Stockton Unified School District
Since 1852

High School

AVID

WEEK #2

AVIDWeekly®

Disciplinary literacy is an emphasis on the shared ways of reading, writing, speaking, and thinking within a particular content area or academic field.

LEVEL OF DIFFICULTY:

☐ Foundational
☐ Intermediate
☒ Advanced
☐ ELL

FOCUS AREA:

☒ College and Career Readiness
☐ ELA
☐ Health
☐ Math
☒ Science
☒ Social-Emotional Learning
☒ Social Studies
☐ STEM
☐ Technology

AVID's WICOR® Methodology

This lesson uses the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) methodology and strategies from AVID's curriculum library.

AVID WEEKLY RESOURCES

Visit the AVID Weekly matrix for links to lessons and articles. Additional resources are available on the AVID Weekly website.

How dogs and people ended up ruling the world

SOURCE: *Bloomberg*
By Cass R. Sunstein
Published November 30, 2019

AVID'S CRITICAL READING PROCESS

This lesson uses the three phases of the critical reading process.

Activate	**Planning for Reading.** Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning as does identifying how a "content expert" would read the text.	
	Selecting the Text. Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.	
	Pre-Reading. Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.	
Engage	**Building Vocabulary.** Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the "engage" portion of the critical reading process, vocabulary building can happen at any point.	
	Interacting With the Text. Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.	
Extend	**Extending Beyond the Text.** Utilize the text to complete the assigned academic task. "Extend" strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.	

Academic Task:

Analyze the article "How dogs and people ended up ruling the world," written by Cass R. Sunstein through summarizing and clarifying the evidence the author uses to support his claims in order to answer the Essential Question.

Estimated Preparation Time: 30 minutes

Instructional Time: 90 minutes

Resources Needed:
Student and Educator Resources are included with this lesson.

- *Print images for Image Walk*
- *Chart Paper*
- *Markers*

Learning Objective:

- Students will analyze an argument in order to evaluate the use of good supporting evidence.

Essential Question:

How does learning to allow yourself and others grace help ensure that you are college and career ready?

Focused Note-Taking: Students should take notes directly on the handouts provided in this lesson.

ACTIVATE

Establish a purpose for reading, build background knowledge, and set students up for success.

PLANNING FOR READING

Restate the academic task and identify the strategies that will be needed to successfully engage with the text. Recognize where students are in the gradual release of responsibility and decide whether this activity will be modeled with the entire class, in small groups, or with students working individually. *For more information about the gradual release of responsibility, see the online Teacher Resources.*

Think through or have students respond to the following questions and identify how the chosen text fits within the broader context of your instructional unit so students are making connections to their prior knowledge.

- How does the text fit into the overall instructional unit or overall learning experience?

SELECTING THE TEXT

This text meets the following features of an ideal text:

- ☒ Rigorous
- ☒ Develops key content or academic thinking skills
- ☐ Length is appropriate for the purpose
- ☐ Format allows for interaction
- ☒ Balanced perspective or multiple viewpoints
- ☐ Culturally relevant

- This text is rigorous because it provides an opportunity for students to experience productive struggle.
- This text provides students with the opportunity to practice the applying academic thinking skill.
- Engagement with this text fosters inquiry and curiosity.

PRE-READING

Image Walk
1. Place images from the text in various areas of the room and number each one so they can be easily identified at a later point.
   Examples/Ideas for Images from the text:
   - Dog
   - Wolf
   - Silver fox
   - Friend request symbol/picture of friends
   - Photo of Dmitri Belyaev
   - Facebook symbol
   - Labrador
   - Savage

2. Break students into small groups and have each group begin at one of the images around the room.
3. For the first round, have students work with their group to study the image, identifying a key term or concept the image represents and recording their thoughts in their notes. Repeat this step until students have recorded their predictions about each of the images displayed in the room.
4. For the second round, reveal the name of the key term or concept for each image. Then have students revisit the image with this named key term or concept in mind. Ask them to think about how this key term or concept might relate to the text and record their predictions in their notes. Students will visit each image and repeat this step.
5. Debrief by having groups share their thoughts about the images.
6. Keep the images posted in the room with the accompanying key concepts as students read and interact with the text, referring to the images when appropriate for enhancing student understanding and comprehension.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

Vocabulary development can happen at any point in the reading process.

- **Academic words:**
  - survive (par. 3)
  - diverse (par. 4)
  - cooperation (par. 6)

- **Content-area words:**
  - reactive (par. 5)
  - interactions (par. 5)
  - evolutionary (par. 6)

Making Connections Through Language

1. Present the identified academic and content key terms to students in random order.
2. Ask students to individually or collaboratively create one coherent sentence using as many key terms as possible by making connections among the key terms.
3. Have students share some examples of their sentences and lead a discussion on the possible connection between the key terms and the text that students are about to read.
4. Consider posting students' sentences around the room for reference as students encounter these key terms in the text.

INTERACTING WITH THE TEXT

Students process information during this stage. Purposeful rereads are essential for learning.

First Read: Read for the Gist

Have students read the text one time through to identify the main idea; this is a pencil-down read.

1. Pair students up with elbow partners or small groups to talk through what they got from the first read.
2. Ask students to capture the main idea that sums up the gist of the text in their notes.
3. If students are struggling to identify the main idea, ask that they identify the 5 W's (who, what, where, when, why) and the H (how). This can be modeled, done with a partner, or done individually.

Second Read: Get Organized

Number the paragraphs or sections of the text as a class. Read the first two words of each paragraph or section and ask students to call out the number of the paragraph. While they call out the number, they will also number that paragraph or section in the margin of their text.

Purposeful Reread: Rereading to Clarify or Summarize Information

1. If necessary, model how to analyze and respond to the text by engaging in a Think-Aloud, adding thoughts in the margins of the text.

2. Have students work in small groups or with a partner to analyze the Essential Question: How does learning to allow yourself and others grace help ensure that you are college and career ready?

3. Working with their partner, have students move through the multiple reads outlined in *Student Resource: Rereading to Clarify or Summarize Information*.

EXTEND

Reading tasks should be directly connected to what students will do with the text after they have read and understand it.

EXTENDING BEYOND THE TEXT

This stage uses the text to develop academic thinking skills.

ACADEMIC THINKING SKILLS:

☐ Analyze
☐ Evaluate
☐ Synthesize
☒ Apply

Carousel Brainstorm

1. Place students in small groups with chart paper and markers. Provide a short amount of time for the groups to think about and discuss the Essential Question: How does learning to allow yourself and others grace help ensure that you are college and career ready?

2. Allow 2–3 minutes for every group member to add their thoughts to the poster.

3. Have students stop writing and take a moment to read what the other members of the group added. Facilitate a discussion about what was written.

4. Provide an additional minute for them to scribe anything new from the discussion.

5. Have all groups rotate to the next poster. During this round, and each additional round, give students time to review the ideas already recorded before allowing them time to brainstorm and add their own ideas or build upon the ideas of others.

