

Essential Outcomes

GRADE 9

Skill	Essential Outcome	ASSESSMENTS with dates and rubric	Strategies to implement
Writing	<p>SWBAT plan and structure a timed essay and use proper citations to integrate quotes using the Soul Writing system</p> <p>SWBAT take effective focused notes including all required components</p>	<ul style="list-style-type: none"> • Formatives: <ul style="list-style-type: none"> ○ Quickwrites ○ Collab-O-Write • Summative: <ul style="list-style-type: none"> ○ Timed Essay (term 2) • Formative: <ul style="list-style-type: none"> ○ GFSF Notes ○ Ted Talk Notes ○ Weekly Binder/Notebook Check • Summative: <ul style="list-style-type: none"> ○ Focused Notes in portfolio 	<ul style="list-style-type: none"> → Writing process → Quick writes → ALL → Focused notes → Repetitions + annotations → Note checks → Graphic organizers → Rubrics
Inquiry	<p>SWBAT participate authentically in tutorials by using Costa's Levels of Thinking,</p>	<ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> ○ Tutorial process poster ○ 30 second speech flipgrid ○ Weekly tutorials ○ Peer grade full TRF process 	<ul style="list-style-type: none"> → Costa's level of questions → Note repetitions → Reflections → Collaborative

	identifying misunderstood concepts/problems, determining steps/ processes that led to solution, and reflecting on learning.	<ul style="list-style-type: none"> ○ Tutor feedback on summary/reflection? <ul style="list-style-type: none"> ■ Peer tutors ■ 4pt rubric for summary? ● Summative: <ul style="list-style-type: none"> ○ TRF summary/reflection @ bottom of notes (ongoing) ○ End of year/term tutorial 	structures
Collaboration	SWBAT collaborate with others following norms and using appropriate registers in academic settings.	<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ Team builders ○ Tutorials ○ Pair-shares ○ Island project ○ Collab-o-write ● Summative: <ul style="list-style-type: none"> ○ Socratic seminar ○ Philosophical chairs 	<ul style="list-style-type: none"> → Mandala presentation-handout (speaking practice) → Interview process → Speed dating presentations w/ audience rubrics
Organization	Students will be able to organize a digital portfolio of their years in AVID.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ End of semester 1 check - rubric ○ End of semester 2 check - rubric ○ End of semester 1 check - rubric ● Summative: End of year portfolio <ul style="list-style-type: none"> ○ PPT ○ Table of contents 	<ul style="list-style-type: none"> → Binder checks → Grade checks → Tutorials → Reflections → Planner checks → Graphic organizers
Reading	SWBAT engage in the critical reading process including marking the text and assessing	<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ AVID Weekly articles ○ Timed writing articles ○ GFSF reflective responses based on readings ● Summative: 	<ul style="list-style-type: none"> → Critical reading strategies → Marking the text → Reflections → Quickwrites → A.L.L.

	knowledge of vocabulary.	<ul style="list-style-type: none"> ○ Timed writing (end of year writing summative) reading articles ○ Book study ← GFSF 	
			→
Goal Setting	SWBAT create and diagram short term and long term goals.	<ul style="list-style-type: none"> ● Formatives: <ul style="list-style-type: none"> ○ GFSF ○ Shield ○ Quarter smart goals ○ Weekly reflections ○ Vision Board ● Summative: <ul style="list-style-type: none"> ○ GFSF ch. 9? (diagraming goals) ○ Objectives to reach other goals in ch. 10/12 	<ul style="list-style-type: none"> → Habit Tracker → Learning Styles → GFSF workbook
Community Involvement	SWBAT complete 16 hours of community involvement with the purpose of increasing social awareness and improving the school climate	<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ 4 hours per semester/term w/ reflection ● Summative: <ul style="list-style-type: none"> ○ Reflection of community involvement / impact on self and school 	
			→
College & Career	SWBAT research colleges using graphic organizers and the SOUL writing system.	<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ Tissue box ○ GFSF ch. 5,6, ● Summative: Instate/out of state research paper & presentation (SOUL Writing) 	<ul style="list-style-type: none"> → Graphic organizers → Writing process → Peer editing → A.L.L. → Rubrics

