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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## **Academic College Preparatory Class**

*This curriculum is formatted as a toolbox of resources and purposeful skill building to enhance academic learning. It is not meant to be taught in a linear fashion. Rather, it should be used in any sequence that serves the individual needs of students. Typical “units” are named components to help in organizing the content within this curriculum. The first component should be implemented and reviewed throughout the course. The remaining components are tools to develop and maintain academically tenacious learners in high rigorous courses.*

**Course Description:** The purpose of this class is to prepare students for success in both college and career experiences beyond high school. This course provides students with key academic skills that promote independent learning in high rigorous courses. Students explore a variety of tools that create insight and personal confidence when faced with academic and emotional challenges of rigorous coursework. This course encourages collaborative learning while also cultivating the development of each student’s individual needs. Furthermore, students will work among peers to understand and develop skills that bolster academic tenacity. Growth mindset, self-advocacy, emotional regulation and mindfulness skills are a few qualities this class will instill in learners throughout the course.

Below are key terminology used throughout the curriculum:

- **Like-Classes:** Students enrolled in the same class in the same section
- **Class of Rigor:** Enrollment in a class, identified through a student’s four-year plan of study that challenges them academically and socially-emotionally.

**Scope and Sequence:**

<b>Timeframe</b>	<b>Component</b>	<b>Instructional Topics</b>
Ongoing	Introduction	Topic 1: Team Building Topic 2: Goal Setting Topic 3: Celebrating Success
Ongoing	Strategies for Enhancing Individual Academic Rigor	Topic 1: AVID Schoolwide Topic 2: Advantages of Rigor
Ongoing	Social Emotional Learning	Topic 1: Growth Mindset Topic 2: Emotion Regulation Topic 3: Self-Advocacy Topic 4: Academic Tenacity

# Introduction

**Subject:** Academic College Preparatory

**Grade:** 9-12

**Name of Component:** Introduction

**Length of Component:** This component outlines the tools used throughout the course and should be reviewed and practiced frequently.

**Overview of Unit:** This unit focuses on developing a team-like environment for students enrolled in this course to succeed in a rigorous course. This success is broken down by goal setting, reflections and celebrations throughout the term.

**Essential Questions:**

1. How does a team environment help you succeed?
2. Why is goal setting beneficial to your success?
3. Why are celebrating your accomplishments important?

**Enduring Understanding/Big Ideas:**

1. Students will describe support from their teacher, peers and rigorous teacher that helps them succeed at their goal. They will explain and understand all students go through a range of emotions and thoughts when enrolled in difficult courses and that relying on a system of support will improve their chances of succeeding.
2. Students will describe their individual, small- and large- group goals and the why behind their developments. Students will emphasize the importance of reflecting and logging their progress towards their goals.
3. Students will explain how celebrations of self and others contributed to a positive environment and their focus on success.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"><li>● SMART Goal</li><li>● Team</li><li>● Success</li><li>● Reflection</li><li>● Action Plan</li><li>● Growth Mindset</li><li>● Celebrations</li></ul>	

## Topic: Teambuilding

### **Engaging Experience 1**

**Title:** Telephone Activity (Games)

**Suggested Length of Time:** 20-40 minutes

**Detailed Description/Instructions:** Students will sit in a circle, line or in a manner that they can whisper to each other without others hearing. The teacher will whisper a sentence to a student, who will whisper the same sentence to a neighbor. This will continue until all students have participated. The last student will report to the class the sentence that was whispered to them. Often times this is not the same sentence that started the game and where this lesson exists. After the activity is complete, the teacher will want to facilitate a class discussion about how the message has changed or stayed the same. Ultimately, the teacher will want to point out that things don't always work out the way we intend and that during class discussions within the course, students are going to say things that they don't always mean. To help build trust within the cohort, the teacher should stress the importance of safe environment and the more time spent in a genuine fashion the stronger the trust and acceptance with each other's differences are. It is appropriate to facilitate that each student is at different levels and that the class as a whole will support each individual student.

