

Understanding By Design Unit Template

Title of Unit	Becoming an Organized AVID Student	Grade Level	7 th
Curriculum Area	Unit-1 First 30 Days of AVID	Time Frame	6 Weeks
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Identify Desired Results (Stage 1)

Content Standards

Building the habit of using the binder; Encouraging school involvement; Introduction to Cornell notes and Tutorials; Building camaraderie among the students; Understanding the difference between Goals and Wishes.

Understandings

Essential Questions

Overarching Understanding

Overarching

Topical

<p>DAY 1: Monitor guidelines of AVID school contract to fulfill requirements</p> <p>DAY 2: Utilize SLANT interactions in all classes</p> <p>DAY 3-4: Develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other useful materials</p> <p>DAY 5: Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving</p> <p>DAY 6: Develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other useful materials</p> <p>DAY 7: Develop awareness of non-verbal communication when speaking, including body language and eye contact</p> <p>DAY 8: Participate in a variety of school activities/clubs and community service opportunities throughout the year</p> <p>DAY 9: Utilize proper adult salutations</p> <p>DAY 10: Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving</p> <p>DAY 11-13: Develop a basic understanding of the components of</p>	<p>Day 1: What does it mean to be an AVID student?</p> <p>Day 2: What are the characteristics of an AVID student?</p> <p>Day 3: How do AVID students keep all their materials organized?</p> <p>Day 4: How do AVID students keep all their materials organized?</p> <p>Day 5: How am I like other people in this class?</p> <p>Day 6: When I am absent, how can I be responsible for my missing work?</p> <p>Day 7: How can I make a good first impression with adults?</p> <p>Day 8: In what activities, can I become involved in at my</p>	
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<p>the Cornell Way focused note-taking process</p> <p>Day 14: Have notes available during tutorials to support questioning</p> <p>Day 15: Actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar</p> <p>Practice varying word choice and tone when speaking</p> <p>Day 16: Take 7 to 12 pages of quality Cornell notes per week</p> <p>Day 17: Understand and utilize 10 Steps in the Tutorial Process</p> <p>Day 18: Understand how to utilize Cornell notes as a study tool</p> <p>Day 19: Understand and utilize 10 Steps in the Tutorial Process</p> <p>Participate in group discussions and reflection based on collaborative work</p> <p>Day 20: Complete and analyze self-evaluations about learning styles, emotions and personal behavior</p> <p>Differentiate between the three basic learning styles</p> <p>Day 21: Understand the difference between goals and wishes</p> <p>Day 22: Understand and utilize the 10 Steps in the Tutorial Process</p> <p>Day 23: Understand the difference between goals and wishes</p> <p>Day 24: Understand and utilize the 10-Step Tutorial Process</p> <p>Day 25-26: Differentiate between and write long-range, mid-range and short-range goals</p> <p>Day 27: Understand and utilize the 10-Step Tutorial Process</p> <p>Day 28: Differentiate between and write long-range, mid-range and short-range goals</p> <p>Day 29: Understand and utilize the 10-Step Tutorial Process</p> <p>Day 30: Foster trust building skills by working with partners to complete a specified task</p> <p>Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving</p>	<p>school?</p> <p>Day 9: How do AVID students present themselves to their teachers?</p> <p>Day 10: Do I know the name of everyone in my AVID class?</p> <p>Day 11-13: How does the process of taking Cornell notes improve memory?</p> <p>What are the four parts of the Cornell Way?</p> <p>What is most important to remember while taking Cornell notes?</p> <p>Day 14: How are my class notes connected to AVID tutorials?</p> <p>Day 15: What is the difference between dialogue and debate?</p> <p>Day 16: How are my Cornell notes evaluated?</p> <p>Day 17: How are AVID tutorials different from tutorials in other classes?</p> <p>Day 18: How can I improve my Cornell notes and use them to improve my grades?</p> <p>Day 19: What are the steps of the AVID Tutorial Process?</p> <p>Day 20: What is my personal learning style?</p> <p>Day 21: How are my wishes different from my goals?</p>	
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	<p>Day 22: Where do I find my initial question for AVID tutorials?</p> <p>Day 23: How do AVID students understand and apply the differences between goals and wishes?</p> <p>Day 24: How does a basic AVID tutorial session look?</p> <p>Day 25-26: What's the difference between short-range, mid-range and long-range goals?</p>	
Related Misconceptions	<p>How can I achieve my goals as an AVID student?</p>	
<p>Students sometimes will question the binder and the order it should be in because they want to put things in the way their schedule is set up. We explain to them that every student in the schools' binder is set up the same way in case they are looking for a paper, someone else may be able to help them find where it should be by looking at the date.</p>	<p>Day 27: Where do I find my initial question for AVID tutorials?</p> <p>Day 28: How can I achieve my goals as an AVID student?</p> <p>Day 29: How does a basic AVID tutorial session look?</p> <p>Day 30: What special and unique qualities do I bring to a team?</p>	
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<ul style="list-style-type: none"> • Organizational skills • Cornell Note taking techniques • Tutorial Request forms (TRF) • Grade Point Average calculations • Community Service opportunities and its importance for college acceptance • Importance of extra-curricular activities 	<p>Students will keep an organized binder in a specific order with 2 dividers for each subject (notes, graded papers) and in chronological order.</p> <p>Students will be able to take meaningful Cornell notes per how they study, and what information they find necessary for them to not only pass an exam but retain the information. Students will be able to properly fill out a TRF every Monday</p>	