6. Repeat this process until all groups have had time with each of the posters.

Rereading to Clarify or Summarize Information

Stages	Be Thinking...
First Read: Read for the Big Picture For the first read, put your pencil down and simply read through the text one time to get a sense of the "big picture."	• What is my reading purpose? Am I appropriately reading "as a _____"? • What is this text about? • What is the author saying? • What do I understand? • What don't I understand? (Identify these parts by writing a "**?**" in the margins.)
Second Read: Mark the Text For the second read, pick up your pencil and **Mark the Text**, using the text markings appropriate for the given text and discipline. Pay particular attention to parts that confuse you and identify those parts.	• What is my reading purpose? • What is the key information, and how am I going to isolate it? • What do I still not understand? (Identify these parts by writing a "**?**" in the margins.)
Third Read: Clarify For the third read, return to your text and begin to clarify the areas that you identified as confusing. This would be a good time to use the **Writing in the Margins** strategy.	• What do I still not understand? (Identify these parts by writing a "**?**" in the margins.) • What other resources can I use to help me understand the confusing parts? • What are the definitions of words that I don't understand? • Who can I ask to help me understand the confusing parts?
Fourth Read: Summarize For the fourth read, you want to have the concept of summarizing in mind. Now that you have clarified your points of confusion, summarizing will help you gain a deeper understanding of the main points in the text.	• Once I clarify my points of confusion, how can I remember them in an easy way? • If I were to write one sentence each to describe the *beginning*, *middle*, and *end* of the text, what would my three sentences be? • (If there was a particularly confusing part of the text, write another summary of that section to demonstrate your comprehension.) • Overall, what did I learn from this text?

How dogs and people ended up ruling the world

SOURCE: *Bloomberg*
By Cass R. Sunstein
Published November 30, 2019

Where do dogs come from? What is their relationship to wolves?

Where do Homo sapiens come from? What is our relationship to other human species such as Neanderthals, Denisovans and Homo erectus?

Why do dogs flourish as wolves struggle to survive? Why are we the only remaining humans?

New research suggests that these diverse questions have a single answer.

In brief: Dogs are far less likely than wolves to respond to challenges with violence (or by running away). Or, in more technical terms, they show low levels of "reactive aggression" in social interactions.

As compared to extinct human species, Homo sapiens show precisely the same thing. As a result, we — you and I — are uniquely capable of trust and cooperation. That's the basis of our evolutionary triumph.

Some of the key research has been done by anthropologist Brian Hare of Duke University, who gives this process a name: Survival of the Friendliest.

Let's start with Man's Best Friend. The defining work began in the 1950s, with research inaugurated by Soviet geneticist Dmitri Belyaev, the most visionary scientist you've never heard of. Under Soviet rule, Belyaev's job was to raise silver foxes, prized for their pelts. But he was actually interested in the origins of dogs.

Belyaev had a startling hypothesis, which was that all of the characteristics of dogs evolved from one feature: docility.

At some point in ancient history, Belyaev speculated, relatively docile wolves mated with one another. Their offspring became more docile still, and the offspring of those offspring were even more so.

Over the course of many generations, dogs emerged. Belyaev boldly hypothesized that all of the physical features of dogs, distinguishing them from wolves - floppy ears, multiple colors, two menstrual cycles annually (female wolves have only one) - were a byproduct of docility.

To test that hypothesis, Belyaev worked with collaborators to separate out the less fearful and least aggressive silver foxes and to have them breed with one another. His goal? To turn foxes into dogs.

After a few generations, Belyaev started to see results. His young foxes became calmer. Some even wagged their tails as human beings approached. Others flopped on their backs, asking for belly rubs. They would fetch balls.

As the experiment continued, the foxes' physical appearance started to change. They developed floppy ears. Their fur showed white patches.

The most dramatic changes involved their personalities. To be sure, they were not dogs. But they were pretty close. People could take them on walks. They would sit on command. ("Good fox!") They were eager to cuddle. The Russian Fox Domestication Experiment, as it is sometimes called, continues to this very day.

Influenced by Belyaev's experiments, Hare has discovered that just like human beings, and unlike wolves and all other wild species, dogs can read social cues. If, for example, a human being points to the left, a dog will look in that direction, picking up the signal: "Look there!"

After traveling to Russia, Hare was amazed to find that Belyaev's domesticated foxes — unlike ordinary foxes — share that characteristic with dogs.

But the most ambitious work on these issues has been done by Harvard anthropologist Richard Wrangham, who has

elaborated a proposition at which Belyaev just hinted, which is that Homo sapiens is the domesticated member of the human species. Wrangham argues that a decline in reactive aggression is the defining feature of Home sapiens.

Wrangham offers evidence that the human species that died out were, essentially, wilder versions of, well, us. "Their archaic looks were of a species that differed from Homo sapiens rather as a chimpanzee does from a bonobo, or a wolf from a dog," he wrote in his 2019 book, "The Goodness Paradox."

Compared to Home sapiens, previous human species had broader and heavier skulls and thicker skeletons. As Homo sapiens emerged, the size of the face and the brow ridge diminished. Male faces became more feminine as sex differences were reduced. These are the anatomical characteristics of domestication.

Wrangham argues that because of a comparative decrease in reactive aggression, Homo sapiens had a variety of significant advantages, including an ability to learn from and to cooperate with one another. As

Wrangham puts it, "Docility should be considered as foundational of humankind, not just because it is unusual, but because it seems likely to be a vital precondition for advanced cooperation and social learning."

You might find Wrangham's thesis a bit jarring. After all, modern human beings are capable of nuclear and conventional war, genocide and immense cruelty. Wrangham also emphasizes that we are uniquely capable of "proactive aggression," that is, aggression that involves a lot of advance planning.

What we share with our Best Friend is a major reduction in immediate, reflexive, violent responses to real or apparent threats and frustrations. And of course, people, like dogs, are diverse on this count. Some people are more like wolves; others are more like Labrador retrievers.

Belyaev, Hare and Wrangham are making claims about evolution, not about politics, and certainly not about contemporary political life. But they tell us something about what keeps societies together and what makes them fall apart — and also, I think about what separates out the best of us.

Evolutionary anthropologists use the word "docility," but a stronger term, suitable for both dogs and people, is grace. It is the opposite of savagery. It signals an ability to think charitably of others, which is crucial to an absence of reactive aggression. And in social interactions, grace generally breeds more of itself.

It's something to be grateful for this holiday season.

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ABOUT THE WRITER

Cass R. Sunstein is a Bloomberg Opinion columnist. He is the author of "The Cost-Benefit Revolution" and a co-author of "Nudge: Improving Decisions About Health, Wealth and Happiness."

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I'm saying no to structured after-school activities for my kids

SOURCE: *The Washington Post*
By Megan Nix
Published November 25, 2019

AVID'S CRITICAL READING PROCESS

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Extend	**Extending Beyond the Text.** Utilize the text to complete the assigned academic task. "Extend" strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.

Academic Task:

Evaluate "I'm saying no to structured after-school activities for my kids," written by Megan Nix, through identifying the author's claim and evidence prior to engaging in a Socratic Seminar.