<p>Get Focused, Stay Focused (GFSF)</p>	<p>SWBAT identify personal interests, skills, goals, and college/ career aspirations through surveys, reflecting, and research.</p>	<ul style="list-style-type: none">● Formative:<ul style="list-style-type: none">○ GFSF workbook○ My10yearplan.com○ Job shadow?● Summative:<ul style="list-style-type: none">○ Completed 10 year plan○ Resume<ul style="list-style-type: none">■ Practice interview?	<ul style="list-style-type: none">→ Marking the text→ Graphic organizers→ Critical reading strategies
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Essential Outcomes

GRADE 10

Skill	Essential Outcomes	Assessments with dates and rubric	Strategies and Resources to implement
Beginning of the School Year		<p>Stuff from the WAGs to incorporate in the beginning of the school year/ Stuff from AVID DigitalXP training</p> <ul style="list-style-type: none">● Digital E-Binder (Google Sites Version)<ul style="list-style-type: none">○ eBinder resources○ Binder Resources● E-Focused Note Taking Templates<ul style="list-style-type: none">○ Cornell○ Two-Column○ Three Column○ Digital Suggestions for the 5 Phases of Focused Note Taking● AVID Student Contract● AVID License Plates● Study Buddy Contract● Introduction to using/taking focused notes full lesson plan p. 10-12<ul style="list-style-type: none">○ Focused Notes Check Instructional Routine/Giving feedback on Focused Notes○ Building Layers on Focused Notes	

<p>Writing</p>	<p>-SWBAT respond to an argumentative writing prompt in well-constructed writing through the completion of multiple writing drafts and editing.</p>	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Background ○ Focus ○ Forecast ○ Thesis ○ BFF ○ Breaking down 6P ○ 6P ○ MLA format ○ Writing a counterclaim ○ In-Text Citations ○ Difference between quoting and paraphrasing ○ Sentence Structure <ul style="list-style-type: none"> ■ Combining Sentences ■ Complex Sentences ■ Grammar ● Summative <ul style="list-style-type: none"> ○ Full Paper <ul style="list-style-type: none"> ■ SOUL Writing System ■ BFF/3 6P/FFP Conclusion ■ 1 6P is addressing a counterclaim ■ Must have sources/citations page ■ MLA Format ■ In-Text Citations 	<ul style="list-style-type: none"> ● SOUL <ul style="list-style-type: none"> ○ Slideshow ○ BFF/6P Essay Rubric ● Templates <ul style="list-style-type: none"> ○ BFF + Evidence Handout ○ 6P Outline ○ 6P Rubric ○ Complete SOUL Outline ○ SOUL Rubric ○ SOUL Outline w/ Counterclaim ● RAFTS <ul style="list-style-type: none"> ○ Slideshow ○ Gallery Walk Prompts ● Funk-Created Template ● Deconstructing Writing Prompts <ul style="list-style-type: none"> ○ Funk-created worksheet ○ AVID Resources ● Research Paper <ul style="list-style-type: none"> ○ Packet ○ PowerPoint ○ Student Samples ● MLA Format <ul style="list-style-type: none"> ○ Instruction Essay ○ MLA Format Cheat Sheet ○ MLA Format Escape Room ○ MLA Format Peardeck Practice ○ OWL Purdue
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- Timed Writing
- Writing Fluency
- WAGS
 - Note Taking Strategies, using symbols and abbreviations -- Pg. 9-10 Day 66
 - “How’s your memory?”
 - Short Story (narrative) - Making Predictions, etc. -- Pg. 18 Day 206
 - Character Analysis; Graphic Organizer that leads to Writing -- Pg. 26 Day 110
 - Sentence Combining and Revision - Pg. 30 Day 113
 - Model Peer Response to Improve Writing (Analyze Student Writing) -- Pg. 32 Day 115
- WAGS
 - Argumentative Essay: “Be the Change Unit”
 - Days 46-60
 - Peer Revision

