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

**Long Term Plan 2012-13**

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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 II: Scope & Sequence of Units & Standards for 9th Grade College Readiness Seminar

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **QI/IA#1: Academic Systems &** **High School Map to College**  | **QII/IA#2: Summer Programs &** **Professional Communication** | **QIII/IA#3: College Knowledge &** **Finances** | **QIV/IA#4: Technology &** **Public Speaking** |
| 1: Tracking and assessing my academic health | 1. **Access Campus Portal in Infinite Campus to check grades; access Grad Planner in Infinite Campus to ascertain cumulative GPA.**
2. **Define cumulative GPA and explain how cumulative GPA is found.**
 | 1. *Access Campus Portal in Infinite Campus to check grades; access Grad Planner in Infinite Campus to ascertain cumulative GPA.*
2. *Define cumulative GPA and explain how cumulative GPA is found.*
3. ***Explain how year-long grades are calculated by weight-averaging quarters and exams.***
 | 1. *Access Campus Portal in Infinite Campus to check grades; access Grad Planner in Infinite Campus to ascertain cumulative GPA.*
2. *Define cumulative GPA and explain how cumulative GPA is found.*
3. *Explain how year-long grades are calculated by weight-averaging quarters and exams.*
 | 1. *Access Campus Portal in Infinite Campus to check grades; access Grad Planner in Infinite Campus to ascertain cumulative GPA.*
2. *Define cumulative GPA and explain how cumulative GPA is found.*
 |
| 2: Summer programs | 1. **Explain the summer programs requirement, eligibility for each program tier, and timelines for application and participation.**
 | 1. **Explain the components of a complete summer programs application and create a backwards-planned and deadlined checklist for completion.**
 | 1. **Use backwards planning skills to complete and submit an on-time, polished summer programs application.**
 |  |
| 3: College knowledge & process | 1. **Assess, compare and contrast college applicants’ transcripts, SAT scores, resumes, personal statements and teacher recommendations.**
2. **Distinguish between admissible and inadmissible college applicants.**
3. **Find reach, target and solid colleges based on GPA and SAT.**
4. **Diagnose root causes of low matriculation and persistence among first-generation and low-income college students and explain how taking advantage of the opportunities offered at a college-prep high school can enable students to buck this trend.**
 |  | 1. **Explain public versus private and in-state versus out-of-state with respect to financial aid and admissibility.**
2. **Formulate key probing questions appropriate to ask when speaking to admissions officials and college student ambassadors.**
3. **Distinguish between merit money, need-based grants, and loans.**
4. **Explain the difference between sticker price and cost of attendance.**
 | 1. *Assess, compare and contrast college applicants’ transcripts, SAT scores, resumes, personal statements and teacher recommendations.*
2. *Distinguish between admissible and inadmissible college applicants.*
3. *Find reach, target and solid colleges based on GPA and SAT.*
 |
| 4: Professional communication skills |  | 1. **Distinguish between professional and unprofessional tone in email.**
2. **Craft a well-written professional email advocating for a high-stakes opportunity.**
3. **Develop a polished dream high school resume that employs bold and dynamic verbs.**
 | 1. *Craft a well-written professional email advocating for a high-stakes opportunity.*
 | 1. *Craft a well-written professional email advocating for a high-stakes opportunity.*
2. **Use eye contact, annunciation, pacing, intonation, appropriate diction, and professional body language when delivering a public, formal presentation.**
3. **Create and use a professional PowerPoint presentation as a visual aid when delivering a public, formal presentation.**
4. **Demonstrate keyboarding skills between 35-40 wpm with fewer than 5 errors. (For students with disabilities, demonstrate alternate input techniques as appropriate.)**
 |