This activity can be repeated as many times as needed to have the sentence stay consistent throughout the activity. The teacher can also add more difficulty to this game, such as during a class discussion, students will play the telephone game and each 30-60 seconds, the teacher would provide time for the game to continue. It could also be referenced throughout the course when students are contradicting each other or interrupting each other incorrectly.

### **Engaging Experience 2**

**Title:** Weekend Share Out

**Suggested Length of Time:** 5-10 minutes, Ongoing

**Detailed Description/Instructions:** The teacher should provide a setting where students feel comfortable sharing out. Possible arranging the students in a circle or huddle can enhance the atmosphere for sharing. The teacher will allow students the opportunity to communicate to classmates and teacher some of the appropriate events they may have experienced during their weekend. Each student should have the opportunity to share out if they so desire. The activity may assist in the students getting to know and understand more about each other. The hope is that the students can build trust, respect and understanding with each other throughout the course. It is also suggested that the teacher be willing to share out to model the activity and to assist the students in building respect and trust with the teacher. The activity can be repeated throughout the course as often as necessary (weekly).

### **Engaging Experience 3**

**Title:** Name Game

**Suggested Length of Time:** 45 minutes

**Detailed Description/Instructions:** The teacher leads a discussion on adjectives being descriptive words. The teacher asks the students to come up with a few adjectives that describe themselves. The teacher then asks the students to use their list to create three adjectives that describe themselves. These descriptions can start with the same letter as the student's first name. From that list of three adjectives students are to pick their favorite. The teacher then places students in a circle where they can all see each other. Teacher gives a student an object (ball, eraser, etc.) and asks that student to state their descriptive adjective and their first name (I'm Kind Karen). Then students pass the object to the next student who states their descriptive adjective, their first name and then introduces the person before them with that person's descriptive adjective and first name (I'm Macho Michael and this is Kind Karen). This continues on around the circle until all students have had the opportunity to participate.

An extension on this activity is then to have the students pass the object around in random order by saying the person's adjective and name when they pass the object. Another extension is a follow up discussion about using repetition to learn things.

The activity assists in everyone learning everyone's name in a fun fashion. It is beneficial for the teacher too.

### **Engaging Experience 4**

**Title:** Check-Ins and Reflections

**Suggested Length of Time:** 10 minutes

**Detailed Description/Instructions:** The last day of each week the teacher will develop an exit ticket question to gather feedback from each student. Examples of prompts could be:

- How do you feel about your class(es) of rigor?
- How is your relationship with your teacher in your class(es) of rigor?
- What accomplishments have you had this week in school/outside of school?
- What do you need from me next week to be success and focused on your goal(s)?

These exit tickets should, for the most part, be an opportunity for students to tell the teacher personal information and remain confidential for the purposes of supporting the student in whatever they need.

## Topic: Goal Setting

### **Engaging Experience 1**

**Title:** Setting Growth Mindset Goals\*\*

**Suggested Length of Time:** 60-90 minutes

**Detailed Description/Instructions:** Develop growth mindset goals for the semester, at least one academic and personal. Growth mindset goals should reflect:

1. It is stated in a positive way (ie. I *will* learn to, I *will* be able to, etc.)
2. It is challenging but achievable
3. It includes growth in a capacity or skill
4. It reflects things we value
5. It recognizes potential barriers that need to be overcome.

These goals should be reviewed every 2 - 3 weeks, updated and edited as needed. Consider developing large (whole class) and small group (like-course) goals.

These goals should be communicated to teachers of their rigorous courses.

1. Distribute goal template to each student
2. Working individually, in pairs, or in like-course groups, have students use their goal template to define a personal growth mindset learning goal that is challenging achievable, and reflects growth in a capacity or skill, and describe the possible obstacles they may come across.

### **Engaging Experience 2**

**Title:** Creating an Action Plan\*\*

**Suggested Length of Time:** 45-90 minutes

**Detailed Description/Instructions:** Once students have set goals they need to create an action plan to attain those goals.