			Conferences
(Inquiry)	SWBAT identify different confusions and express them as full ideas while questioning the validity of information and reflecting on the learning process.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Costa's Levels of Questions Activities <ul style="list-style-type: none"> ■ Sticky note Activity ■ Brochure Activity ■ Interactions in Focused Notes ■ Level 2 and 3 questions in tutorials ■ Bag of Items Activity ○ Tutorials ● Summative: <ul style="list-style-type: none"> ○ Teaching AVID freshmen about Costa's levels? ○ Creating a lesson plan to explain increasing the level of inquiry and working with small groups of Freshmen to teach them? 	<ul style="list-style-type: none"> ● Costa's Levels of Questions-Social Studies ● Creating Higher Level Questions (Sentence Frames) ● Costa's Levels Info Page ● Costa's Brochure/One Pager Activity <ul style="list-style-type: none"> ○ Student Samples ● Costa's Levels in Socratic Seminar <ul style="list-style-type: none"> ○ Elevating Questions Student Sample ○ Socratic Seminar Packet ○ Socratic Seminar PPT ○ WAG <ul style="list-style-type: none"> ■ Developing Socratic Seminar Questions ■ Socratic Seminar Debrief and Rubric ● Levels of Questions Sticky Note Activity PPT directions (embedded in an SAT lesson) <ul style="list-style-type: none"> ○ Student Sample 1 ○ Student Sample 2 ○ Student Sample 3 ● QFT (Question

Formulation Technique)
○ Worksheet I used
for WWI
Propaganda in
U.S. History

- Tutorials Folder
 - Resources for Folder
- Interactions Info Page
- Podcast Worksheets for creating higher level thinking questions
- Verifying Information/Fake News
 - Checklist for Fake News
- Student Reflection Resources
- Socratic Seminar Google Form Reflection
- COSTAS-ELA
 - Slideshow
 - Printable
- WAGS
 - Scripting Activity; emphasis on Tutorial Language Pg. 12-13 - Day 68
 - “Getting Started with Tutorials” Unit with ALL the things we will need for teaching the new TRFs.
 - TRF Unit with all the TRF guides and resources

<p>Listening and Speaking (Collaboration)</p>	<p>SWBAT actively listen and communicate with peers using academic language, based on established group norms, while discussing varying perspectives of contentious topics.</p>	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Pair/share ○ Speaking Frames ○ Partner A/Partner B ○ WICOR partners for using academic language ○ Code Switching ○ Synonyms to increase academic vocabulary ○ Sentence structure in speaking ○ Speed Dating ○ Group Presentations <ul style="list-style-type: none"> ■ Different Options for Presenting ■ High Expectation for Presentations ■ Rubrics ■ Recording for Examples <ul style="list-style-type: none"> ● AVID examples ○ Philosophical Chairs ○ Use of AVID speaking frames <ul style="list-style-type: none"> ■ “I heard what you said and I’d like to add...” etc. ○ Audio Podcasts <ul style="list-style-type: none"> ■ No visuals ■ Practice Listening Skills ■ 1619 Project ■ CodeSwitch Podcast ■ This American Life Pulitzer Prize Episode ● Summative: <ul style="list-style-type: none"> ○ Student-led Socratic Seminar ○ Individual Presentation of Passion Project? ○ Comparison Project <ul style="list-style-type: none"> ■ Presentation Recording at the beginning of the school year vs. presentation recording at the end of the school year. 	<ul style="list-style-type: none"> ● Team Building Thursday ● Podcast Worksheets <ul style="list-style-type: none"> ○ AVID Speaking Frames ○ I put these on their desks ● Speaking Frames Resource Packet ● High Level Writing Frames ● Philosophical Chairs <ul style="list-style-type: none"> ○ Rubric ○ Slideshow Ex. ○ Slideshow Ex. 2 ● Pair/Share <ul style="list-style-type: none"> ○ Compass Colleagues ● Socratic Seminar <ul style="list-style-type: none"> ○ Packet ○ PPT ○ Slideshow + Prep ● Growth Mindset ● WAGS <ul style="list-style-type: none"> ○ “I Have a Dream” Socratic // Empowerment // Historical Contexts - Pg. 35 Day 85 ○ “Should you listen to music while studying?” Pre-Reading Philosophical Chairs - Pg. 37