Estimated Preparation Time: 30 minutes

Instructional Time: 60–90 minutes

Resources Needed:
Student and Educator Resources are included with this lesson.

- Sticky notes

Learning Objective:

- Students will evaluate an author's claim and evidence in a persuasive text.

Essential Question:

How many after-school activities are too many?

Focused Note-Taking: Two-column notes are the recommended format for this lesson.

ACTIVATE

Establish a purpose for reading, build background knowledge, and set students up for success.

PLANNING FOR READING

Restate the academic task and identify the strategies that will be needed to successfully engage with the text. Recognize where students are in the gradual release of responsibility and decide whether this activity will be modeled with the entire class, in small groups, or with students working individually. *For more information about the gradual release of responsibility, see the online Teacher Resources.*

Think through or have students respond to the following questions and identify how the chosen text fits within the broader context of your instructional unit so students are making connections to their prior knowledge.

- How does the text fit into the overall instructional unit or overall learning experience?

SELECTING THE TEXT

This text meets the following features of an ideal text:

☐ Rigorous
☐ Develops key content or academic thinking skills
☐ Length is appropriate for the purpose
☐ Format allows for interaction
☒ Balanced perspective or multiple viewpoints
☒ Culturally relevant

- This text contains content that is of high interest to students.
- This text explores an issue from multiple viewpoints.

PRE-READING

Philosophical Chairs: Speed Formation

1. Inform students that, in this version of Philosophical Chairs, they will generate the central statements for the discussions.
2. Allow students three to five minutes to individually, with a partner, or small group develop ideas for central statements connected to the text and write each on a separate piece of paper. An example would be, "There is too much societal pressure for kids to be involved in activities outside of school."
3. Collect all suggestions.
4. Randomly select one central statement, modifying it as necessary.
5. Announce the selected central statement to the class and define the two sides of the debate (e.g., Agree/Disagree, Yes/No, etc.). Have students move to the side of the room with the position that they intend to defend.
6. Provide students with think time to organize their thoughts as to why they have chosen this side of the discussion, providing time to collaborate with two to three other students if necessary.

7. Begin the debate between groups, following the steps in Philosophical Chairs listed on the Teacher Resource page.
8. Select a new central statement when necessary and move through steps 6–7 as many times as time allows.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

Vocabulary development can happen at any point in the reading process.

- **Academic words:**
  - capable (par. 2)
  - anxiety (par. 3)
  - atrophying (par. 6)
  - illusory (par. 12)

- **Content-area words:**
  - self-worth (par. 3)

Frayer Model

1. Have students use *Student Resource: Frayer Model Template* or set up a Frayer Model in their notes as follows (for differentiation, this may be done as a whole-group activity with the teacher modeling):
   - Upper-left: Definition of the word. Students may draw pictures about the word.
   - Lower-left: Examples and connections to the word (i.e., prior knowledge). Provide sentence frames, such as "The word ____ reminds me of _____."
   - Upper-right: Drawing or other visual representation of the word.
   - Lower-right: Non-examples of the word.
2. Working individually, with a partner, or in small groups, have students complete a Frayer Model for each of the vocabulary words identified above. For differentiation, this may be done as a whole-group activity with the educator modeling.

3. Students can join with another pair or group to compare ideas.
4. Correct any misconceptions that arise.

INTERACTING WITH THE TEXT

Students process information during this stage. Purposeful rereads are essential for learning.

First Read: Read for the Gist

Have students read the text one time through to identify the main idea; this is a pencil-down read.

1. Pair students up with elbow partners or small groups to talk through what they got from the first read.
2. Ask students to capture the main idea that sums up the gist of the text in their notes.
3. If students are struggling to identify the main idea, ask that they identify the 5 W's (who, what, where, when, why) and the H (how). This can be modeled, done with a partner, or done individually.

Second Read: Get Organized

Number the paragraphs or sections of the text as a class. Read the first two words of each paragraph or section and ask students to call out the number of the paragraph. While they call out the number, they will also number that paragraph or section in the margin of their text.

Purposeful Reread: Claim and Evidence

1. After students have read for the gist and can identify the main idea of the text, point out that in a persuasive or argumentative text, the main idea is what the author wants you to believe and is another name for the author's claim.
2. Direct students to reread the article more closely, looking for support for the author's main idea. This support can be in the form of reasons or evidence. Have students identify the support by underlining.
3. Have students work with a partner to write each piece of support on a sticky note so they can work through determining which are

reasons and which are evidence. Remind students that reasons are broad support for the author's claim, such as "But I need only look at my blood pressure at the end of each class to see the weightier downside of our after-school commitments," and evidence is the specific facts, statistics, analogies, or testimonies that provide additional support to the reasons, such as "The kids are in an unleashed tizzy after a full day of paying attention in school and structured extracurriculars."

4. After students sort their sticky notes into "reasons" and "evidence," have them place the "reasons" across the top of a piece of chart paper, the desk they are working at, their section of the wall, or a whiteboard. Then ask students to work through the remaining sticky notes by placing the evidence pieces under the reason they support.

5. Facilitate a class discussion around how students deconstructed the argument and, as a class, come to a conclusion on the author's reasons and the evidence supporting their claim. Have students work with partners or individually to develop questions around the author's reasons and evidence supporting their claim that they can bring to a Socratic Seminar.

EXTEND

Reading tasks should be directly connected to what students will do with the text after they have read and understand it.

EXTENDING BEYOND THE TEXT

This stage uses the text to develop academic thinking skills.

