

## College Preparation Unit Plan

Class #	Description and HW assignments
Class 1	<p><b>FIRST DAY!</b>            “Get to know you”—Activities            Review of Rules, Expectations, Course Outline.            What have other classes done that has worked well for you? Creation of Classroom Guidelines/Expectations  <b>Open Discussion:</b> You are going to be a fully functioning semi-adult in a short time, what will you need to survive college/service/career options? How can I help?  <b>The Pieces of The College Application Process and reviewing the questions... what are colleges/universities looking for?</b>  <b>Review the Preparation Project Rules:</b> Grab your packet and review the expectations. <b>What questions do you have?</b>  <b>HW:</b> Course Outline Signed.</p>
Class 2	<p><b>Obj:</b> Identify and utilize the narrative form and use active questioning to narrow your topic.  <b>Starter:</b> What scares you the most about the college essay process? What have you done so far? Has it worked? Any advice for the rest of us?  <b>Roundtable talk on aforementioned discussion points.</b>  <b>Understanding the Narrative and Finding Topic PPT</b>  <b>Activity:</b> Answer Narrowing Questions and Brainstorm for The Point, The Once, The Conflict, and Tension within your story.  <b>HW:</b> Complete College Essay Work, Vocabulary Unit 1 Sentences and/or Flashcards. Continue to work on Preparation Project</p>
Class 3	<p><b>Obj:</b> Utilize prior and new work (POV) to begin mapping and drafting college essay.  <b>Starter:</b> Meet with the groups listed. You have two jobs to do:            1. Make flashcards/sentences (whatever you didn’t do for HW). Use your peers for help to ensure your understanding of the terms.            2. Read MLA workbook for grammar. Choice one reader to review the document. Answer the worksheet together. I will be around to check the three items (15 point HW score).  <b>Together:</b> Review Vocab Terms/MLA Worksheet.  <b>Watch:</b> TEDTalk on “Narrative.” Write down the one major takeaway.  <b>Roundtable:</b> What were our takeaways from this video? Where have you seen these lessons in television/film before?  <b>Point of View and Getting it Down Presentation</b>  <b>HW (Start in class):</b> Make decision on POV and write a first draft. Go FAR beyond the word limit (think 1200+ words).            Study for Unit 1 Vocabulary/MLA Set-Up Quiz            Continue to work on Preparation Project</p>

<b>Class 4</b>	<p><b>Obj:</b> Utilize “big-picture” editing to improve college essay draft. Assess vocabulary/grammar work.</p> <p><b>Take first five minutes of class to study for Unit 1 Vocab/Grammar Quiz.</b></p> <p><b>At five minute mark:</b> Any questions before quiz?</p> <p><b>**Unit 1 Vocabulary/Grammar Quiz**</b></p> <p><b>Once Submitted to Turn-In Zone:</b> Review your first draft. Make changes if necessary and submit to <a href="http://turnitin.com">turnitin.com</a>. I am only scoring this <i>for completion</i> on a 1-20 scale (HW score).</p> <p><b>Once all completed:</b> “Big Picture” Editing PPT.</p> <p><b>Complete 2+ Peer Conferences to look for these “big picture” items.</b></p> <p><b>HW:</b> Read Draft OUT LOUD and RECORD yourself on your phone. Write below your draft in regards to: concept, presentation, structure, tone, rhythm, conflict, getting to the point. Continue to work on Preparation Project</p>
<b>Class 5</b>	<p><b>Obj:</b> Utilize second draft and surgical techniques to improve composition.</p> <p><b>Starter:</b> Listen to your recording while reading your draft. Ask yourself these questions: Are you afraid? Are you good enough? Can you get this right? Have you failed? If so, do you believe the next time will be better?</p> <p><b>Roundtable:</b> How do we feel after our first draft?</p> <p><b>Inspiration:</b> “To This Day”—How does this writer create a worthwhile experience using their (rather simple) concept?</p> <p><b>The Second Draft PPT</b></p> <p><b>HW:</b> Perform Radical Surgery on your Draft. Highlight/bold your changes. At bottom, write 2+ sentences about work performed. Unit Two Vocab Flashcards or Sentences. Read and Complete (In)dependent Clause work. Continue to work on Preparation Project</p>
<b>Class 6</b>	<p><b>Obj:</b> Utilize Self-Editing skills to improve composition.</p> <p><b>Starter:</b> Watch the film “21.” Is changing up the way your story is told helpful to the reader? What makes this effective?</p> <p><b>Self-Editing PPT:</b> What to do while you are on your own?</p> <p><b>Required by College Essay Due Date:</b> Writer’s Conference with me with completed Writer’s Conference Sheet (in packet). 20 point HW. <b>MUST SCHEDULE WITH ME. THIS IS YOUR RESPONSIBILITY.</b></p> <p><b>Available Times:</b> Before School (7:00-7:30), Periods 7-8, After School.</p> <p><b>Last 8-10 Minutes:</b> Review (In)dependent Clauses, Vocabulary Words, and Study for Quiz. Continue to work on Preparation Project</p>
<b>NOTE:</b>	<p><b>Lessons with our School Counseling Department, potential roundtables, and workdays (as needed) will change this daily schedule. It is YOUR responsibility to note these changes and be informed of what is to occur/due dates for each day.</b></p>