Elmbrook UbD: AVID 8 Elective

Curriculum/Content Area:	Course Length: Full school year
Course Title: AVID Elective 8	Date last reviewed: 11/2018 (new course)
Prerequisites: AVID Program Student	Board approval date: 11/2018

Desired Results

Course description and purpose

The eighth-grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences by analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to the preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.

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 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	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?

community activities and college/career awareness and preparation experiences.	Can I develop relational-capacity with others? Can I use my skills and strategies to take focused notes?

Assessment Evidence

Performance assessments:	**Other assessments:**
“Passion Speech” Narrative Timed Writing/Speaking Unit “Take a Stand” Argumentative Essay Career research “Ingredients in the AVID Recipe” Descriptive Essay High School Transition Essay	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.10 Read and comprehend complex literary and informational texts independently and proficiently. • 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.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.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • 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

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. Exhibit positive behaviors to others, serving as a role model for peers
3. Collaborate with other students who have different learning styles
4. Identify conflict management skills necessary for various conflict situations
5. Discuss views and opinions about the transition to high school, as well as how to be successful in high school
6. Understand the consequences of work ethic, regarding expectations in high school and college
7. Understand and utilize the WICOR strategies in classes other than the AVID Elective, expressing ownership of academic behaviors

B. Goals
1. Calculate grade point average and set academic and personal goals for success, be sure to monitor goals at the end of each grading period
2. Revisit academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for ninth-grade courses
3. Reaffirm goals for attending a college and/or university by adding descriptions to action plans
4. Create written and visual depictions of long-range, mid-range and short-range goals to achieve personal, academic or social goals
5. Set short-range goals around projects and/or required reading
6. Select an honors course in high school and write an action plan for successfully completing the course
7. Reflect on and analyze successes and challenges in developing time management skills

C. Community and School Involvement
1. Develop leadership skills by participating in activities, such as: mentoring, community events, service learning, club`s, athletic teams, and/or groups within the school
2. Access grades online or from teachers on a regular basis
3. Analyze grade reports to create a study/action plan for continued academic improvement
4. Evaluate and determine when to seek help to clarify assignments and grades.

Unit Title: Communication

A. Speaking
B. Listening

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

- CCSS.ELA-LITERACY.CCRA.SL.4
  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and

audience.

- 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.R.10
  Read and comprehend complex literary and informational texts independently and proficiently.

Learning Targets Addressed

A. Speaking
1. Understand and use terminology associated with public speaking
2. Be aware of the audience and differentiate word choice, tone and voice when speaking
3. Develop awareness of nonverbal communication when speaking, including body language and eye contact
4. Create rubrics to evaluate speeches on content, delivery, and soundness of reasoning
5. Prepare and use visual aids that support the topic of the speech or presentation
6. Draft, edit, revise and present a speech to inform
7. Appeal to the interest of audience members
8. Utilize speaking skills in communicating with teachers, counselors, and administrators, regarding learning, academic performance, and goals
9. Promote scholarly discourse in tutorials, Socratic Seminars, and Philosophical Chairs

B. Listening
1. Create rubrics to evaluate speeches on content, delivery, and soundness of reasoning
2. Pose questions that elicit elaboration

Unit Title: Writing

A. The 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.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.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.10

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

- 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.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.3

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.

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

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

Learning Targets Addressed

A. The Writing Process
1. Use varied strategies to prepare for and plan writing assignments
2. Budget and plan time to complete all steps of the writing process
3. Use feedback from readers to revise drafts
4. Edit students' essays, especially checking for word choice and voice
5. Utilize rubrics to self-evaluate and peer evaluate work

B. Writing Skills
1. Incorporate a body paragraph structure, which establishes and maintains a formal style
2. Provide a conclusion that follows from and reflects on the narrated experiences or events
3. Apply strategies to build and expand on vocabulary/word choice, in order to avoid using clichés in writing
4. Write descriptive sentences with varied structure
5. Understand and utilize active and passive voice in writing assignments, as appropriate
6. Correctly integrate quotes, while citing sources appropriately

C. Writing Applications
1. Develop and strengthen writing through the creation of a persuasive/editorial essay
2. Develop and strengthen writing through the creation of a "description of a place" essay.
3. Write to a prompt under timed circumstances

D. Writing to Learn
1. Compose well-written summaries adhering to the five criteria of good summaries
2. Evaluate summaries using rubrics and checklists
3. Refine usage of weekly learning logs, which include thoughts, reactions and responses to class content, and focus on applying concepts learned to one's life and future
4. Write detailed self-reflections on experiences, presentations, speeches and field trips

E. Focused Note-taking
1. Demonstrate and utilize focused note-taking as a process for deepening understanding of 8th grade content.
2. Take notes, with an emphasis on selecting the appropriate format for note-taking

based on the note-taking objective
3. Take notes, with an emphasis on using strategies to organize notes (e.g. indentation, bullets, outlines, skipping lines, color-coding)
4. Process notes by revising notes to add or delete information and identify main ideas, details, and key words related to the note-taking objective and/or Essential Question
5. Connect thinking by identifying gaps and points of confusion
6. Reflect on how the learning helps to meet the note-taking objective
7. Self-reflect on effectiveness of studying from notes and adapt note-taking process accordingly

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.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.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.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.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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.