Part III. Key Practices & Norms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **QI/IA#1: Academic Systems &** **High School Map to College**  | **QII/IA#2: Summer Programs &** **Professional Communication** | **QIII/IA#3: College Knowledge &** **Finances** | **QIV/IA#4: Technology &** **Public Speaking** |
| Process-based Assessments (rubrics are on IAs) | * Campus Portal Facility Assessment #1 (1.A)
* Mock College Admissions Seminar Write-Up (3.A)
 | * Professional Email
* Dream Resume
 | * Campus Portal Facility Assessment #2 (1.A)
* Professional Email
* Summer Programs App.
 | * Professional Email
* Formal Presentation
* Typing Skills Assessment
 |
| Repeatedly- Do’s | * Daily vocabulary introduction and exposure routines
* Daily exit tickets with vocab and CRS content
* Weekly vocabulary quizzes entered in vocabulary master trackers (Thursday exit tickets)
* Weekly IC check-up write-ups (due Tuesday HW)
* Quarterly exam prep review days and study guides
 | * Daily vocabulary introduction and exposure routines
* Daily exit tickets with vocab and CRS content
* Weekly vocabulary quizzes (Thursday exit tickets)
* Weekly IC check-up write-ups (due Tuesday HW)

Quarterly exam prep review days and study guides | * Daily vocabulary introduction and exposure routines
* Weekly vocabulary quizzes (Thursday exit tickets)
* Weekly IC check-up write-ups (due Tuesday HW)

Quarterly exam prep review days and study guides | * Daily vocabulary introduction and exposure routines
* Weekly vocabulary quizzes (Thursday exit tickets)
* Weekly IC check-up write-ups (due Tuesday HW)

Quarterly exam prep review days and study guides |
| Technology Standards | * Accessing IC and Grad Planner
* Accessing GoogleDocs, @afscholars accounts
 | * Naming documents
* Professional email
* Document organization
 | * Accessing IC and Grad Planner
* Naming documents
* Professional email
* Document organization
* Online research
 | * Accessing IC and Grad Planner
* Naming documents
* Professional email
* Document organization
* Online research
* PowerPoint
* Typing skills
 |
| Dept. Norms | * 30-60 minutes of HW/week
* Accountability for tech stickers in planners
* Accountability for vocab quiz re-takes
* Accountability for vocab annotation at all times
* Pervasive use of GoogleForms for data-sharing
 | Ibid. | Ibid. | Ibid. |

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| **Unit: II – Summer Programs & Professional Communication** | **Length of unit: 19 instructional days**  |
| **Dates:**  | **Assessment: IA#2** |
| **Topics: SAT/morphemic awareness vocabulary routines and rituals, calculating year-long grades, summer programs application plan, professional email, resume** | **Designer: Vanessa Jackson** |

**Short description**: In this unit, scholars will continue to build their arsenals of tier II and tier III vocabulary words. In tandem with this work, scholars will be introduces to the weighted average formula that AF high school use to calculate year-end grades in each course. Scholars will then practice evaluating professional emails for structure and tone and will use this practice to then craft their own professional emails to teammates and teachers, using this medium to seek clarification and to advocate for important opportunities. This practice will culminate in their crafting a high-caliber, polished and clear email in which they request a teacher recommendation from their advisor for their summer programs application. Simultaneous to this, scholars will plan their summer programs application plan and will craft a dream senior year resume, readying themselves for the summer program application submission deadline in the first week of February.

|  |  |
| --- | --- |
| **Enduring Understandings** * The grades I am earning this quarter will account for 20% of my final grades; therefore, the work I do each day directly impacts the result I see on my transcript at the end of this year and then senior fall.
* Employing key professional email conventions and appropriate tone will enable me to successfully advocate for and obtain important opportunities including grade changes, help on assignments, advice and guidance, and recommendations and references. Professional email is the standard for communication between a college student and a professor.
* Starting building a strong track record of engagement, leadership, commitment and skills through my extracurricular, work and summer experiences today will mean that I will be able to build a strong high school resume by the time I am a high school senior. I cannot put this off; building is an ongoing investment.
* Applications for high-stakes opportunities require backwards-planning. If I hope to be ready to submit a strong application for a high-stakes opportunity, I must start planning well in advance, and I must have a clear, written plan with a checklist.
 | **Essential Questions*** How will my quarter grades impact by end-of-year grades?
* What are the structural and tonal markers of a strong professional email?
* What are appropriate questions and messages to communicate via email?
* What are the benefits of building a strong high school resume?
* What constitutes a strong high school resume? How do I go about building this?
* How will a student with a strong high school resume compete against a student with comparable GPA/SAT who has a less robust resume?
* Does resume affect admissibility?
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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)
* Weekly professional email (KW)
 | * IA #2 SAT sentence completion section
* IA#2 CRS skills/systems/habits section
* IA#2 Professional Email PBA
* IA#2 Dream Resume PBA
 |