		<ul style="list-style-type: none"> ● Can make goals based on their first presentation ● Self-Reflection at the end of the school year. ■ Celebration of Growth <ul style="list-style-type: none"> ● Reflect in the grade the amount of growth they achieved during the school year. ● Growth could be part of the rubric. Growth could be weighted more because that is what is important. ■ How do I become a better presenter? Goal-Setting throughout different presentations. ■ GROWTH MINDSET ACTIVITY 	<p>Day 118 -- Post-Reading Socratic Sem. Pg. 40 Day 120</p> <ul style="list-style-type: none"> ● WAGs <ul style="list-style-type: none"> ○ Checklist for Oral Presentations
Portfolio (Organization)	Students will be able to organize a digital portfolio of their current years in AVID.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Learning Log ○ Grade Check ○ Continuous Checks to ensure progress on their digital portfolio ● Summative: <ul style="list-style-type: none"> ○ The Digital Portfolio Itself ○ A presentation of their Digital Portfolio <ul style="list-style-type: none"> ■ What was their favorite assignment ■ What did they learn the most ■ What challenged them ■ What were they proud of 	<ul style="list-style-type: none"> ● Learning log ● Grade Check ● TAG A & B ● AVID 10 BINDER ● Tutorials + TRF <ul style="list-style-type: none"> ○ Slideshow (old?) ● Digital Portfolio Template ● WAGs <ul style="list-style-type: none"> ○ Backwards Mapping FINALS STUDY PLAN - Pg. 25 Day 77 ○ Portfolio Cleanup -- Pg. 39 Day 88
Reading	Students will be able to read informational, factual text and	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Chunking Text <ul style="list-style-type: none"> ■ Taking an intricate text and breaking it down into different categories/parts 	<ul style="list-style-type: none"> ● Marking the text <ul style="list-style-type: none"> ○ Slideshow ○ Rubric ● Focused Note Taking

	<p>summarize, analyze and synthesize the author's arguments.</p>	<p>and making it more accessible.</p> <ul style="list-style-type: none"> ○ Interacting ○ Annotating ○ Synthesizing ○ Summarizing ○ Determining the validity of sources <ul style="list-style-type: none"> ■ CRAAP test ○ Revising Notes <ul style="list-style-type: none"> ■ Continually revising notes to make them more synthesized and smaller so they really only have the essential information in their notes. ○ Circle Key Terms ○ Underline Main Ideas ○ Highlight Words you Don't Know <ul style="list-style-type: none"> ■ Inside, Outside, Outside activities to discover words you don't know. ■ Prefixes and suffixes ■ Decoding ■ Context Clues ● Summative: <ul style="list-style-type: none"> ○ Rubric ○ Assignment (written/verbal) on explaining the importance of marking text to fully understand informational text. 	<ul style="list-style-type: none"> ○ Slideshow ○ 5 Phrases Handout ○ Focused Note Digital Template and on paper guidelines <ul style="list-style-type: none"> ■ Video Directions on how to take Digital Focused Notes ○ Video Notes Template and on paper guidelines <ul style="list-style-type: none"> ■ Video Directions on how to take Digital Video Notes ○ Newsela Focused Notes Template ● Writing in the margins ● Extension activities <ul style="list-style-type: none"> ○ Choice Activities List ● WAGS <ul style="list-style-type: none"> ○ "I Have a Dream" Critical Reading // Student Empowerment // Historical Contexts - Pg. 32 Day 83 ○ Playing and
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			<p>Interacting with Academic Vocab (game?) - Pg. 37 Day 86</p> <ul style="list-style-type: none"> ○ Short Story (narrative) - Making Predictions, etc. -- Pg. 18 Day 206 ○ VocaBALLary (Vocab Game) - Pg. 25 Day 116 ○ “Should you listen to music while studying?” - Critical Reading following PC -- Pg. 37 Day 118 <ul style="list-style-type: none"> ● WAGS <ul style="list-style-type: none"> ○ Vocabulary basics/teaching vocabulary
Goal Setting	Edison AVID students will be able to set and achieve SMART goals to ensure success in college and career.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Setting goals at the beginning of essential outcomes activities like research paper writing. ○ Setting SMART goals for projects (1619 project, community service, <i>Book Thief</i> book study, etc. ● Summative <ul style="list-style-type: none"> ○ Reflection on progress activity where students review the SMART goals they set throughout the year (post-test activity to 	<ul style="list-style-type: none"> ● Essential Outcomes Goal Setting and self-assessment ● Blank SMART Goals sheet for writing ● GPA goal-setting for beginning of the year ● Long-Term Goal setting for beginning of quarter/semester <ul style="list-style-type: none"> ● WAGS

