

Kingsway Regional School District



Committed to Excellence

Course Name: Team Scholastics Seminar 11	
Prerequisite(s): Application process that considers multiple measures for Team Scholastics	Grade Level(s): 11
Department: Team Scholastics	Credits: 1
BOE Adoption Date: October 2021	Revision Dates:

Course Description and Outcomes

This third sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. The eleventh grade Team Scholastics Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second-year college students. In addition to the academic focus of the elective seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans. Students will also continue their involvement in their school and larger community through participation in extracurriculars and community service.

Proficiencies and Pacing Guide:

Course Title: Scholastics Seminar 11

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
Unit 1 : Introduction to AVID and Focused Note-taking; Preparation for PSAT	4 Weeks September- 4 weeks	Life Literacies and Key Skills 9.4.5.CT.1 9.4.5.CT.4 Career Ready Practices CRP1. CRP2. CRP8. CRP9. CRP10. Educational Technology 8.1.12.A.1 8.1.12.A.3	<ul style="list-style-type: none"> • Students will be able to explain and complete focused-note taking. • Students will be able to understand the purpose of the PSAT. • Students will be able to find ways of study that suit them. • Students will be able to understand their role as Team Scholastics member. 	<ul style="list-style-type: none"> • I can recall the different types of focused notes. (DOK 1) • I can summarize the purpose of the PSAT. (DOK 2) • I can differentiate the different methods of studying. (DOK 3) • I can identify my preferred study method. (DOK 1) • I can analyze my role as a Team Scholastics student. (DOK 4)
Unit 2: Introduction to Financial Aid; Tutorials – Steps from Tutorial Protocol	6 Weeks October- 4 weeks/ November- 2 weeks	Personal Financial Literacy 9.1.12.CDM.4 Career Awareness, Exploration, Preparation and Training 9.2.12.CAP.11 9.2.8.CAP.7 9.2.12.CAP.10 Career Ready Practices CRP1 CRP2. CRP3. CRP4. CRP5. CRP7.	<ul style="list-style-type: none"> • Students will be able to differentiate between different student loans and service providers. • Students will know how to complete a FAFSA application. • Students will be able to research different scholarships and grants for continued education and vocational programs. 	<ul style="list-style-type: none"> • I can list the components of the FAFSA application. (DOK 1) • I can collect and display scholarships I am eligible for and complete their applications.(DOK 2) • I can investigate and explain the components that make up the Cost of Attendance at a college. (DOK 3) • I can design a plan to minimize the cost of college/continued education programs. (DOK 4)

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
		CRP8. CRP9 CRP10. CRP11. Educational Technology 8.1.12.A.1 8.1.12.A.3		
Unit 3: Introduction of Four Academic Skills for Academic Success	6 Weeks November- 1 Week/ December- 3 Weeks/ January- 2 Weeks	Career Awareness, Exploration, Preparation and Training 9.2.5.CAP.4 9.2.8.CAP.5 Life Literacies and Key Skills 9.4.2.DC.6 Career Ready Practices CRP1. CRP2. CRP4. CRP8. CRP9. CRP10. CRP11. CRP12. Educational Technology 8.1.12.A.1 8.1.12.A.3	<ul style="list-style-type: none"> Students will be able to learn steps to achieve academic success via the 4 A's (Adopt, Adapt, Accelerate, Advocate). Students will consider the roles of teacher, student, and technology in the classroom environment to achieve learning outcomes. 	<ul style="list-style-type: none"> I can identify the 4 A's. (DOK 1) I can critique my role as a student in the classroom. (DOK 3) I can apply the 4 A's in my educational journey. (DOK 4)
Unit 4: Service Learning	6 Weeks January- 2 Weeks/ March- 4 Weeks	Personal Financial Literacy 9.1.8.CR.1 9.1.12.CFR.2 9.1.8.CR.2 Career Awareness, Exploration, Preparation and Training 9.2.8.CAP.9	<ul style="list-style-type: none"> Students will be able to learn ways to participate in their communities and service learning. Students will be able to analyze various activities can affect postsecondary plans and 	<ul style="list-style-type: none"> I can recall the ways I can participate in various organizations with missions. (DOK 1) I can collect and display causes that are important to me. (DOK 2)

