Elmbrook UbD: Class AVID 7 Elective

Curriculum/Content Area:	Course Length: Full school year
Course Title: AVID Elective 7	Date last reviewed: 11/2018 (new course)
Prerequisites: AVID Program Student	Board approval date: 11/2018

Desired Results

Course description and purpose

The seventh grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

Enduring Understandings (EUs):	**Essential Questions (EQs)**:
Students will understand that…. ...the purposeful use of strategies increases access, engagement, and success in rigorous middle school and high school coursework in order to become college, career, and life ready. ...the growth of a their relational-capacity skills will positively impact their ability to access, engage in, and exhibit success in college, career, and life. ...the process of becoming informed consumers involves thoughtfully engaging in community activities and college/career awareness and preparation experiences.	Can I use skills and strategies to support my writing skills? Can I use skills and strategies to support my ability to collaborate with others? Can I use my skills and strategies to develop my critical reading skills in rigorous text? Can I use my skills and strategies to develop clear organizational methods in my studies? Can I use my critical thinking skills to develop strong questions? Can I develop relational-capacity with others? Can I use my skills and strategies to take focused notes?

Assessment Evidence

Performance assessments:	Other assessments:
• Goal-Setting Project • “My Memoir” Descriptive Essay • “Exploring College Options” College Research • “College Majors” Expository Essay • “Exploring Career Options” Career Research	• Tutorial Process documents • Note-taking progress assessments

Unit Title: Character Development
A. Self-Awareness B. Goals C. Community and School Involvement D. Ownership of Learning
Standards [CCSS (Literacy), Next Generation Science, ACT College and Career Readiness, etc.]
CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.CCRA.L.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-Literacy.CCRA.L.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Learning Targets Addressed
A. Self-Awareness 1. Utilize SLANT (Sit in the front, Lean forward, Ask questions, Nod their head, Talk to the teacher) interactions in all classes 2. Utilize proper interpersonal skills, such as proper introductions and handshakes 3. Complete and analyze self-evaluations about learning styles, emotions and personal behaviors 4. Differentiate between the three basic learning styles (auditory, visual, kinesthetic) 5. Monitor personal decision-making as a representative of AVID

6. Recognize and share personal accomplishments

B. Goals
1. Calculate grade point average and set academic goals for success, being sure to monitor goals at the end of each grading period
2. Review and refine academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for eighth-grade courses
3. Create an action plan to identify goals for attending a college or university
4. Understand the difference between goals and wishes
5. Differentiate between and write long-range, mid-range and short-range goals
6. Monitor guidelines of AVID school contract, in order to fulfill requirements
7. Identify and confront barriers in goal setting and accomplishing goals

C. Community and School Involvement
1. Participate in a variety of school activities/clubs and community service opportunities throughout the year

D. Ownership of Learning
1. Access grades online or from teachers on a regular basis
2. Analyze grade reports to create a study/action plan for continued academic improvement

Unit Title: Communication

A. Speaking
B. Listening

Standards [CCSS (Literacy), Next Generation Science, ACT College and Career Readiness, etc.]

- CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

- CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;

demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Learning Targets Addressed ["I can" statements (focus on skill-based vs. content-based) could be 5-8 or so… written in student-friendly language]:

A. Speaking

1. Understand intermediate terminology associated with public speaking
2. Practice varying word choice and tone when speaking
3. Utilize proper adult salutations (Dr., Mrs., Ms., etc.)
4. Develop awareness of nonverbal communication when speaking, including body language and eye contact
5. Understand the difference between a formal and an informal speech
6. Present a personal speech to build confidence in public speaking
7. Draft, edit, revise and present written speeches on various topics
8. Practice speaking skills in front of small groups

B. Listening

1. Create rubrics to evaluate speeches
2. Pose questions to the presenter
3. Understand the difference between hearing and listening, and practice how to be a "critical listener" by taking notes and reflecting with class

Unit Title: Writing

A.Writing Process
B.Writing Skills
C. Writing Applications
D. Writing to Learn
E. Focused Note-Taking

Standards [CCSS (Literacy), Next Generation Science, ACT College and Career Readiness, etc.]

- CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- CCSS.ELA-Literacy.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

- CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Learning Targets Addressed ["I can" statements (focus on skill-based vs. content-based) could be 5-8 or so… written in student-friendly language]:

A. The Writing Process

1. Use graphic organizers and quick-writes to prepare for writing assignments
2. Analyze prompts, in order to effectively respond to writing assignments
3. Begin considering the audience, purpose and form for writing assignments
4. In collaborative groups, revise drafts or writing to improve and clarify
5. Edit students' essays, especially checking for errors in capitalization and pronoun usage
6. Use common editing marks during the editing process
7. Utilize rubrics to self-evaluate and peer evaluate work
8. Reflect on one's own writing to encourage continual growth

B. Writing Skills

1. Develop a clear thesis for expository writing
2. Engage and orient the reader by establishing a context and point of view through the development of a strong introduction
3. Apply strategies to build and expand on vocabulary/word choice
4. Apply strategies to develop ideas and use specific details
5. Effectively use pronouns in writing
6. Use proper capitalization in writing

C. Writing Applications

1. Develop and strengthen writing through the creation of an informational essay
2. Develop and strengthen writing through the creation of a memoir essay
3. Use writing activities from content area classes to practice, develop and refine writing skills

D. Writing to Learn

1. Compose well-written summaries using the writer's own words, not copying the original text
2. Differentiate between a summary and a reflection
3. Use a variety of models to complete weekly learning logs that include thoughts, reactions and responses to class content
4. Write self-reflections on presentations, speeches and field trips

E. Focused Note-taking

1. Demonstrate and utilize focused note-taking as a process for deepening understanding of 7th grade content.
2. Take notes, with an emphasis on recording main ideas and important information
3. Take notes, with an emphasis on condensing information by using abbreviations/symbols/paraphrasing
4. Process notes by sorting and classifying main ideas and details related to the note-taking objective and/or Essential Question

5. Connect thinking through adding original thinking to notes by making personal connections (e.g. connecting to prior knowledge, course content, life/world, note-taking purpose)
6. Summarize notes by pulling together the most important information and personal connections related to the notetaking objective and/or Essential Question
7. Apply learning by utilizing notes to demonstrate learning

Unit Title: Inquiry

A. Costa's Level of Thinking
B. Tutorials
C. Socratic Seminar and Philosophical Chairs

Standards [CCSS (Literacy), Next Generation Science, ACT College and Career Readiness, etc.]

- CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- CCSS.ELA-Literacy.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- CCSS.ELA-Literacy.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- CCSS.ELA-Literacy.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- CCSS.ELA-Literacy.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Learning Targets Addressed ["I can" statements (focus on skill-based vs. content-based) could be 5-8 or so… written in student-friendly language]:

A. Costa's Levels of Thinking

1. Deepen understanding of Costa's Levels of Thinking and/or Bloom's Taxonomy by recognizing differences between levels

B. Tutorials

1. Understand and utilize 10 Steps in the Tutorial Process
2. Understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
3. Complete the Tutorial Request Form (TRF), including heading, source, academic vocabulary, point of confusion and level 2 question(s), prior to class
4. Presenter explains new understanding of question, and group members ask clarifying questions
5. Develop thought-provoking questions, in order to actively participate in academic tutorials

C. Socratic Seminar and Philosophical Chairs

1. Actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, selecting topics/ articles as appropriate
2. Analyze how two or more authors, writing about the same topic, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in a Socratic Seminar or Philosophical Chairs discussion
3. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) in a Socratic Seminar or Philosophical Chairs discussion

Unit Title: Collaboration

A. Team Building and functioning as a team

Standards [CCSS (Literacy), Next Generation Science, ACT College and Career Readiness, etc.]

- CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-Literacy.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- CCSS.ELA-Literacy.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate

with others.