1. Discuss what a growth mindset action plan is.
  - Choose specific and effective strategies to achieve success and decide when and how you will use them.
  - Consider the resources you will need and where you will get them.
  - Have a vision for success and know how to measure progress.
  - Plan to review your progress, get feedback, and reflect on how you can adjust your plan if needed so you can continue to grow.
2. What are possible strategies for success?
  - Brainstorm/chart list of possible strategies with the class on a relevant sample goal)
3. When and how can you measure progress?
  - Brainstorm/chart list of possible strategies with the class on a relevant sample goal)

4. Working individually, in pairs, or in like-course groups, students will create a plan to achieve their goal, identifying the strategies they will use, the resources they will need, and how they will measure their progress.
5. After reviewing and commenting on their goals/action plans have the students commit to putting the plan to work. Have them sign them and put them someplace where they can refer back to it often (bulletin board, their notebooks, front of their binder, etc).

#### Follow-up Ideas

- Remind students often (if not daily) to remember their goals.
- Ask them to do a quick warm-up activity or exit ticket with a summary of their action plan or made progress for their goal that day.
- Have a weekly reflection on progress toward the goal (AVID 3.18 Observation and Feedback as a template)
- Include goals in conferences with students
- Have students create posters, portfolios or presentations on their progress
- Include the goal-setting, planning, and reflection as a graded assignment
- Write notes to students reflecting on how you have seen them apply their strategies or make progress toward their goals.

### **Engaging Experience 3**

**Title:** Reflecting\*\*

**Suggested Length of Time:** 60 minutes

**Detailed Description/Instructions:** Utilizing the student's growth mindset academic and personal goals for the semester, have students divide a piece of paper into four quadrants and label each with the following:

- a. What is my current level of performance (how is it going)?
- b. What is my evidence (how do I know)
- c. What can be done to improve or what can be done to sustain success?
- d. When, specifically, will I take action?

Have students highlight any changes they make to their goal-setting templates so that it is easy for them to see where they have reflected and made an adjustment.

\*\*From Growth Mindset Goal Setting Lesson Plan [www.mindsetworks.com](http://www.mindsetworks.com)

## Topic: Celebrating Success

### **Engaging Experience 1**

**Title:** Celebration Ideas

**Suggested Length of Time:** 5-60 minutes

**Detailed Description/Instructions:** Students should celebrate success regularly throughout the course. These celebrations should stem from their goals, as well as random as students make progress towards the overall purpose of this course.

Furthermore, it will be important to celebrate success in large (whole class) and small groups (by like-courses), as well as individually. Teachers should be mindful that all students receive a minimum of 3 affirmations.

There are numerous ways that you can celebrate the success of each student, and not every student will want to celebrate the same. Some teachers find that prizes work well as a reward, while others find that “Homework passes” or “Lunch in the classroom” is a nice way to celebrate. Other teachers find that students are excited to just celebrate at home with their family or with a mentor in school, or just to hang their tracking chart in the classroom for all to see. As long as you are celebrating the success of the goal, then it doesn’t matter how you do it.

Examples of Celebrations:

- Each Monday the teacher identifies a student success from previous week;
- Each Tuesday students recognize their peers for success they experienced recently
  - Example activity: “Strength Circle”. To begin, each student will need his/her own envelope with a blank piece of paper inside. Instruct each student to write their name on the outside of their envelope and then gather a circle. Once in a circle, everyone passes their envelope to the person on their right. With each passing of the envelope, students will take the piece of paper out of the envelope and write down a strength they recognize in their peer. Encourage students to write about a specific time they noticed each person’s strength!
- A positive referral home, either through school format or teacher phone calls;
- Class walk for meeting a large group goal
- Class game for 15 minutes to celebrate a large group goal
- #Success - Use Remind or Twitter to send out kudos to your students
- Write a note either to the students or their parents.
- Display work in the classroom
- Certificates (Awards not rewards)
- Stickers
- Badges on Schoology
- Prize bucket (inexpensive items from candy to pencils)