and Wednesday night and be ready to go into tutorials every Tuesday and Thursday to get help on a topic they are confused about in a Core class only.

Students will learn how to calculate their GPA's and move them on the GPA tracker wall to see progress throughout the year.

Students will participate in a community service project and reflect on the impact it had on their lives as well as the lives they helped.

Students will join a club on campus or try out from a team to see the impact of belonging to a group.

Assessment Evidence (Stage 2)

Performance Task Description

Goal	Understanding and self-awareness of how to implement each W.I.C.O.R. (Writing, Inquiry, Collaboration, Organization, Reading) strategies on their own successfully.
Role	Facilitator
Audience	7 th Grade AVID students
Situation	Real-world application
Product/Performance	Formative assessment, project-based evaluation, online assignment submissions
Standards	https://my.avid.org/files/6451.pdf

Other Evidence

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	The students are beginning a journey of self-discovery. As incoming 7 th graders, they have not been allowed to spread their wings, and responsibilities have not been placed in their hands yet. They will quickly realize through this program/course that the first 6 weeks is to help them become an organized student. An academic learner who can take meaningful Cornell Notes, and how to participate in active tutorials using high-level questioning techniques.
How will you hook students at the beginning of the unit?	By showing them real students who have implemented these strategies into their study habits, and letting them also take part in comparing/contrasting grades prior to using these techniques versus afterwards.
What events will help students experience	Past students from the program will come in and do a Q & A session.

<p>and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</p>	<p>An instructional day of AVID versus Non-AVID students will take place in Core classes where AVID students will do a walk-through and see what the difference is between each type of student. Through preparation and examination of the skills I expect them to exhibit daily. Also, by continuously revisiting previous topics so that retention does not decrease.</p>
<p>How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</p>	<p>By letting them think-pair-share in the journals and implementing the discussion board online. Having pattern in your classroom I feel helps students learn and adhere to expectations. I will make them look over their C-notes and create collaborative study groups where they will continue discussion of what is being learned.</p>
<p>How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</p>	<p>Through peer-review grading rubrics, online self-assessments, and formative assessments. All the while, keeping a “question parking lot” on my board, which is where students place questions on sticky notes that they have about a topic or something that is confusing them, and I review the questions after they leave, and we then discuss the questions the next day in class.</p>
<p>How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</p>	<p>The curriculum is already personalized in that students engage and give me feedback on how the strategies work for them. Which particular set within the strategy that they liked most, and the goals are never compromised in the end.</p>
<p>How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</p>	<p>I teach in a 10-2-2 style on lecture days, which is 10 minutes’ lecture, 2 minutes’ think-ink time, 2 minutes discussion time with thinking partners. I only have 1 lecture day a week, the rest of the days are activity days where students are discovering and scaffolding information on their own with me just being a facilitator. I think this is a positive of my class because students do not get bored, and they begin to come out of their shell of not being afraid to come and talk to me if they do not understand something.</p>

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)