ACADEMIC THINKING SKILLS:
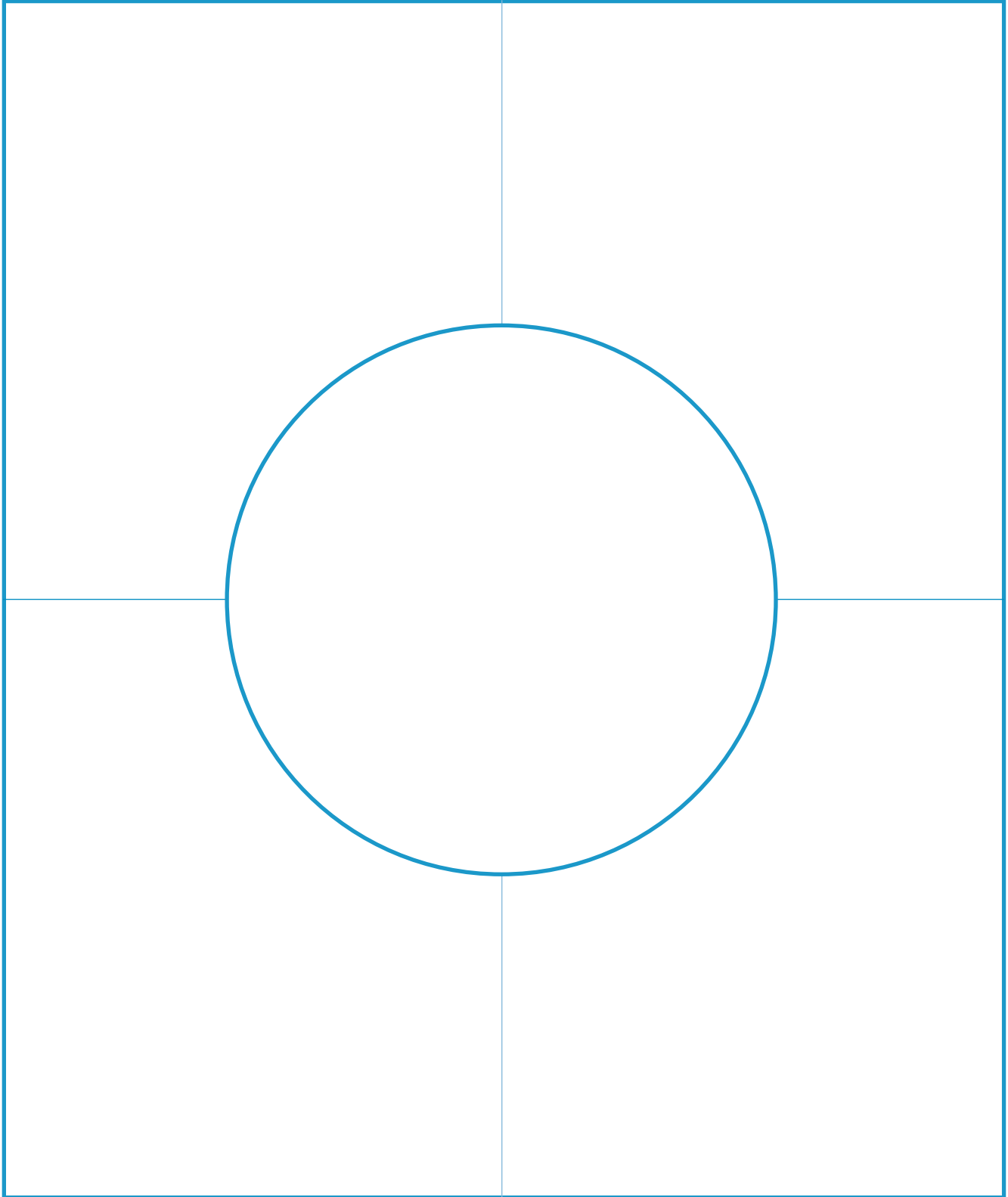
☐ Analyze
☐ Evaluate
☐ Synthesize
☒ Apply

Socratic Seminar

1. Discuss the purpose and format of the Socratic Seminar with students. Refer to the Teacher Resources for Socratic Seminar on the AVID Weekly site for additional instructional guides.

2. Have students bring the questions they developed while engaging in the "Purposeful Reread: Claim and Evidence" strategy during the "interact" phase of the reading process.

3. Provide students with academic language scripts to use during the Socratic Seminar (see *Student Resource: Academic Language Scripts*).

4. Share, or co-create with students, a word bank for the Socratic Seminar.

5. Have students arrange their chairs according to the type of Socratic Seminar they will be engaging in (one large seminar, inner/outer circle, pilot/co-pilot, or simultaneous) with the word bank visible.

6. Students should bring the necessary materials for participating in the Socratic Seminar with them: their marked text, questions, academic language scripts, and a pen and paper for taking notes.

7. Have students whip-around the circle, reading one of their questions. The group selects an opening question and begins their discussion.

8. The discussion continues as group members ask clarifying questions or offer responses, with students building upon the comments and analysis of others using their academic language scripts.

9. Pause periodically for pilot/co-pilot discussion or for students to switch roles.

10. End the Socratic Seminar with an oral or written debrief and reflection upon the process.

Frayer Model Template

Name: _____ **Date:** _____

Academic Language Scripts

Requesting Assistance
- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do/write/draw/pronounce/solve...?

Interrupting
- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification
- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood _____. Could you please give us another example?
- So, do you mean...?

Probing for Higher-Level Thinking
- What examples do you have of...?
- Where in the text can we find...?
- I understand _____, but I wonder about...
- How does this idea connect to...?
- If _____ is true, then...?
- What would happen if...?
- Do you agree or disagree with their statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion
- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Building on What Others Say
- I agree with what _____ said because...
- You bring up an interesting point, and I also think...
- That's an interesting idea. I wonder, ...?
- I think _____. Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____(name) said that _____. I agree and also think...
- Based on the ideas from _____(name), _____(name), and _____(name), it seems like we all think that...
- That's an excellent point, and I would add...

Soliciting a Response
- Do you agree?
- _____(name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____(name), what did you understand from that answer?

Disagreeing
- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that _____ instead of...
- I have a different answer than you:...

Offering a Suggestion
- Maybe you/we could...
- Here's something you/we might try:...
- What if you/we...?

Classroom Reporting
- _____(name) explained to me that...
- _____(name) pointed out that...
- _____(name) mentioned that...
- _____(name) shared with me that...
- _____(name) brought to my attention that...
- _____(name) pointed out something interesting/intriguing/surprising:...

I'm saying no to structured after-school activities for my kids

SOURCE: *The Washington Post*
By Megan Nix
Published November 25, 2019

There's always something we aren't doing, it seems. My school-age kids, who are 7 and 4, bring home shiny brochures every Friday, broadcasting the latest after-school programs all the cool kids are doing: hip-hop, soccer, flag football, drawing, Girl Scouts, horseback riding, clay-making, ukulele. And every Friday afternoon, I allow my 2-year-old to shred the after-school brochures in her hands and relocate them to the trash.

We've participated in many of these classes, and they've been led by happy, capable teachers. And yet, when the day of any class arrives, I regret that we aren't just spending the evening at home. The last ballet class my 4-year-old took required a 40-minute drive in rush-hour traffic so she could jump overstuffed animals placed in the middle of a room. The ceramics class my oldest daughter was taking at the same time, in the same arts center, yielded 10 spiky and fragile glazed projects, two of which broke as soon as we brought them home.

Both of my girls loved these classes. My oldest daughter has anxiety issues, and my middle daughter is deaf and has gross motor delays, so I framed these activities as child-chosen therapies that would give them tools they could use outside the classes. And there were benefits: I love their early exposure to the arts; I love the clay projects, and the self-worth that came with them; and I love the glowing pride my daughter with special needs shows when she leaps through the air.

But I need only look at my blood pressure at the end of each class to see the weightier downside of our after-school commitments: The kids are in an unleashed tizzy after a full day of paying attention in school and structured extracurriculars, no matter how much fun they have had; the 2-year-old has reached her threshold for patience and one of her shoes is gone; I have nothing planned for dinner; and the traffic has reached a level of insanity.