- 2nd Chance - student gets another chance to redo an assignment for full credit
- Class water balloon fight
- U Choose - student gets to select a brain break for the entire class: walk to water fountain, left/right brain rock, paper, scissors, etc.
- U Choose - student gets to select their desk for the week
- Break Fast - healthy morning snack
- Common Grounds - beverage
- It's your birthday..... Student gets treated like it is their birthday on a day of their choice
- Signature Wall - student gets to sign the wall of honor when they hit a milestone.
- Chalk the walk - class gets to decorate outside stairs with sidewalk chalk designs
- Class DJ - student gets to select a Pandora station for work time.
- Read outside
- Popcorn Party
- Class handshake of the month- student creates a handshake for the class
- Decorate a ceiling tile - Teacher will supply paper the size of the ceiling tile and hang it when it is complete.
- U Choose - student selects a charity to donate to
- Drop a quiz - student can drop a quiz score
- Gift of Time - student gets additional time for an assignment of their choice
- Gift of Time II - student gets free time during a class period
- Game time - student gets to bring and play a game with their like-course group
- Puzzle time - student gets time to work on the library puzzle
- Homemade with Love - teacher brings a homemade treat for the student
- Luxury Lunch Table - student gets to eat at a table with friends that has a tablecloth and beverage service
- Personal music - student can listen to music on their headphones
- Photo Pass - students can put fun, silly or energetic photo (or video) with their friends that will be shared via the school's social media
- Principal ugly tie day - students can select the tie for an assistant principal for a day
- SMART board mural - student and/or friends can create a mural on the smart board that will be displayed all week.
- Take-Two - student can retake a quiz or test (possibly in their rigorous course)
- YouTube - student can select a "school appropriate" "teacher previewed" YouTube video to the entire class.
- Selfie Station - Create a selfie station with lots of SEL props. Pics will be added to a bulletin board.
- Special Chair - student gets to sit in a special chair during class.
- Reserved parking for the week - student gets to park in the teacher spots for 1 week.
- Stress ball - student receives a stress ball (perhaps as a reward for meeting emotional self-regulation goals)

- Talk time - student can get free talk time for the entire class
- Teacher attends student event (practice, game, play, etc.)
- Lip Sync battle - student vs. teacher - 2 songs, students vote!
- Tech break - students are allowed free time on their devices
- Yoga ball seat

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will show evidence of reflection, modification and edits to their goals throughout the semester.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Teambuilding	Telephone Activity	Students will sit in a circle, line or in a manner that they can whisper to each other without others hearing. The teacher will whisper a sentence to a student, who will whisper the same sentence to a neighbor. This will continue until all students have participated. The last student will report to the class the sentence that was whispered to them.	20-40 min
Teambuilding	Weekend Share Out	The teacher should provide a setting where students feel comfortable sharing out. Possible arranging the students in a circle or huddle can enhance the atmosphere for sharing.	5-10 min
Teambuilding	Name Game	The teacher leads a discussion on adjectives being descriptive words. The teacher asks the students to come up with a few adjectives that describe themselves. The teacher then asks the students to use their list to create three adjectives that describe themselves. These descriptions can start with the same letter as the student's first name. From that list of three adjectives students are to pick their favorite. The teacher then places students in a circle where they can all see each other. Teacher gives a student an object (ball, eraser, etc.) and asks that student to state their descriptive adjective and their first name (I'm Kind Karen). Then students pass the object to the next student who states their descriptive adjective, their first name and then introduces the person before them with that person's descriptive adjective and first name (I'm	45 min