		compare how far they have come in a year).	<ul style="list-style-type: none"> ○ Goal Setting + Outline -- Pg. 2 Day 91 ○ GPA Goal setting (beginning of the year) ○ Academic, Personal, and Involvement Goals worksheet
Community Service	Edison AVID students will be able to complete a service learning project in order to impact their school or community.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ 10 hours for the year ● Summative: <ul style="list-style-type: none"> ○ Service Learning Project <ul style="list-style-type: none"> ■ This can be adapted to being digital if we have them make videos or shout outs to people working on COVID or to elderly people who cannot leave their homes/care homes. <ul style="list-style-type: none"> ● Read books for little kids ■ Environmental Club <ul style="list-style-type: none"> ● Recycling Videos ● Composting Videos 	<ul style="list-style-type: none"> ● Community Service Hours Sheet ● WAGS <ul style="list-style-type: none"> ○ Student Empowerment and Leadership Pg. 4-5 - Day 63 <ul style="list-style-type: none"> ■ “Man in the Mirror”
10th Grade Specific Unit -Passion Project --->Over time --->Multiple Check-ins ---> Personality Checks		<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ Identify passion ○ Pacing Guide for Passion Project throughout Semester 2? ○ Career Research Project ● Summative: <ul style="list-style-type: none"> ○ Create website or social media platform to present their passion project/address an issue in the community that relates to their 	<ul style="list-style-type: none"> ● Field Trip <ul style="list-style-type: none"> ○ Virtual Field Trips ● Career Research Project <ul style="list-style-type: none"> ○ Research Project Worksheet ● WAGS <ul style="list-style-type: none"> ○ College & Career - Exploring Campus Life Reading &

<p>-Connect with their classes in High School because of what they might need later.</p>		<p>passion project</p>	<p>Questions -- Pg. 16 Day 71</p> <ul style="list-style-type: none"> ○ What does my “perfect college” look like? - World Cafe - Pg. 20 Day 73 ○ Guest Speaker Activity? - Pg. 23 Day 75 (Thank you card Day 76) ○ Building Career Knowledge -- Pg. 29 Day 81 ○ Scholarship Advice Jigsaw + Scholarship Search - Pg. 8 Day 96 ○ Importance of Job Interviews (Mock Interview) - Pg. 12 Day 100 ○ Understanding GPA for College Acceptance ● WAGS <ul style="list-style-type: none"> ○ The Language of Careers ○ The Career Clusters
<p>10th Grade Specific Unit TEST PREP SKILLS</p>		<ul style="list-style-type: none"> ● Formative: ● Summative: 	<ul style="list-style-type: none"> ● How to Succeed on the SAT PPT and activity <ul style="list-style-type: none"> ○ Critical Reading Strategies Reading

