

AVID 10 2020 - 2021

[Grading Scale & Policies](#)
 [Binder Set-up](#)
 [Calendar 20-21](#)
 [Calendar 19-20](#)
 [10th Grade Standards](#)
 [Slides 19-20](#)

Skill	Essential Outcomes	Assessments with dates and rubric	Strategies and Resources to implement
Beginning of the School Year		Stuff from the WAGs to incorporate in the beginning of the school year/Stuff from AVID DigitalXP training <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 ● Timed Writing
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- [-PPT](#)
- [-ACT Sample Writing Prompts](#)
- [-SAT Sample Writing Prompts](#)
- [-AP Timed Writing Resources](#)
- [-Analyzing Writing Prompts](#)
- [-Deconstructing Writing Prompts](#)
- [-Teacher Resources](#)
- [-Additional Practice for Timed Writing](#)
- [-Deconstructing the Prompt Worksheet \(FUNK CREATED\)](#)
- [-A Guide to Timed Writing](#)
- [-RAMP instructions \(pre-writing\)](#)
- [-Prewriting \(Teacher Resource\)](#)
- [-Guiding Questions for Pre-Writing](#)
- [-Revisit Timed Writing and Look at Students Examples](#)
- [--Graphic Organizer for Revisiting the Prompt](#)
- [Timed Essay Practice Prompt and Directions](#)
- [FINAL TIMED WRITING PIECE](#)
- [Lots of SAT Practice](#)

[Essay Prompts](#)

- Writing Fluency
 - [Fluency and Speed \(10-min writing\)](#)
- 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](#)

<p>(Inquiry)</p>	<p>SWBAT identify different confusions and express them as full ideas while questioning the validity of information and reflecting on the learning process.</p>	<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 <ul style="list-style-type: none"> ■ TRF grading rubric ■ New TRF training ■ Tutorial bootcamp world cafe Document ■ How to TRF ■ Tutor hour tracker ■ Schedule tutor/ Mentor ● 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 <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ Worksheet I used for WWI Propaganda in U.S. History ● Tutorials Folder
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Listening and Speaking (Collaboration)	SWBAT actively listen and communicate with peers using academic language,	<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 	<ul style="list-style-type: none"> ● Team Building Thursday ● Podcast Worksheets <ul style="list-style-type: none"> ○ Code Switch Podcast ○ Hidden Brain Podcast

	<p>based on established group norms, while discussing varying perspectives of contentious topics.</p>	<ul style="list-style-type: none"> ○ 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"> ● 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 	<ul style="list-style-type: none"> ○ 1619 Project Podcast <ul style="list-style-type: none"> ■ 1619 Project PowerPoint ■ -All 1619 Project Lesson Plans and Links ■ -Reading Guides for Essays ■ -Excerpt Reading Full Essay ■ Audio of Funk reading full essay ■ Dialectical Journal Template ■ Day 3 of 1619 Project-Lesson Plan ■ Day 4 of 1619 Project-Lesson Plan ■ -Timeline ■ -Timeline Graphic Organizer ○ This American Life Podcast ○ Ear Hustle Podcast ● AVID Speaking Frames <ul style="list-style-type: none"> ○ I put these on their desks
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		<p>because that is what is important.</p> <ul style="list-style-type: none"> ■ How do I become a better presenter? Goal-Setting throughout different presentations. ■ GROWTH MINDSET ACTIVITY 	<ul style="list-style-type: none"> ● 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 Day 118 -- Post-Reading Socratic Sem. Pg. 40 Day 120 ● 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	<ul style="list-style-type: none"> ● Formatives <ul style="list-style-type: none"> ○ Learning Log ○ Grade Check ○ Continuous Checks to ensure progress on their 	<ul style="list-style-type: none"> ● Learning log ● Grade Check ● TAG A & B ● AVID 10 BINDER

	AVID.	<p>digital portfolio</p> <ul style="list-style-type: none"> ● 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"> ● 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 summarize, analyze and synthesize the author's arguments.	<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 and making it more accessible. ○ 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 	<ul style="list-style-type: none"> ● Marking the text <ul style="list-style-type: none"> ○ Slideshow ○ Rubric ● Focused Note Taking <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

		<p>importance of marking text to fully understand informational text.</p>	<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 Interacting with Academic Vocab (game?) - Pg. 37 Day 86 ○ 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 ● WAGS <ul style="list-style-type: none"> ○ Vocabulary basics/teaching vocabulary
<p>Goal Setting</p>	<p>Edison AVID students will be able to set and achieve SMART goals to</p>	<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, 	<ul style="list-style-type: none"> ● Essential Outcomes Goal Setting and self-assessment ● Blank SMART Goals sheet for writing

	ensure success in college and career.	<p>community service, <i>Book Thief</i> book study, etc.</p> <ul style="list-style-type: none"> ● 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 compare how far they have come in a year). 	<ul style="list-style-type: none"> ● GPA goal-setting for beginning of the year ● Long-Term Goal setting for beginning of quarter/semester ● WAGS <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		<ul style="list-style-type: none"> ● Formative: <ul style="list-style-type: none"> ○ Identify passion ○ Pacing Guide for Passion Project throughout Semester 2? 	<ul style="list-style-type: none"> ● Field Trip <ul style="list-style-type: none"> ○ Virtual Field Trips ● Career Research Project

<p>--->Multiple Check-ins ---> Personality Checks -Connect with their classes in High School because of what they might need later.</p>		<ul style="list-style-type: none"> ○ 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 passion project 	<ul style="list-style-type: none"> ○ Research Project Worksheet ● WAGS <ul style="list-style-type: none"> ○ College & Career - Exploring Campus Life Reading & Questions -- Pg. 16 Day 71 ○ 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</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

TEST PREP
SKILLS

[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](#)

			<ul style="list-style-type: none"> ○ Template ○ 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>	