		Macho Michael and this is Kind Karen). This continues on around the circle until all students have had the opportunity to participate.	
Teambuilding	Check-Ins and Reflections	The last day of each week the teacher will develop an exit ticket question to gather feedback from each student.	10 min
Goal Setting	Setting Growth Mindset Goals	Develop growth mindset goals for the semester, at least one academic and personal.	60-90 min
Goal Setting	Creating an Action Plan	Once students have set goals they need to create an action plan to attain those goals.	45-90 min
Goal Setting	Reflecting	Utilizing the student’s growth mindset academic and personal goals for the semester, have students divide a piece of paper into four quadrants and label each with the following: <ul style="list-style-type: none"> <li>a. What is my current level of performance (how is it going)?</li> <li>b. What is my evidence (how do I know)</li> <li>c. What can be done to improve or what can be done to sustain success?</li> <li>d. When, specifically, will I take action?</li> </ul> Have students highlight any changes they make to their goal-setting templates so that it is easy for them to see where they have reflected and made an adjustment.	60 min
Celebrating Success	Celebration Ideas	Students should celebrate success regularly throughout the course. These celebrations should stem from their goals, as well as random as students make progress towards the overall purpose of this course.	5-60 min

## Strategies for Enhancing Individual Academic Rigor

**Subject:** Academic College Preparatory

**Grade:** 9-12

**Name of Component:** Strategies for Enhancing Individual Academic Rigor

**Length of Unit:** This component outlines the various tools that students should learn to be most successful in their class(es) of rigor. These tools are used continuously throughout the course and as needed for student resources.

**Overview of Unit:** Teachers will utilize AVID strategies such as Socratic Seminar, Philosophical Chairs, WICOR practices and Relational strategies to teach and practice these skills. These topics should be covered in large group, small group and individually with students as needed. Topics are important for students and teachers to have a working knowledge to better develop the student's engagement and academic depth of knowledge in rigorous coursework.

### **Priority Standards for unit:**

- Implement Collaborative Study Groups in their content area to support students' academic performance and the development of college readiness skills.
- Articulate the college readiness skills that are developed in Collaborative Study Groups to their students.
- Implement the five phases of focused note-taking to support students' learning, academic success, and development of skills for college readiness.
- Guide students in choosing the note-taking format most conducive to their learning, based on the learning objective, to better prepare them for successful, independent learning.
- Model the similarities and differences between the cognitive organization (organization of thought) and operational organization (organization of time) in order to prepare their students effectively for both.
- Plan effective cognitive structures across curriculum areas for greater cognitive organizational development.
- Use reflection/metacognition activities with students to identify and evaluate strengths and weaknesses of various cognitive organizational structures for each core discipline.
- Routinely use WICOR strategies to promote skills of college and career readiness for all students in order to engage in successful schoolwide AVID practices.
- Effectively use WICOR strategies to build meaningful and engaging student learning that reflects rigorous lesson plans beneficial for all content areas.

### **Supporting Standards for unit:**

- Explain the purpose of Collaborative Study Groups.
- Analyze optional resources and components of the Collaborative Study Group model and select those that best meet their classroom needs.

- Understand how the five phases of focused note-taking assist students in meeting learning objectives.
- Identify which note-taking format meets the learning objective and encourages independent critical thinking for students in personal classrooms, sites, etc.
- Define the differences between cognitive organization and operational organization and demonstrate how both are necessary for academic success.
- Utilize practical college readiness skills to prepare students for the operational and cognitive demands of college.
- Model and debrief specific cognitive organizational structures best suited to each discipline.
- Identify college and career readiness skills and connect to the application of schoolwide WICOR practices.
- Understand how the integration of WICOR strategies can increase the level of rigor in lessons and activities across content areas.
- Understand that WICOR is the “how” in accomplishing deeper student mastery.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
Implement Collaborative Study Groups in their content area to support students’ academic performance and the development of college readiness skills	Implement, Develop	Apply	3
Articulate the college readiness skills that are developed in Collaborative Study Groups to their students	Articulate	Understand	2
Implement the five phases of focused note-taking to support students’ learning, academic success, and development of skills for college readiness	Implement, Develop	Apply	3
Guide students in choosing the note-taking format most conducive to their learning, based on the learning objective, to better prepare them for successful, independent learning	Guide	Apply	3
Model the similarities and differences between the cognitive organization (organization of thought) and operational organization (organization of time) in order to prepare their students effectively for both	Model	Apply	3