The problem is that these activities are supplying my kids with lessons they don't need to learn at this point in their lives, on a strict schedule, and with monthly fees. These activities do them no harm, but they increase my anxiety and limit my mobility, and the hours between 4 and 6 p.m. are a time when I need to place my needs (decompressing after all the kids are home, starting dinner, pouring a glass of wine) ahead of the shortsighted desires of my young kids — a parenting move that feels countercultural in a country that provides cooking classes for toddlers and meditation sessions for those too young to be capable of reasonable thought.

In the 1980s, when I was the age my children are now, I was chiseling the atrophying concrete in our driveway after school, or trying to jump a bike over slabs of wood my older brothers had dragged out from the garage. I remember going to the park without our parents or hiding in the side yards of strangers. I wasn't anxious, and neither were my parents. I don't remember being lured by company-sponsored anything, and my mom doesn't either.

We played on soccer teams that practiced down the street when we were in second or third grade, and I joined the neighborhood swim team. Neither sport became competitive until we were in late middle school. At that point, we could choose to join club sports or opt out. I went with the latter. I just wanted to jump off the diving board with my friends. But it seems harder to be that kind of fun-loving, casual participant today. Our kids are encouraged to commit to things at a higher level of intensity, farther away from home, at a higher cost, before we can weigh the commitment, commute and money against the rest of the family's needs.

When my oldest did gymnastics last spring, a mother sitting next to me on the bleachers asked me how many times a week I was coming to the gym. "Once a week," I said. And she replied, with obvious fatigue: "Just you wait. I'm here with my 8-year-old four days a week."

I decided, quietly, that gymnastics probably wasn't for us. In the car on the way home, I asked my daughter how she felt about gymnastics. "I'm really just doing it because I like the unitards," she said. We were passing a doughnut place, so I pulled in.

"Maybe it would be nice to have a doughnut on Saturday mornings instead of gymnastics," I said. She lit up, and it was unlike any expression I'd ever seen on her face at the gym. I'm not encouraging slovenliness and doughnut eating over healthy athleticism, of course; I'm advocating for life balance, which sometimes means sprinkles and giggling in a sticky booth instead of standing stick-straight on a beam.

I'm sure there are more Zen moms than me, who have calm drives and organized planners and who don't love canceling as much as I do. But a recent Pew Research Center survey reported two truths about the demographic that represents me: parents with higher incomes (above $75,000 a year) and higher education levels are more likely to report that their children participate in after-school activities; "meanwhile," the Pew report says, "these parents tend to worry about their children doing too much."

A lot of us put our kids in activities because other similar-aged kids are doing these activities. But the implied state of playing "keep up with the Joneses" is that we're pursuing an illusory ideal that exhausts us and that we'll never actually reach. Maybe even the Joneses are more tired than they seem.

The statistic above reveals a tension many parents like me are silently feeling while we play Uber driver and distracted audience member: We have a whole life of worthier sacrifices ahead of us, and we don't need to be prematurely, culturally cajoled into this. When I asked my mom what she thought, she said: "If you feel like you're doing too much, then you are."

This week, when the instructors of both of my girls' classes asked if we were signing up for the next session, I told them I'd think about it. I have, and the answer is no. We have clay in the closet and a wood floor in the family room, and the rest of my kids' lives will be rife with competition. For now, they can enjoy after-school activities like I did at this age: at home.

AVID Weekly®

Disciplinary literacy is an emphasis on the shared ways of reading, writing, speaking, and thinking within a particular content area or academic field.

LEVEL OF DIFFICULTY:

☐ Foundational
☒ Intermediate
☐ Advanced
☐ ELL

FOCUS AREA:

☐ College and Career Readiness
☐ ELA
☒ Health
☐ Math
☒ Science
☐ Social-Emotional Learning
☐ Social Studies
☐ STEM
☐ Technology

AVID's WICOR® Methodology

This lesson uses the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) methodology and strategies from AVID's curriculum library.

AVID WEEKLY RESOURCES

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A bug is making you miserable – is it alive?

SOURCE: *The Washington Post*
By Rachel Feltman
Published November 19, 2018

AVID'S CRITICAL READING PROCESS

This lesson uses the three phases of the critical reading process.

Activate	**Planning for Reading.** Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning as does identifying how a "content expert" would read the text.	
	Selecting the Text. Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.	
	Pre-Reading. Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.	
Engage	**Building Vocabulary.** Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the "engage" portion of the critical reading process, vocabulary building can happen at any point.	
	Interacting With the Text. Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.	
Extend	**Extending Beyond the Text.** Utilize the text to complete the assigned academic task. "Extend" strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.	

Academic Task:

Analyze "A bug is making you miserable – is it alive?" written by Rachel Feltman, through text-dependent questioning to engage in a Socratic Seminar.

Estimated Preparation Time: 30 minutes

Instructional Time: 90 minutes

Resources Needed:
Student and Educator Resources are included with this lesson.

- Sticky notes

Learning Objective:

Apply the understanding of scientific vocabulary in order to analyze the article and participate in a Socratic Seminar.

Essential Question:

Are the bugs that make us sick alive?

Focused Note-Taking: Two-column notes are recommended for this lesson.

ACTIVATE

Establish a purpose for reading, build background knowledge, and set students up for success.

PLANNING FOR READING

Restate the academic task and identify the strategies that will be needed to successfully engage with the text. Recognize where students are in the gradual release of responsibility and decide whether this activity will be modeled with the entire class, in small groups, or with students working individually. *For more information about the gradual release of responsibility, see the online Teacher Resources.*

Think through or have students respond to the following questions and identify how the chosen text fits within the broader context of your instructional unit so students are making connections to their prior knowledge.

- What key content-related or general academic vocabulary do students need to know prior to reading the text?
- How does the text fit into the overall instructional unit or overall learning experience?

SELECTING THE TEXT

This text meets the following features of an ideal text:

☒ Rigorous
☒ Develops key content or academic thinking skills
☐ Length is appropriate for the purpose
☐ Format allows for interaction
☐ Balanced perspective or multiple viewpoints
☐ Culturally relevant

- Academic thinking skills are necessary for comprehension of this text.
- This text provides students with the opportunity to develop disciplinary literacy through content-specific academic language development and analytical thinking.

PRE-READING

Philosophical Chairs: Speed Formation

1. Inform students that, in this version of Philosophical Chairs, they will generate the central statements for the discussions.
2. Allow students three to five minutes to individually, with a partner, or small group develop ideas for central statements connected to the text and write each on a separate piece of paper. An example would be "viruses are alive."
3. Collect all suggestions.
4. Randomly select one central statement, modifying it as necessary.
5. Announce the selected central statement to the class and define the two sides of the debate (e.g., Agree/Disagree, Yes/No, etc.). Have students move to the side of the room with the position that they intend to defend.

6. Provide students with think time to organize their thoughts as to why they have chosen this side of the discussion, providing time to collaborate with two to three other students if necessary. They should take notes as they organize their thoughts and then pair–share their notes with a partner to process their ideas before the debate begins.
7. Begin the debate between groups, following the steps in Philosophical Chairs listed on the Teacher Resource page.
8. Select a new central statement when necessary and move through steps 6–7 as many times as time allows.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

Vocabulary development can happen at any point in the reading process.