- SAT Practice Math Test
 - Video of me doing the SAT Math problems
 - Basic Math Skills Set #1
 - Problems
 - Solutions
 - Basic Math Skills Set #2
 - Problems and Solutions
 - Basic Math Skills Set #3
 - Problems and Solutions
 - Basic Math Skills Set #4
 - Problems
 - Solutions
 - Basic Math Skills Set #5
 - Basic Math Skills Set #6
- SAT Vocab and Activities
 - -Ted Talk-Why Language is Important
 - List of SAT Words for 10th Grade
 - -Academic Vocab Word Wall Print-Outs
 - AVID Vocabulary PPT Template

			<ul style="list-style-type: none"> ○ Set #1 <ul style="list-style-type: none"> ■ Quiz #1 ○ Set #2 <ul style="list-style-type: none"> ■ Quiz #2 ○ Set #3 ● WAGS ○ College Entrance Prep (SAT/ACT) -- Pg. 26 Day 78
10th Grade Book Study	Students will be able to utilize AVID strategies through the reading of a novel.	<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ Impromptu quizzes (The Book Thief/Other Book) ○ Anonymous voting ○ Silent classroom polls ○ Ask students to create a visualisation or doodle map of what they learnt ○ Response Cards ● Summative: 	<ul style="list-style-type: none"> ● <i>The Book Thief</i> <ul style="list-style-type: none"> ○ PDF ○ Unit Plan Ideas with links to activities that can be adapted throughout the semester. ○ Pacing Guide and activity organizer ● Other book? Social justice related?
Weeks at a Glance		<ul style="list-style-type: none"> ● Days 1-30 Compiled Lesson Plans ● Days 21-60 Compiled Lesson Plans ● Days 61-90 Compiled Lesson Plans ● Days 91-120 Compiled Lesson Plans ● Days 121-150 Compiled Lesson Plans ● Days 151-180 Compiled Lesson Plans 	
Other		<ul style="list-style-type: none"> ● Team Building Ideas <ul style="list-style-type: none"> ○ WAGS <ul style="list-style-type: none"> ■ Pass the Play Doh <ul style="list-style-type: none"> ● Pg. 28 Day 80 ■ Question Beach Ball 	

		<ul style="list-style-type: none">● Pg. 7 Day 95■ Team Huddle <p><u>WAGS</u></p> <p>Book Thief/Social Justice Related Book? Pg. 27 Day 17</p> <p>Book Thief/Social Related Book Book? Pg. 4 Day 63</p> <p>Book Thief/Social Justice Related Book? Pg. 31 Day 56</p> <p>Book Thief/Social Justice Related Book? Pg. 33 Day 146</p>	

Essential Outcomes

GRADE 11

Skill	Essential Outcome	Assessments with dates and rubric	Strategies to implement
<p>Writing</p> <p>Data Analysis Protocol & Agenda</p>	<p>Students will be able to independently compose an original personal statement establishing a clear purpose for their writing</p>	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ On demand writing ○ AVID writing system + MLA format lesson ○ Joint construction ○ Peer revision ○ UC Personal insights ○ AVID Ted Talk ○ Scholarship work ○ Counterclaim work ○ Resume and interview ● Summative <ul style="list-style-type: none"> ○ Personal statement 	<ul style="list-style-type: none"> ● AVID writing system <ul style="list-style-type: none"> ○ Rubric ● MLA ● Joint construction ● Peer revision ● College Board Rubric ● SAT Rubric ● Resume ● Marking the text
<p>Inquiry</p>	<p>Reflect throughout learning on progress and continually adjust actions on major tasks or assignments</p> <p>Reflect throughout a process on progress and</p>	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Levels of inquiry ○ Socratic seminar ○ Philosophical chairs ○ Tutorials <ul style="list-style-type: none"> ■ Tutorial process posters ■ TRF grading rubric ■ Tutorial bootcamp world cafe Document 	<ul style="list-style-type: none"> ● Marking the text ● Levels of inquiry ● Socratic seminar ● Philosophical chairs ● Tutorial bootcamp world cafe ● Tutorology ● Sentence frames