Unit Title:	Months & Number of Weeks	<u>Relevant Content Standards</u>	Learning Goals:	<u>Learning Objectives (Identify the DOK Level):</u>
		Career Ready Practices CRP1. CRP2. CRP4. CRP5. CRP6. CRP8. CRP9. CRP10. CRP12. Educational Technology 8.1.12.A.1 8.1.12.A.3	opportunities.	<ul style="list-style-type: none"> I can differentiate between community service and service learning. (DOK 3) I can analyze how universities and colleges weigh community service and activism in the admission and application process. (DOK 4)
Unit 5: College Preparation Writing Unit, Planning for Summer Priorities	9 Weeks April- 3 Weeks/ May- 4 Weeks/ June- 2 Weeks	Career Awareness, Exploration, Preparation and Training 9.2.5.CAP.1 9.2.5.CAP.2 9.2.5.CAP.3 9.2.5.CAP.4 9.2.8.CAP.5 Career Ready Practices CRP1. CRP2. CRP4. CRP6. CRP7. CRP8. CRP10. CRP11. Educational Technology 8.1.12.A.1 8.1.12.A.3	<ul style="list-style-type: none"> Students will be able to identify and write the different components of a college essay. Students will be able to evaluate factors affecting their college and career decisions. Students will be able to develop a plan for their future college and career. Students will be able to differentiate between different roles in society as it pertains to college and career. Students will be able to compete a college application. 	<ul style="list-style-type: none"> I can identify the components of a college essay. (DOK 1) I can identify the factors that will affect my college and career decisions. (DOK 1) I can organize steps I need to take to reach my college and career goals. (DOK 2) I can differentiate between my role as a college student and a career employee. (DOK 3) I can analyze my college essay through an admissions officer's perspective. (DOK 4)

Unit 1: Introduction to AVID and Focused Note-taking; Preparation for PSAT	Unit Length Months/Weeks: 4 Weeks/September- 4 weeks
<p>Unit Description:</p> <p>This unit will refresh students’ knowledge of what is expected of them as Scholastics Seminar students. It will also re-familiarize students with strategies and concepts that will be used throughout the rest of the school year in this course, such as focused note-taking and effective strategies of studying. Students will also learn the purpose of the PSAT exam along with strategies for effectively completing it.</p>	
<p>Equity Integration (Using James Banks’ Levels of Multicultural Integration):</p> <p><i>This will be completed during the 2021-2022 academic year.</i></p>	
<p><i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i></p>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). • Students will be able to understand their role as Team Scholastics member. • Students will be able to explain and complete focused-note taking. • Students will be able to understand the purpose of the PSAT. • Students will be able to find ways of study that suit them. 	<ul style="list-style-type: none"> • I can recall the different types of focused notes. (DOK 1) • I can summarize the purpose of the PSAT. (DOK 2) • I can differentiate the different methods of studying. (DOK 3) • I can identify my preferred study method. (DOK 1) • I can analyze my role as a Team Scholastics student. (DOK 4)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<ol style="list-style-type: none"> 1. How does my role as a Team Scholastics student differ from the non-team student in my district? 2. How can Focused Note-Taking support my current and future 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Each member of the Scholastics team is responsible for being an active member in each of their classes, and in the community. Team students</i>

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<p>academic success?</p> <p>3. How am I doing in meeting my goals of being ready for college?</p>	<p><i>must take all necessary steps to prepare for college entrance, including weekly Tutorial sessions and daily binder organization.</i></p> <ul style="list-style-type: none"> • <i>Focused note-taking is a process that helps to deepen understanding of content through appropriate formatting, revisions, identification of points of confusion, and reflection.</i> • <i>Students who routinely check on the progress of their academic goals, participate in leadership positions, extracurricular activities and community service, have consistent academic achievement, are actively preparing for college entry exams, and maintain positive relationships with their teachers are adequately prepared for college entrance.</i>

Secondary Assessments (Formative)	Primary Assessments (Summative)
<p>Binder Check</p> <p>Focused-notes check</p>	<p>Socratic Seminar</p>

Interdisciplinary Connections: <u>CORE AREA CONNECTIONS</u>
<p>NGSS Science Practices:</p> <ul style="list-style-type: none"> • Ask questions and defining problems. • Construct explanations and designing solutions. • Engage in argument from evidence. <p>ELA:</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Career Ready Practices: <u>Note applicable CRPs used within the unit.</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

N/A (These standards are the standards for this course).