- **Academic words:**
  - eliminating (par. 9)
  - eradicate (par. 12)

- **Content-area words:**
  - virus (par. 1)
  - bacteria (par. 2)
  - molecules (par. 3)
  - genes (par. 3)
  - proteins (par. 3)
  - organisms (par. 4)
  - ecosystem (par. 8)
  - immunity (par. 11)

Vocabulary Awareness Chart

1. Have students create a note-taking structure replicating a vocabulary awareness chart with the column titles "word," "visual," and "definition" or provide them with *Student Resource: Vocabulary Awareness Chart—Prior to Reading*. Instruct them to add the vocabulary words above to their chart. The teacher may do this as a whole-class activity while modeling and engaging in a Think-Aloud.

2. In small groups or with a partner, have students compare their charts, discuss word meanings, develop authentic definitions, and write any questions they have. The words might not all have definitions at this point.
3. Lead a whole-class discussion providing students with the opportunity to discuss the "no clue" words, make predictions about possible definitions, share words in the "Heard or seen it before" column, and ask their written questions.
4. As students read the article, have them add to or revise definitions as word meanings become clearer. Encourage them to also add other words that they do not understand to the chart.
5. Revisit the charts after reading. Have students review or revise their definitions based upon their reading, then engage in a whole-group discussion around words that are providing the most difficulty. Give students the opportunity to add to their definitions after the class discussion.

INTERACTING WITH THE TEXT

Students process information during this stage. Purposeful rereads are essential for learning.

First Read: Read for the Gist

Have students read the text one time through to identify the main idea; this is a pencil-down read.

1. Pair students up with elbow partners or small groups to talk through what they got from the first read.
2. Ask students to capture the main idea that sums up the gist of the text in their notes.
3. If students are struggling to identify the main idea, ask that they identify the 5 W's (who, what, where, when, why) and the H (how). This can be modeled, done with a partner, or done individually.

Second Read: Get Organized

Number the paragraphs or sections of the text as a class. Read the first two words of each paragraph or section and ask students to call out the number of the paragraph. While they call out the number, they will also number that paragraph or section in the margin of their text.

Purposeful Reread: Text-Dependent Questioning

1. Assign students into reading pairs, who will work together to deconstruct the text and craft questions for another reading pair to answer and discuss. Provide groups with a copy of *Educator Resource: Progression of Text-Dependent Questions*.
2. Assign each reading pair two or three categories of questions to craft for another reading team. Each group can be assigned the same categories, or groups can be assigned different categories.
3. Chunk the text with the class so that each reading group crafts questions for specific areas of the text.
4. Model the process of creating a question with the first chunk of the text, ensuring that students understand why that question was crafted.
5. Have student pairs write their questions on sticky notes and label the note with the corresponding paragraph or section number.
6. After each pair of students has completed their sets of questions, they will trade their sticky notes with another group.
7. Each pair will read the text one more time, before answering the questions provided to them by another group. Students should take two-column notes as they read and then process those notes with a partner before the class discussion.
8. As a class, identify the best questions and bring them to a Socratic Seminar as part of Extending Beyond the Text.

Reading tasks should be directly connected to what students will do with the text after they have read and understand it.

EXTENDING BEYOND THE TEXT

This stage uses the text to develop academic thinking skills.

ACADEMIC THINKING SKILLS:

☐ Analyze
☐ Evaluate
☐ Synthesize
☒ Apply

Socratic Seminar

1. Discuss the purpose and format of the Socratic Seminar with students. Refer to the Teacher Resources for Socratic Seminar on the Core Strategies site on my.avid.org for additional instructional guides.
2. Have students bring the questions they developed while engaging in the "Purposeful Reread: Text-Dependent Questioning" strategy during the "interact" phase of the reading process.
3. Provide students with academic language scripts to use during the Socratic Seminar (see *Student Resource: Academic Language Scripts*).
4. Share, or co-create with students, a word bank for the Socratic Seminar. Students can also use their two-column notes from the reading.
5. At the end of the seminar, students should write a summary of the discussion at the bottom of their notes.

Vocabulary Awareness Chart—Prior to Reading

Use this template as guide before you engage with the text. It can be modified as needed to meet the reading purpose.

Vocabulary for: _____

Word	Know it well– can explain it	Heard or seen it before	No clue	Notes/Definitions

Questions I want to ask:_____

_____

_____

Predictions I am making: _____

_____

_____

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Progression of Text-Dependent Questions

Word
- Why does the author say/use (word choice) to illustrate their opinion/ proposition/main idea/assertion?
- How does the author's word choice affect the mood or tone of the reading? What are some examples?

↓

Sentence
- Which sentence supports the author's position/main idea the best?
- Why does the author choose the first/last sentence to open/close the reading?
- What does the author mean by…?

↓

Paragraph
- Why does the author use statistics/quotes/anecdotes/data to support his/her proposition/main idea?
- Which paragraph has the most impact or makes the strongest impression? Why?

↓

Segments
- How does this segment connect to the author's purpose or the overall meaning of the text?
- Which segment of the text is the most important, and why? Justify your answer.

↓

Entire Text
- What is the position/main idea/proposition of the author? What evidence is given?
- How does the title connect to the main idea or author's proposition?
- Why does the author use this organizational pattern to communicate his/her position/main idea/assertion?

↓

Across Texts
- How does this text relate to other ideas or concepts that we are learning/ have learned in this class or another?
- How does this text build or add to our knowledge of…?

Academic Language Scripts

Requesting Assistance
- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do/write/draw/pronounce/solve...?

Interrupting
- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification
- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood _____. Could you please give us another example?
- So, do you mean...?

Probing for Higher-Level Thinking
- What examples do you have of...?
- Where in the text can we find...?
- I understand _____, but I wonder about...
- How does this idea connect to...?
- If _____ is true, then...?
- What would happen if...?
- Do you agree or disagree with their statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion
- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Building on What Others Say
- I agree with what _____ said because...
- You bring up an interesting point, and I also think...
- That's an interesting idea. I wonder, ...?
- I think _____. Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____(name) said that _____. I agree and also think...
- Based on the ideas from _____(name), _____(name), and _____(name), it seems like we all think that...
- That's an excellent point, and I would add...

Soliciting a Response
- Do you agree?
- _____(name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____(name), what did you understand from that answer?

Disagreeing
- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that _____ instead of...
- I have a different answer than you:...

Offering a Suggestion
- Maybe you/we could...
- Here's something you/we might try:...
- What if you/we...?

Classroom Reporting
- _____(name) explained to me that...
- _____(name) pointed out that...
- _____(name) mentioned that...
- _____(name) shared with me that...
- _____(name) brought to my attention that...
- _____(name) pointed out something interesting/intriguing/surprising:...

A bug is making you miserable — is it alive?

SOURCE: *The Washington Post*
By Rachel Feltman
Published November 19, 2018

Most of the sniffles plaguing you and your friends are thanks to viruses. But what is a virus? Is it alive?