- CCSS.ELA-Literacy.CCRA.R.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Learning Targets Addressed ["I can" statements (focus on skill-based vs. content-based) could be 5-8 or so… written in student-friendly language]:

1. Foster trust building skills by working with partners to complete a specified task
2. Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
3. Participate in group discussions and reflections based on collaborative work (e.g., Think-Pair-Share, Jigsaw, Numbered Heads)
4. Acknowledge new information expressed by others and, when warranted, modify views accordingly
5. Engage in dialogue within a large, teacher-supported group discussion, to gain a deeper understanding of the topic discussed and the process used
6. Refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs

Unit Title: Organization

A. Organization and time management
B. Research and Technology
C. Test Prep/Test-Taking

Standards [CCSS (Literacy), Next Generation Science, ACT College and Career Readiness, etc.]

- CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

- CCSS.ELA-Literacy.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

- CCSS.ELA-Literacy.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Learning Targets Addressed ["I can" statements (focus on skill-based vs. content-based) could be 5-8 or so… written in student-friendly language]:

A. Organization and Time Management

1. Develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other academically useful materials
2. Reorganize the binder at the end of each grading period
3. Utilize an assignment log or calendar, which shows when assignments are due, when assignments are completed and submitted, and the grade each assignment received for each class
4. Evaluate personal time management habits and monitor effectiveness accordingly
5. Continue compiling an academic portfolio demonstrating personal and academic growth
6. Complete reflection/learning log and present on contributions to academic portfolio
7. Publish final versions of writing for the academic portfolio

B. Research and Technology

1. Use technology in assignments and presentations, particularly in response to guest speaker presentations, field trip experiences, and final drafts of writing assignments
2. Demonstrate command of keyboarding skills to type a minimum of three pages

C. Test Preparation/Test-Taking

1. Identify and reflect on particular problems in preparing for, or taking, tests
2. Identify and distinguish strategies to study for different types of exams (such as matching, true-false, multiple-choice, vocabulary and essay tests)

Unit Title: Reading

A. Vocabulary
B. Textual Analysis

Standards [CCSS (Literacy), Next Generation Science, ACT College and Career Readiness, etc.]

- CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- CCSS.ELA-Literacy.CCRA.L.3C

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- CSS.ELA-Literacy.CCRA.SL.3C

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- CSS.ELA-Literacy.CCRA.SL.1C

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- CSS.ELA-Literacy.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- CCSS.ELA-Literacy.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- CCSS.ELA-Literacy.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- CCSS.ELA-Literacy.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Learning Targets Addressed ["I can" statements (focus on skill-based vs. content-based) could be 5-8 or so… written in student-friendly language]:

A. Vocabulary

1. Identify key vocabulary while reading

B. Textual Analysis

1. Read and discuss various examples of text, including, but not limited to, articles from magazines and newspapers
2. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
3. Determine the main idea of grade-appropriate text
4. Use multiple reading strategies, including, but not limited to, Marking the Text, annotating text and numbering paragraphs to better understand text while reading
5. Circle and underline relevant information
6. Summarize informational text
7. Connect visuals (captions, illustrations, etc.) to the surrounding text

Unit Title: College Preparedness

A. Guest Speakers
B. Field Trips
C. College and Career Knowledge

Standards [CCSS (Literacy), Next Generation Science, ACT College and Career Readiness, etc.]

- CCSS.ELA-Literacy.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- CCSS.ELA-Literacy.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

- CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- CCSS.ELA-Literacy.CCRA.L.5C

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- CCSS.ELA-Literacy.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Learning Targets Addressed ["I can" statements (focus on skill-based vs. content-based) could be 5-8 or so… written in student-friendly language]:

A. Guest Speakers

1. Choose guest speakers who represent careers of interest and prepare questions for the speakers prior to their visit when appropriate
2. Use listening skills during presentations, by guest speakers from the school, community and college, which focus on the value of postsecondary education and choosing a college
3. Draft, peer edit, revise and create a final draft of a thank-you letter to guest speakers

B. Field Trips

1. Participate in field trips, such as college/university visits that are different from the previous year, feeder high school trips for a shadow day to visit an AP®/IB®/AICE/DE class, and feeder elementary visits for service learning and/or a trip that focuses on careers
2. Use skills of listening and observing during field trip experiences

C. College and Career Knowledge

1. Use technology to research colleges of interest
2. Begin developing an understanding about the value of a college education
3. Begin a basic understanding of college vocabulary
4. Prepare for and conduct a career interview on a profession of choice

5. Research various careers, comparing salaries and qualifications