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

- 8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- 8.1.12.A.3. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Course/Unit Resources:

AVID College and Careers: A Schoolwide Approach

Student Success Path Teacher Guide

My.avid.org

AVID Elective Standards

AVID Elective Weeks at a Glance

Unit 2: Introduction to Financial Aid; Tutorials – Steps from Tutorial Protocol

Unit Length Months/Weeks: 6 Weeks/ October- 4 weeks/ November- 2 weeks

Unit 2:

This unit will introduce students to the cost of attendance at colleges and universities. It will also provide students with information on scholarships, grants, FAFSA, and other sources of money to assist with the cost of college. Additionally, students will begin to practice the process of Tutorology within the classroom setting.

Equity Integration (Using James Banks' Levels of Multicultural Integration):

This will be completed during the 2021-2022 academic year.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.*

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> • 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt. • 9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education. • 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education. • 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans) • Students will be able to differentiate between different student loans and service providers. • Students will know how to complete a FAFSA application. • Students will be able to research different scholarships and grants for continued education and vocational programs. 	<ul style="list-style-type: none"> • I can list the components of the FAFSA application. (DOK 1) • I can collect and display scholarships I am eligible for and complete their applications.(DOK 2) • I can investigate and explain the components that make up the Cost of Attendance at a college. (DOK 3) • I can design a plan to minimize the cost of college/continued education programs. (DOK 4)

Essential Questions: (<i>higher level questions that need to be considered/answers; are open and broad</i>)	Enduring Understandings: (<i>general/transferrable ideas to other contexts</i>)
<ol style="list-style-type: none"> 1. How can I minimize the amount of money that I will need to complete my college and career goals? 2. Am I making progress toward the goals that I set earlier in the year? 3. How will focusing on my 60-Second Speech and my TRF topics help me improve in my classes? 4. How can analyzing my TRFs and my grades help me to improve in my classes? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Taking AP courses during high school, applying for financial aid, applying for all grants and scholarships one qualifies for, and completing adequate research about one’s desired college will all help to reduce the cost of college.</i> • <i>Students who routinely check on the progress of their academic goals, participate in leadership positions, extracurricular activities and community service, have consistent academic achievement, are actively preparing for college entry exams, and maintain positive relationships with their teachers are adequately prepared for college entrance.</i> • <i>Tutorials provide a forum for students to practice their public speaking and presentation skills in a safe and supportive environment on a weekly basis. 60-Second Speeches allow students to explain their pre-work inquiry and identified Point of Confusion, along with what they know about the initial question, and any academic vocabulary that is central to the topic.</i> • <i>Analyzing TRFs and current grades help students to determine which</i>

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
	<i>subject area(s) to focus on in tutorials, and from where to select their initial questions on the TRF.</i>

Secondary Assessments (Formative)	Primary Assessments (Summative)
Tutorial Forms Binder Check Resume	Socratic Seminar Learning Menu/Choice Board

Interdisciplinary Connections: <i>CORE AREA CONNECTIONS</i>
<p>ELA:</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Career Ready Practices: <i>Note applicable CRPs used within the unit.</i>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>
Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): <i>Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.</i>
N/A (These standards are the standards for this course).
Integration of Technology: <i>Note applicable 2020 standards 8.1 & 8.2 used within the unit.</i>
<ul style="list-style-type: none"> • 8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources • 8.1.12.A.3. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Course/Unit Resources:
<p><i>AVID College and Careers: A Schoolwide Approach</i> <i>Student Success Path Teacher Guide</i> <i>My.avid.org</i> <i>AVID Elective Standards</i> <i>AVID Elective Weeks at a Glance</i></p>

Unit 3: Introduction of Four Academic Skills for Academic Success	Unit Length Months/Weeks: 6 Weeks/ November- 1 Week/ December- 3 Weeks/ January- 2 Weeks
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Unit 3:

In this unit students will learn about the 4 As. The 4 A's® is a model for integrating digital teaching and learning into the classroom. The 4 A's (Adopt, Adapt, Accelerate, Advocate®) act as a lens through which educators consider the roles of teacher, student, and technology in the classroom environment to achieve learning outcomes. The 4 A's is a holistic view of technology in classrooms and can be integrated with any other educational technology framework, providing educators an understanding of the role of technology within specific educational contexts.