Some illnesses are caused by bacteria. Bacteria are alive: They're very small — you can't see them without a microscope — but they take in nutrients, reproduce and die. Viruses can make copies of themselves only by hijacking the cells of the creatures they infect. When the flu virus is outside of your body — lurking on a doorknob, for instance — it's dead by any definition. But once inside your body, it shows many of the characteristics of life. Viruses might even be the descendants of living organisms that shed seemingly necessary traits to live more efficiently (with a little help from our cells).

"Most viruses have molecules — genes and proteins — like us and other live beings. However, they need another living being to make these proteins," says Jordi Paps, an evolutionary biologist at the University of Essex in England.

Some researchers point out that many organisms — including such parasites as tapeworms that can live in your gut — need hosts to feed them and help them reproduce. Viruses aren't so different.

"However, others say that all organisms, parasites or not, can make proteins by themselves, but viruses can't, so this is why they do not consider them alive," Paps says.

Other scientists see it differently.

"Viruses can be regarded similar to 'seeds' of plants," says Gustavo Caetano-Anollés of the University of Illinois. "Some seeds appear dead, and you can keep them for years without anything happening to them until (the plant starts growing)."

Scientists debate this mostly because it's interesting, not because they're desperate for an answer. But there are very good reasons to try to understand how viruses work and how they fit into the ecosystem.

David Bhella, a researcher at the University of Glasgow in Scotland, explains that some researchers worry that eliminating a virus will leave another one in its place. We see this with animals; our mammalian ancestors got the chance to evolve only because big dinosaur predators died in a mass extinction event.

Bhella says we see this happening constantly with the flu.

"Each year a handful of strains circulate, and in the face of increasing immunity in the population they are eventually replaced with different strains that occupy the same niche," he says.

We know how this works with animals: If humans killed off all the lions in the world, for example, there would suddenly be a lot more hyenas, because both predators eat the same sorts of animals. Fewer lions mean more food for hungry hyenas. But since we know less about how viruses fit into the world around them, it's hard to know what would happen if the flu disappeared, Bhella says. "What defines an evolutionary opportunity for a virus? If we eradicate a virus, will something else take its place?"

We don't need to decide whether viruses are alive to answer that question, but we do need to study them a lot more. And in coming to understand them, we might realize we don't want to get rid of most of them. Scientists have recently come to understand that viruses exist pretty much everywhere — including inside our guts — and mostly don't cause trouble. Some may even help us out.

"Viruses are cool, and may accidentally move genes from one group of organisms to another," Paps says.

One example is a protein in the placenta, the organ that transfers nutrients from a mother to her unborn baby, Paps says. "This protein comes from a virus. Maybe without viruses there wouldn't be mammals or they would look very different!"

———

ABOUT THE AUTHOR

Feltman is an editor at Popular Science Magazine.

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☐ Intermediate
☒ Advanced
☐ ELL

FOCUS AREA:

☒ College and Career Readiness
☐ ELA
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College students say they want a degree for a job. Are they getting what they want?

SOURCE: *The Washington Post*
By Jeffrey J. Selingo
Published September 1, 2018

AVID'S CRITICAL READING PROCESS

This lesson uses the three phases of the critical reading process.

Activate	**Planning for Reading.** Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning as does identifying how a "content expert" would read the text.
	Selecting the Text. Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.
	Pre-Reading. Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.
Engage	**Building Vocabulary.** Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the "engage" portion of the critical reading process, vocabulary building can happen at any point.
	Interacting With the Text. Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.
Extend	**Extending Beyond the Text.** Utilize the text to complete the assigned academic task. "Extend" strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.

Academic Task:

Analyze "College students say they want a degree for a job. Are they getting what they want?" written by Jeffrey J. Selingo, by using depths of complexity icons to purposefully interact with the text to help isolate key information in the text necessary to create a Graphic Abstract.

Estimated Preparation Time: 30 minutes

Instructional Time: 90 minutes

Resources Needed:
Student and Educator Resources are included with this lesson.

- Notecards or sticky notes
- Chart paper

Learning Objectives:

- Students will use specified depths of complexity icons to purposefully interact with the text to help identify and isolate key information.
- Student will use key details from the text and work collaboratively to create a Graphical Abstract.

Essential Question:

Are students enrolling in college for the right reasons?

Focused Note-Taking: Students should take notes on the materials provided.

ACTIVATE

Establish a purpose for reading, build background knowledge, and set students up for success.

PLANNING FOR READING

Restate the academic task and identify the strategies that will be needed to successfully engage with the text. Recognize where students are in the gradual release of responsibility and decide whether this activity will be modeled with the entire class, in small groups, or with students working individually. *For more information about the gradual release of responsibility, see the online Teacher Resources.*

Think through or have students respond to the following question and identify how the chosen text fits within the broader context of your instructional unit so students are making connections to their prior knowledge.

- How does the text fit into the overall instructional unit or overall learning experience?

SELECTING THE TEXT

This text meets the following features of an ideal text:

☒ Rigorous
☒ Develops key content or academic thinking skills
☐ Length is appropriate for the purpose
☐ Format allows for interaction
☒ Balanced perspective or multiple viewpoints
☐ Culturally relevant

- Academic thinking skills are necessary for comprehension of this text.
- This text may serve as a catalyst for personal and intellectual growth.
- Engagement with this text fosters inquiry and curiosity.

PRE-READING

Class Poll

1. Inform students they will be conducting a class poll regarding "Education" by polling as many classmates in the time allotted.
2. Ask students to set up their note page to capture their findings.
3. Invite students to use the following prompts to poll their peers:
   a. How important is education to you? Scale 1 (Not at all) – 5 (It is Essential)
   b. What do you want to do once you have completed your education?
   c. Why?
   d. Which type of post-secondary opportunity will you most likely take advantage of in order to meet your goal?
      - Two-year college
      - Four-year college/university
      - Vocational/Trade school

- Military
- Apprenticeship
- Gap year

4. When time is called, ask students to tabulate their findings.

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

Vocabulary development can happen at any point in the reading process.

- **Academic words:**
  - motivation (par. 2)
  - prospects (par. 2)
  - ambiguity (par. 7)
  - enhancing (par. 8)

- **Content-area words:**
  - job (par. 1)
  - humanities (par. 2)
  - STEM (par. 2)
  - unemployment (par. 3)
  - underemployment (par. 3)

List-Group-Label

List

1. Using chart paper, have students brainstorm all the words they think relate to college.
2. Allow for productive struggle and the opportunity for students to make mistakes.
3. Add words to the list to deepen students' thinking.

Group

1. Divide the class into small groups. Have the groups transfer the words to index cards or sticky notes and sort the words into categories based on important relationships.
2. Ask students to explain their reasoning for placing words together.

3. Groups may ask each other questions and change their groupings based on new learning.

Label

1. Invite students to suggest a category label for their groups of words. They should be able to justify the thinking behind the labels they have chosen.
2. Facilitate a discussion with the whole class around the categories they have identified, including their justification for each category. Possible sentence stems are:
   - I placed these words together because…
   - These words are similar because…
   - The best label for this group of words is… because…

INTERACTING WITH THE TEXT

Students process information during this stage. Purposeful rereads are essential for learning.

