars will average 85%+ on College Readiness Seminar IA #3 and IA #4

Part IV. Unit Descriptions

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| **Unit: I – College Fit** | **Length of unit: 17 instructional days**  |
| **Dates: January 21-April 1** | **Assessment: IA#3** |
| **Topics: Determining college fit based on academic and social desires as well as financial flexibility and need.** |  |

**Short description**: This unit will teach scholars how to purposefully evaluate a college based on the type of university it is, and how those qualities, along with their financial need, will allow them to choose a school of best fit.

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| **Enduring Understandings** * There are multiple types of universities, each with specific foci, sizes, student success rates, and financial flexibility.
* Colleges use the FAFSA to determine your family’s ability to pay for college, and there are multiple forms of assistance that colleges will offer.
* Consider your desires for college (size, major, support) as well as your financial flexibility to choose a college of best fit.
 | **Essential Questions*** How can I make a financially sustainable decision regarding where I go to college?
* How will the type of school I attend affect the academic and social environment at the college I choose to go to?
* What questions can I ask on a college tour to better learn about the academic, social, and financial landscape of the school?
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| **Daily Assessment Evidence** | **Summative** |
| Formative Tasks (linked to big goals) | Summative Tasks (linked to big goals) |
| * Weekly vocabulary quizzes (in class)
* Daily exit tickets (in class)
* Weekly IC grade checking routine (HW)
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**Assessment Matrix for Unit I:**