	continually adjust actions	<ul style="list-style-type: none"> ■ Tutorial refinement (given by 12th grade tutors) ■ Tutorology <ul style="list-style-type: none"> ● Day 1 (WICOR and notes) ● Day 2 (Inquiry and tutorial process) ● Day 3 (tutor expectations) ● Summative <ul style="list-style-type: none"> ○ Student led CSG ○ Evidence of higher level questions during tutorials 	
Listening and Speaking (Collaboration)	Adjust ineffective verbal and nonverbal communication into effective communication	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Socratic seminar ○ Philosophical chairs ○ On demand speeches ○ Resume and mock interviews ○ TEDTalks ○ Stress management world cafe ○ Team Building Thursday ○ Synthesizing notes (listening practice) ● Summative <ul style="list-style-type: none"> ○ Socratic Seminar (completely student led) 	<ul style="list-style-type: none"> ● Socratic seminar ● Philosophical chairs ● Sentence frames ● Celebration circle ● Resume ● World cafe
Organization / Portfolio	Students will be able to organize a digital portfolio of their years in AVID.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Digital portfolio <ul style="list-style-type: none"> ■ End of semester 1 check ■ End of semester 2 check ○ Binder check ○ Learning log ○ Grade check ○ TAG A & B ● Summative <ul style="list-style-type: none"> ○ End of year portfolio 	<ul style="list-style-type: none"> ● Cornell notes ● Portfolio

Reading	Extend beyond the text by analyzing how to best apply key learning	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Critical reading <ul style="list-style-type: none"> ■ Value of college ■ UC vs. CSU ■ Animal testing ■ School uniforms ■ Minimum wage ■ Social media ○ Philosophical chairs ○ Socratic Seminar ● Summative <ul style="list-style-type: none"> ○ Book study <ul style="list-style-type: none"> ■ The Hate You Give <ul style="list-style-type: none"> ● Other ideas? ■ Athletes will do other book 	<ul style="list-style-type: none"> ● Marking the text ● Philosophical chairs ● Socratic seminar ● Book study
Goal Setting	Edison AVID students will be able to set and achieve SMART goals to ensure success in college and career.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Frog activity priorities list ○ SMART goals ○ A Toast to Change ● Summative <ul style="list-style-type: none"> ○ Vision board 	<ul style="list-style-type: none"> ● SMART goals
Community Service	Edison AVID students will be able to complete a service learning project in order to impact their school or community.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Letters of gratitude ○ College Valentines ○ Teacher appreciation project ○ Spirit of Giving (fillable form) <ul style="list-style-type: none"> ■ 10 hours in term 1 ■ 10 hours in term 2 ● Summative <ul style="list-style-type: none"> ○ Service Learning Project 	<ul style="list-style-type: none"> ● Spirit of Giving ● Service learning project

College Application	AVID 11 will narrow their college selections and choice of majors	<ul style="list-style-type: none"> ● Formative <ul style="list-style-type: none"> ○ College word wall ○ College research project ○ College tissue box ○ College pennant ○ College valentines ○ Scholarship work <ul style="list-style-type: none"> ■ Include Rahman and Vasquez ● Summative <ul style="list-style-type: none"> ○ College research project REASSESSED 	<ul style="list-style-type: none"> ● Field trips (virtual field trips form) <ul style="list-style-type: none"> ○ UC Berkeley ○ CSU East Bay ○ CSU Chico ● Make scholarship accounts on GoingMerry and other websites ● College research
Build Career Knowledge	<p>Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein</p> <p>Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways</p>	<ul style="list-style-type: none"> ● Formative <ul style="list-style-type: none"> ○ College research project ● Summative <ul style="list-style-type: none"> ○ College research project REASSESSED <ul style="list-style-type: none"> ■ Look at drawbacks of career choice 	<ul style="list-style-type: none"> ● College research project