First Read: Read for the Gist

Have students read the text one time through to identify the main idea; this is a pencil-down read.

1. Pair students up with elbow partners or small groups to talk through what they got from the first read.
2. Ask students to capture the main idea that sums up the gist of the text in their notes.
3. If students are struggling to identify the main idea, ask that they identify the 5 W's (who, what, where, when, why) and the H (how). This can be modeled, done with a partner, or done individually.

Second Read: Get Organized

Number the paragraphs or sections of the text as a class. Read the first two words of each paragraph or section and ask students to call out the number of the paragraph. While they call out the number, they will also number that paragraph or section in the margin of their text.

Purposeful Reread: Depth and Complexity Thinking Tools

1. Distribute *Student Resource: Depth and Complexity Thinking Tools* to students or project it on the screen.
2. Students will use Changes Over Time and Multiple Perspectives as they interact with the article. As students read the text, they will apply one icon per chunk of text, justifying why they chose that icon and using the thinking prompt connected to the icon to guide their description.

EXTEND

Reading tasks should be directly connected to what students will do with the text after they have read and understand it.

EXTENDING BEYOND THE TEXT

This stage uses the text to develop academic thinking skills.

ACADEMIC THINKING SKILLS:

☐ Analyze
☐ Evaluate
☒ Synthesize
☐ Apply

Graphical Abstract

1. Ask students to form groups of 3–4 students.
2. Inform students they will create a Graphical Abstract regarding the article.
   a. Explain that a Graphical Abstract is a type of One-Page Report that summarizes the material in the article through the use of pictures and visuals.
3. Ask students to use a piece of poster paper to create the Graphical Abstract. Ask them to include:
   a. The name of the article
   b. The authors of the study
   c. A brief summary of the findings (1–2 sentences maximum)
   d. At least three visuals
   e. At least three graphs, figures, and/or data tables

Depth and Complexity Thinking Tools

Across Disciplines	What common theme connects the topics? How is one topic like the others?
Big Ideas	What is the theme? Support opinions with evidence.
Details	Who? What? When? Where? Why? How?
Ethics	What is the conflict about? Who believes the behavior or action to be right or wrong? Why?
Language of the Discipline	What vocabulary is used? What tools are used? What methods are used?
Multiple Perspectives	Who agrees or disagrees? How do their opinions differ? Who believes what, and why?
Patterns	What pattern do you notice? Can you predict what will happen next? Why do you think the pattern exists?
Changes Over Time	What was it like in the past, what is it like now, and what might it be like in the future? What caused the change?
Rules	What are the rules? How is it structured?
Trends	Identify cause-and-effect relationships. What are some influencing factors?
Unanswered Questions	What words don't you understand? What is unclear? What information is missing?

These prompts were developed under a U.S. Department of Education Jacob K. Javits grant conducted by the California Department of Education in 1995.

College students say they want a degree for a job. Are they getting what they want?

College is increasingly seen by high school students as a means to an end: getting a job. Since the Great Recession, surveys of teenagers—and the choices they are making about their college majors—show that higher education has become less about preparing for life or learning something that interests undergraduates and much more about securing employment.

A recent Harris Poll found that two-thirds of 14- to 23-year-old students want a degree to provide financial security, ranking it above all else when it comes to their motivation for going to college. At the same time, fewer students are majoring in the humanities, according to newly released government data. More flock toward science, technology, engineering and math majors—known collectively as STEM—that they think will burnish their employment prospects.

While unemployment among recent college graduates is at historic lows, underemployment is not. Some 40 percent of college graduates are underemployed, meaning they are in jobs that don't require a bachelor's degree.

Colleges have been slow to react to this shift in the mindset of students, largely resisting efforts to make campuses look and act more like trade schools—and for good reason. Higher education serves multiple missions, among them to prepare citizens for the world, conduct research and assist adolescents in becoming adults. But those missions have become secondary to most students and their families in an era of rising tuition and stagnant wages. Without being gainfully employed, newly minted graduates will find it difficult to enjoy the broad benefits that higher education provides.

That's why college leaders and faculty members are beginning to recognize they need—at the same time—to prepare students for employment and provide them with a broad education for life. Some schools, such as Emory University, are adding degree programs

that combine applied mathematics and statistics with traditional liberal-arts majors. Others, such as the University of Utah, are giving seniors an opportunity to earn certificates before graduation in fields such as data analysis and instructional design.

Those efforts seem to be paying off. Employers are starting to take notice that students are coming out of college armed with skills needed in the job market. Some 60 percent of business executives and hiring managers agree students have the knowledge to succeed in entry-level positions, according to a survey released this week by the Association of American Colleges & Universities.

But the work of colleges to prepare students for the future of work is only beginning. The same survey found that just 34 percent of top executives and 25 percent of hiring managers say students have the skills to be promoted. Many of those skills are soft skills—communication, team work, problem-solving—that are critical in a quickly shifting job market. Entry-level skills change every few years; it's the habits of learning to learn and navigating the ambiguity of a career that will prove most valuable to undergraduates in the long run.

Higher education "needs to ensure that we are effectively transferring the skills that will serve students well in our tech-driven and knowledge-based economy," Farnam Jahanian, president of Carnegie Mellon University, told me recently. "This includes reimagining curriculum by enhancing digital core competencies and incorporating human skills."

For its part, Carnegie Mellon has introduced what it calls "instructional sidecars," Jahanian said, which embed continuous exposure to communication, critical thinking, collaboration and entrepreneurship into courses.

It shouldn't be left only to higher education, however, to train the next generation of workers. Employers play an important role, too. And while recruiters say they are increasingly satisfied with the college graduates they're hiring to take entry-level jobs, employers' hiring processes often disqualify some of the best candidates.

Recruiters usually receive their initial pool of candidates through a screening process that has largely been taken out of human hands by automated software that scans applications and resumes for certain keywords. "They are trying to mimic the best of human decision-

making," said Peter Cappelli, a professor at the Wharton School of the University of Pennsylvania and author of "Why Good People Can't Get Jobs."

The problem, Cappelli told me, is that "computerized systems are not very flexible. They don't have judgment. They can't imagine the job skills or experiences you don't program into them." So the barista at Starbucks with the psychology degree might be well qualified for a college-level job, but she just didn't include the right keywords on her résumé and now counts among the underemployed.

The world of work has changed, while colleges, along with employers, are living in a different era. It's nearly impossible anymore for colleges to arm students with the vocational hard skills they'll need to last more than a few years in almost any job after graduation. Most of college graduates' 20s are spent moving from job to job to further their education and learn additional skills. And the paradox is that job hopping is the primary reason employers are reluctant to invest in workers in the first place.

To prepare for the changing nature of work, colleges need to be more flexible in their academic offerings and employers in how they hire. That way, students will get what they want out of higher education and won't fall into the trap of underemployment.