Equity Integration (Using James Banks' Levels of Multicultural Integration):

This will be completed during the 2021-2022 academic year.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.*

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. Students will be able to learn steps to achieve academic success 	<ul style="list-style-type: none"> I can identify the 4 Essential Skills. (DOK 1) I can critique my role as a student in the classroom. (DOK 3) I can apply the 4 Essential Skills in my educational journey. (DOK 4)

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<p>via the 4 Essential Skills (Analyzing a prompt, Selective and purpose-driven reading, Focused note-taking, and Integrating sources into texts using paraphrase, summary, or synthesis).</p> <ul style="list-style-type: none"> • Students will consider the roles of teacher, student, and technology in the classroom environment to achieve learning outcomes. 	

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<ol style="list-style-type: none"> 1. In what ways are the Four Essential Skills for Academic Success relevant to my role as a student? 2. What is service learning, and how is it different from traditional community service? 3. What is the difference between summarizing, paraphrasing, and synthesizing, and when is each best utilized? 4. How will summarizing my academic learning help me in content classes? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Analyzing a prompt or academic task, selective and purpose-driven reading, especially of expository texts, focused note-taking designed around a prompt or academic task, and integrating sources into texts using paraphrase, summary, or synthesis are relevant to student success in the classroom because they have been determined by researchers as the primary demands made upon college students as they listen, take notes, read, and write.</i> • <i>Service learning is tied to an institution’s curriculum or goals and involves reflection and proof of knowledge gained, whereas traditional community service is tied to the specific organization and is completely voluntary.</i> • <i>Summarizing text must be mostly put into one’s own words and only highlights the most important ideas of the text; paraphrasing text involves re-writing the text entirely in one’s own words; synthesizing involves combining excerpts from, and comparing and contrasting two or more texts. Summarizing should be used when only main ideas are required; paraphrasing should be used when rewording is necessary to understand or explain a topic, and synthesizing should be used when original ideas and insights about a text or topic are required.</i> • <i>Summarizing and reflecting in writing is an important individual metacognitive process that also aligns with Phase 4 of the Focused Note-Taking Process. This process allows students to regularly ask themselves, “What have I learned?” “How will it be useful?” and “How can I continue to improve?”</i>

Secondary Assessments (Formative)	Primary Assessments (Summative)
Binder Check Tutorial Forms Focused Notes Check One-Pager	The 4 Essential Skills Project Learning Menu/Choice Board

Interdisciplinary Connections: CORE AREA CONNECTIONS
ELA: <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and Ideas.
Career Ready Practices: Note applicable CRPs used within the unit.
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.
These standards are the standards for this course.
Integration of Technology: Note applicable 2020 standards 8.1 & 8.2 used within the unit.
<ul style="list-style-type: none"> • 8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources • 8.1.12.A.3. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Course/Unit Resources:
<i>AVID College and Careers: A Schoolwide Approach</i> <i>Student Success Path Teacher Guide</i> <i>My.avid.org</i> <i>AVID Elective Standards</i>

Unit 4: Service Learning Unit	Unit Length Months/Weeks: 6 Weeks/ January- 2 Weeks/ March- 4 Weeks
<p>Unit 4:</p> <p>In this unit students will learn about ways to incorporate time and service in and around their communities, and learn about the benefits that can be attained through these acts. Additionally, students will work on attaining a log of the hours they accumulate by participating in these activities. Students will also complete a collaborative group project during this unit.</p>	
<p>Equity Integration (Using James Banks’ Levels of Multicultural Integration):</p> <p><i>This will be completed during the 2021-2022 academic year.</i></p>	
<p><i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i></p>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> • 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. • 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. • 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. • 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. • Students will be able to learn ways to participate in their communities and service learning. • Students will be able to analyze various activities can affect postsecondary plans and opportunities. 	<ul style="list-style-type: none"> • I can recall the ways I can participate in various organizations with missions. (DOK 1) • I can collect and display causes that are important to me. (DOK 2) • I can differentiate between community service and service learning.(DOK 3) • I can analyze how universities and colleges weigh community service and activism in the admission and application process. (DOK 4)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<ol style="list-style-type: none"> 1. How can my group synthesize our research information in order to show what we learned? 2. What are the components of quality research notes? Which do I need to develop further? 3. How can I practice citing, summarizing, paraphrasing, and synthesizing my work? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Groups can synthesize research by combining quotations, paraphrasing, summary, comparison and contrasts of the information, and appropriate citations when necessary.</i> • <i>Quality research notes should include bibliographic information in MLA format, a summary of the source information, an evaluation of the reliability and usefulness of the source, and a research process reflection.</i> • <i>To practice summarizing, restate the main ideas of a text; to practice paraphrasing, translate a short passage into one's own words; to practice synthesizing, fill in the sample AVID templates after reading two or more texts.</i>