**Assessment Matrix for Unit II:**

**Unit II Pacing Calendar:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Standard** | **Aim** | **Do-scape** | **Student work to collect** |
| T: 11/6 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4A: Distinguish between professional and unprofessional tone in email.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given 2 sample emails, SWBAT discern professional email structural conventions by comparing and contrasting email address, subject line, salutation, sign-off and signature.
 | * Vocab routine
 | * Exit ticket
 |
| Th: 11/8 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4A: Distinguish between professional and unprofessional tone in email.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given 4 sample emails, SWBAT discern professional tone in emails by comparing and contrasting identifying gratitude and positivity, demandingness, disrespectful frustration, and obsequiousness.
 | * Vocab routine
* Email intervention!
 | * Vocab quiz
* HW DUE: IC GRADES CHECK FORM
 |
| T: 11/13 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 1C: Explain how year-long grades are calculated by weight-averaging quarters and exams.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given a freshman, QI through QIV grades, midterm exam scores and final exam scores across 5 subjects, SWBAT calculate year-end transcript grades by using weighted averages.
 | * Vocab routine
* Practice scenarios with grades calculations
 | * Exit ticket
 |
| Th: 11/15 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 1C: Explain how year-long grades are calculated by weight-averaging quarters and exams.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given their own QI grades across 5 subjects, SWBAT use the year-end grades calculator to determine the QII through QIV grades they must earn to achieve goal year-end grades across 5 subjects and in turn their goal GPA.
 | * Vocab routine
* Grades calculator in GoogleDocs (computer lab)
 | * Vocab quiz
* Grade calculator shared on GoogleDocs
 |
| T: 11/20 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4B: Craft a well-written professional email advocating for a high-stakes opportunity.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given an exemplar email, SWBAT send their advisors an email that scores a 3+ in every strand on the professional email rubrics by crafting an email to their advisor asking for accountability around year-end grade goals.
 | * Vocab routine
* Email to advisor (COMPUTER LAB)
 | * Exit ticket
* CC on email to advisor
 |
| T: 11/27 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 2A: Explain the summer programs requirement, eligibility for each program tier, and timelines for application and participation.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given eligibility requirements and their QI grades, SWBAT identify 3-5 best-fit summer programs to apply to for summer 2013.
 | * Vocab routine
* Review of Summer Programs Catalog
 | * Vocab quiz
* HW DUE: IC GRADES CHECK FORM
 |
| Th: 11/29 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 2A: Explain the summer programs requirement, eligibility for each program tier, and timelines for application and participation.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given eligibility requirements and their QI grades, SWBAT identify 3-5 best-fit summer programs to apply to for summer 2013.
 | * Vocab routine
* Review of Summer Programs Catalog
 | * Vocab quiz
* HW DUE: IC GRADES CHECK FORM
 |
| T: 12/4 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 2B: Explain the components of a complete summer programs application and create a backwards-planned and deadlined checklist for completion.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given the AF Common Summer Programs Application requirements and deadlines, SWBAT to create an application submission plan that is smartly backwards-planned from deadlines.
 | * Vocab routine
* Creation of summer programs checklist
 | * Exit ticket
 |
| Th: 12/6 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4C: Develop a polished dream high school resume that employs bold and dynamic verbs.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given the AF resume rubric, SWBAT identify and explain criteria for success with respect to organization and aspect, formatting, and bold and dynamic by annotating and scoring 2-, 3- and 4-level resumes.
 | * Vocab routine
* Annotating and scoring resumes
 | * Exit ticket
 |
| T: 12/11 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4C: Develop a polished dream high school resume that employs bold and dynamic verbs.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given the AF resume rubric, SWBAT explain the key features and markers of a robust senior’s high school resume by scoring, comparing and contrasting 5 examples.
 | * Vocab routine
* Examining and scoring examples
 | * Exit ticket
* HW DUE: IC GRADES CHECK FORM
 |
| Th: 12/13 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 2C: Develop a polished dream high school resume that employs bold and dynamic verbs.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given the AF resume template, SWBAT articulate a vision for their high school enrichment and leadership narrative by creating a dream resume.
 | * Vocab routine
* Working on resume
 | * Exit ticket
 |
| T: 12/18 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4B: Craft a well-written professional email advocating for a high-stakes opportunity.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given the AF resume template, SWBAT articulate a vision for their high school enrichment and leadership narrative by creating a dream resume.
* Given their draft of their dream resumes, SWBAT score a 3+ on the professional email rubric by emailing a peer to ask for feedback.
 | * Vocab routine
* Working on resume
* Crafting email for peer feedback
 | * Exit ticket
* CC on email to peer
 |
| Th: 12/20 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 2C: Develop a polished dream high school resume that employs bold and dynamic verbs.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given the AF resume template, SWBAT articulate a vision for their high school enrichment and leadership narrative by creating a dream resume.
 | * Vocab routine
* Working on resume
 | * Exit ticket
 |
| T: 1/8 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4B: Craft a well-written professional email advocating for a high-stakes opportunity.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given a second draft of their dream resume, SWBAT score a 3+ on the professional email rubric by sending a professional email asking their college readiness instructor for feedback on their dream resume.
 | * Vocab routine
* Crafting professional email
 | * Exit ticket
* Resume shared on GoogleDocs
* Professional email submitted
 |
| Th: 1/10 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4B: Craft a well-written professional email advocating for a high-stakes opportunity.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given feedback on their dream resumes from their CRS teacher, SWBAT score a 3+ on their final draft of their dream resume.
* Given feedback on their dream resume, SWBAT craft a 3-4 –sentence professional email thanking their CRS instructor for help.
 | * Vocab routine
* Revising resume
* Crafting email
 | * Exit ticket
* Resume shared on GoogleDocs
* Email submitted
 |
| T: 1/15 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
* 4B: Craft a well-written professional email advocating for a high-stakes opportunity.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* Given the professional email rubric, an exemplar, and a non-exemplar, SWBAT submit a professional email to their advisors asking for a teacher recommendation for their summer program application that scores a 3+ on the AF professional email rubric.
 | * Vocab routine
* Crafting email
 | * Exit ticket
* Share resume on GoogleDocs
 |
| Th: 1/17 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* FLEX
 | * Vocab routine
* TBD
 | * Exit ticket
 |
| T: 1/22 | * 5E: Complete a rigorous course of study of suffixes, prefixes, and common Greek and Latin roots.
 | * Given a tier II/III vocabulary word, SWBAT demonstrate deep mastery by using APTE annotation to correctly answer SAT sentence completion style questions.
* FLEX
 | * Vocab routine
* TBD
 | * Exit ticket
 |
| Th: 1/24 | IA REVIEW DAY | TBD | TBD | TBD |
|  | IA #2: Part I |