Essential Outcomes

GRADE 12

Skill	Essential Outcome	Assessments with dates and rubric	Strategies to implement
Writing	Students will be able to independently compose an original research paper utilizing in-text citations.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Career research paper- Quarter 1 ○ Service Learning Essay ● Summative AVID Ted Talk 	<ul style="list-style-type: none"> ● BFF 6P ● MLA ● College Board Rubric ● SAT Rubric ● Resume ● Scholarship letter ● Rhetorical precis
Tutorology/ Tutoring (Inquiry)	Students will be able to effectively lead tutorial groups.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Tutorology ○ Tutoring ○ CSGs <p>Summative: Create tutor training for next year</p>	<ul style="list-style-type: none"> ● CSG Notes
Listening and Speaking (Collaboration)	Students will be able to summarize a previous speaker's argument and refute/ or agree	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Socratic Seminars ○ Recruitment Project → Rubric ○ Where I'm from poem PPT ○ Stress Management lesson 	<ul style="list-style-type: none"> ● Team Building Thursday

	with it using evidence.	<ul style="list-style-type: none"> ● Summative: AVID Ted Talk 	
Portfolio (Organization)	Students will be able to organize a digital portfolio of their years in AVID.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ End of semester 1 check - rubric ○ End of semester 2 check - rubric ○ End of semester 1 check - rubric ● Summative: End of year portfolio 	<ul style="list-style-type: none"> ● Binder Check <ul style="list-style-type: none"> ○ form ● Learning log ● Grade Check ● TAG A & B
Reading	Students will be able to read a book and summarize, analyze and synthesize the author's arguments.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ CR: Procrastination PPT ○ Critical reading Skills every 18 year old should have PPT ○ Critical reading Free College: PPT Article ○ Critical Reading CR- Calc (to transition to CSGs) Treisman Article reciprocal teaching ○ Critical Reading Two kinds of people- us & them PPT ○ Critical Reading CR financial aid awards PPT ● Summative: Naked Roommate Book Study- PPT <ul style="list-style-type: none"> ○ Final project→ book review/ podcast/ blog/ dot journal/ etc 	<ul style="list-style-type: none"> ● Marking the text ● Writing in the margins ● Extension activities PPT
Goal Setting	Edison AVID students will be able to set and achieve SMART goals to ensure success in college and career.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Each quarter goal setting <ul style="list-style-type: none"> ■ Flipgrid #goals ■ Semester 2 goal setting ■ 2020 goal word wall PPT ○ Vision Folders ○ Growth Mindset packet ● Summative 	<ul style="list-style-type: none"> ● Theme- Dream ● Class mission statement ● Goal Setting ● Growth mindset activity ● Weekly reflection ● Studying techniques ● Ill be in my room

			<ul style="list-style-type: none"> studying ● Learning Styles Inventory ● Mental Health Check in
Community Service	Edison AVID students will be able to complete a service learning project in order to impact their school or community.	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ 10 hours in term 1 ○ 10 hours in term 2 ● Summative: Service Learning Project <ul style="list-style-type: none"> ○ Whole school College Fair 	<ul style="list-style-type: none"> ● College Valentines
College Application	AVID Seniors will be accepted to a 4 year school of their choice.	<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ Applying to college <ul style="list-style-type: none"> ■ CSU Apply ■ Senior Data ○ Setting up College Portals ● Summative: Choosing a college/ career path <ul style="list-style-type: none"> ○ Exit essay/ interview/ Video/ etc. 	<ul style="list-style-type: none"> ● Field Trip ● Create college accounts ● A game of college ● College Fears
Personal Finance	AVID Seniors will be able to create a budget for life on their own.	<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ FAFSA/ Dream Act ○ Scholarship assignment ○ Personal Finance Unit pacing guide <ul style="list-style-type: none"> ■ paying for college ■ financial aid ■ Checking ■ Savings ■ ● Summative: Moving out project 	<ul style="list-style-type: none"> ●