Secondary Assessments (Formative)	Primary Assessments (Summative)
Binder Checks Tutorial Forms Focused notes check	Socratic Seminar Group Service Learning Project

Interdisciplinary Connections: <u>CORE AREA CONNECTIONS</u>
ELA: <ul style="list-style-type: none"> • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source. • Draw evidence from informational texts to support analysis, reflection, and research.
Career Ready Practices: <u>Note applicable CRPs used within the unit.</u>
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP12. Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

N/A (These standards are the standards for this course).

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

- 8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- 8.1.12.A.3. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Course/Unit Resources:

AVID College and Careers: A Schoolwide Approach

Student Success Path Teacher Guide

My.avid.org

AVID Elective Standards

AVID Elective Weeks at a Glance

**Unit Title: Unit 5: College Preparation Writing Unit, Planning for Summer
Priorities**

Unit Length Months/Weeks: 9 Weeks/ April- 3 Weeks/ May- 4 Weeks/ June- 2 Weeks

Unit 5:

In this unit students will begin to craft their college admissions essay to add to their class portfolio. Students will research and analyze examples of effective admissions essays and essays that require additional work. Students will peer review their work, and submit their assignment for feedback. Additionally, students will plan their Summers as needed to meet their goals for college and career.

Equity Integration (Using James Banks' Levels of Multicultural Integration):

This will be completed during the 2021-2022 academic year.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.*

Learning Goals & (Primary Content Standards):

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional

Learning Objectives (Identify the DOK Level):

- I can identify the components of a college essay. (DOK 1)
- I can identify the factors that will affect my college and career decisions. (DOK 1)
- I can organize steps I need to take to reach my college and career goals.

Learning Goals & (Primary Content Standards) :	Learning Objectives (Identify the DOK Level) :
<p>and non-traditional careers and occupations.</p> <ul style="list-style-type: none"> • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. • 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. • Students will be able to evaluate factors affecting their college and career decisions. • Students will be able to differentiate between different roles in society as it pertains to college and career. • Students will be able to develop a plan for their future college and career. • Students will be able to compete a college application. • Students will be able to identify and write the different components of a college essay. 	<p>(DOK 2)</p> <ul style="list-style-type: none"> • I can differentiate between my role as a college student and a career employee. (DOK 3) • I can analyze my college essay through an admissions officer's perspective. (DOK 4)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<ol style="list-style-type: none"> 1. How can we most effectively use tutorial time to prepare for the end of junior year and beginning of senior year? 2. How can I improve my college essay through self-editing and peer editing? 3. Assess priorities for the summer as preparation for the college admission process. Which should I focus on? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Students should focus on specific aspects of the tutorial process in which they need the most improvement in in order to prepare for senior-year tutorials.</i> • <i>Students should start early, clearly read instructions, be honest and positive with some humility, and allow for several peers and adults to review and edit their college essays.</i> • <i>Students should arrange the following areas in a list of most important to least important in order to determine what to focus on over the summer: coursework, test scores, extracurricular activities, college research, college visits, college essays, and scholarship research.</i>

Secondary Assessments (Formative)	Primary Assessments (Summative)
Binder Check Tutorial Forms Focused Notes Check One-Pager	Research Paper Socratic Seminar College Essay Project

Interdisciplinary Connections: [CORE AREA CONNECTIONS](#)

- ELA:
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - Draw evidence from informational texts to support analysis, reflection, and research.

Career Ready Practices: [Note applicable CRPs used within the unit.](#)

- CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

N/A (These standards are the standards for this course).

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

- 8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- 8.1.12.A.3. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Course/Unit Resources:

AVID College and Careers: A Schoolwide Approach
Student Success Path Teacher Guide
My.avid.org