- CCSS.ELA-Literacy.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- CCSS.ELA-Literacy.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Learning Targets Addressed

A. Costa's Level of Thinking
1. Recognize and create questions based on Costa's Levels of Thinking and/or Bloom's Taxonomy
2. Focus on the generalization of processes pertaining to how a solution was found

B. Tutorials

1. Refine the 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. Group members ask questions, guide and facilitate understanding, support use of resources and take notes
4. Complete reflections about the learning process of answering and solving tutorial questions 5. Develop content-specific, higher-level questions, in order to actively participate in academic tutorials based on an analysis of academic grades and needs, outside of class

C. Socratic Seminar and Philosophical Chairs

1. Actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, focusing on strategies for continuous improvement
2. Reference text, citing location to support claims and questions
3. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation in a Socratic Seminar or Philosophical Chairs discussion
4. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea 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.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.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.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.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.

- CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- 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.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.

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. Continue to foster trust-building skills by working with classmates
2. Refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
3. Enhance understanding of collaboration and develop leadership skills by working in groups during team building and motivational activities or problem-solving
4. Identify roles within a team/study group to complete a task

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.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.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.

- 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.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 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.5

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

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. Continue to foster trust-building skills by working with classmates
2. Refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
3. Enhance understanding of collaboration and develop leadership skills by working in

groups during team building and motivational activities or problem-solving
4. Identify roles within a team/study group to complete a task

B. Research and Technology
1. Use technology in assignments and presentations, particularly in response to guest speaker presentations, field trip experiences and writing assignments
2. Use the Internet to conduct research in preparation for speeches and essays
3. Determine the validity and applicability of information gathered on the Internet

C.Test Prep/Test-Taking
1. Identify and reflect on personal challenges in preparing for or taking tests, specifically in advanced and honors courses
2. Utilize strategies to prepare for different types of exams
3. Utilize relevant notes/resources to anticipate test questions and study for upcoming assessments
4. Understand teacher's grading rubric and seek further explanation of test expectations when necessary
5. Use test-taking strategies, such as reading the directions, completing easier problems first, returning to more challenging problems, and checking all answers

Unit Title: Reading

A. Vocabulary
B. Textual Analysis

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

- 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.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.

- CCSS.ELA-LITERACY.CCRA.R.10

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

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. Understand how to use context clues in interpreting new vocabulary

B. Textual Analysis
1. Compare and contrast the structure of two or more texts and analyze how the structure of each text contributes to its meaning and style
2. Read and discuss various examples of text, including, but not limited to, articles from fiction and non-fiction
3. Understand the use of persuasive techniques in advertisements and writing
4. Use multiple reading strategies, including, but not limited to, Marking the Text and annotating text

5. Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
6. Utilize strategies to identify an author's purpose and reading for a specific purpose
7. Practice rereading to deepen understanding of a text
8. Identify and discuss traits of voice found in the literature
9. Build an understanding of drawing inferences from texts 10. Determine the main idea of a grade-appropriate 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.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.SL.3

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

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

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

- 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. Guest Speakers
1. Prepare for guest speaker presentations by creating questions for the speakers prior to their visits
2. Use listening skills during presentations by guest speakers which focus on careers in education, careers in business, community involvement, public speaking and preparation for high school
3. Draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers

B. Field Trips
1. Participate in field trips, including, but not limited to, the following: one or two college/university visits that are different from the previous year, feeder high school visits for a shadow day of an AVID student, and feeder elementary visits to discuss AVID
2. Use skills of listening and observing during field trip experience
3. Draft, edit, revise and create a final draft of writing that reflects on learning from field trip experience(s)

C. College and Career Knowledge
1. Use technology, guest speakers and field trips to expose students to different aspects

of college
2. Use the Internet to analyze a career-related website
3. Utilize email, when appropriate, to interview a person regarding a specific career
4. Understand the differences between jobs and careers
5. Complete a career interest inventory to determine potential career opportunities that align with interests

D. Take practice exams (ASPIRE, ACT, PSAT, etc)

1. Participate in an official administration of tests.
2. Develop a personal action plan based upon analysis of practice and official test results
3. Plan coursework for high school