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| **Course Terminology for Unit I (In order to be successful on IA#2, scholars should be able to clearly recognize and define…)** |
| morpheme, root, prefix, suffix, connotation, weight-average, salutation, paragraph line skip, sign-off, professional tone, email signature |

**Unit II Anchor Documents**

|  |  |  |
| --- | --- | --- |
| **Anchor document** | **Anchor Document Type** | **Home** |
| Interim Assessment #2 | Summative assessment | Better Lesson |
| IA#2 Answer Key Exemplar | Exemplar – teacher  | Better Lesson |
| Unit II weekly vocabulary quizzes | Formative assessments | Better Lesson |
| Infinite Campus Facility Assessment GoogleForm | Template | GoogleForms |
| Professional email letter of recommendation request instructions | Instructions | Better Lesson |
| Professional email letter of recommendation request exemplar | Exemplar – student/teacher | Better Lesson |
| AF professional email rubric |  |  |
| AF Common Summer Programs Application | Template | GoogleForms |
| Summer program application planning template | Template | Better Lesson |
| Year-End Grades Formula Poster | Visual anchor | Better Lesson |
| AF resume rubric | Template | Better Lesson |
| Dream resume exemplars #1 and #2 | Exemplar – student/teacher | Better Lesson |
| Dream resume non-exemplars #1 and #2 | Exemplar – student/teacher | Better Lesson |
| Resume template | Template | Better Lesson |