Plan effective cognitive structures across curriculum areas for greater cognitive organizational development	Plan	Apply	3
Use reflection/metacognition activities with students to identify and evaluate strengths and weaknesses of various cognitive organizational structures for each core discipline	Use	Apply	3
Use WICOR strategies to promote skills of college and career readiness for all students in order to engage in successful schoolwide AVID practices	Use	Apply	3
Use WICOR strategies to build meaningful and engaging student learning that reflects rigorous lesson plans beneficial for all content areas	Use	Apply	3

**Essential Questions:**

1. Why is it important to utilize Collaborative Study Groups?
2. How do you organize yourself in courses of rigor?

**Enduring Understanding/Big Ideas:**

1. Students will understand the importance of multiple minds working collectively to answer difficult questions. Furthermore, they will learn the value of peer-to-peer support that prepares them for college study groups.
2. Students will clearly identify their method of choice when it comes to note-taking, organization of material, time management and study skills practices.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Focused Notes Cornell Notes	Tutorology

## Topic 1: AVID Schoolwide

### **Engaging Experience 1**

**Title:** Tutorology

**Suggested Length of Time:** 45-75 Minute Sessions

#### **Standards Addressed**

*Priority:*

- Implement Collaborative Study Groups in their content area to support students' academic performance and the development of college readiness skills.
- Articulate the college readiness skills that are developed in Collaborative Study Groups to their students.

*Supporting:*

- Explain the purpose of Collaborative Study Groups.
- Analyze optional resources and components of the Collaborative Study Group model and select those that best meet their classroom needs.
- Create a scaffolded Personal Implementation Plan.

**Detailed Description/Instructions:** The majority of each block, 70-80% of time, should be based within Collaborative Study Groups (CSG) with the purpose of teaching students to become independent learners by using peers as support. Students should be broken into groups by like-courses of study. During CSG time, teachers will workshop with groups and individuals, performing regular check-ins on progress, goals and future directions. The teacher should also work with the rigorous teachers to help guide what students should be focused on during CSGs.

In CSGs students identify a specific question from their like-course content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance.

Resources for structure and guidance can be found in Schoology.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Focused Notes

**Suggested Length of Time:** 45 minutes

#### **Standards Addressed**

*Priority:*

- Implement the five phases of focused note-taking to support students' learning, academic success, and development of skills for college readiness.
- Guide students in choosing the note-taking format most conducive to their learning, based on the learning objective, to better prepare them for successful, independent learning.

*Supporting:*

- Understand how the five phases of focused note-taking assist students in meeting learning objectives.
- Identify which note-taking format meets the learning objective and encourages independent critical thinking for students in personal classrooms, sites, etc.

**Detailed Description/Instructions:** Critical to focused notes is that they become interactive and are reviewed multiple times throughout a lesson, unit and term. Students should mark up their notes with questions, key words, extensions of concepts as they review them with the purpose of learning a depth of knowledge of a concept. Students should be well versed in the following note-taking strategies:

- Cornell Notes
- Two- or Three- Column Notes
- Graphic Organizers
- Interactive Notebooks

Although each student will define their best method for focused notes, they should consistently practice, and be able to present, their practice and how they utilize notes for studying for formative and summative exams, standardized exams and in Collaborative Study Groups.

In Schoology, find the following practice videos for students:

- Cornell Notes for Student Video (Take Note of What You Wrote);
- AVID Focused Note Taking Process;

Consider finding a topic of interest that you can read or present on for students to practice their Focused Notes Taking. Examples of topics are:

- A Letter from Birmingham Jail
- Federalist Papers
- Federalist Ten
- Hidden Figures storyline
- Executive Order 1099
- Or any current events:
  - Refugee camps
  - Election of 2020

Resources for structure and guidance can be found in Schoology.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 3**

**Title:** Organization of Thought

**Suggested Length of Time:** 45 minutes

#### **Standards Addressed**

*Priority:*

- Model the similarities and differences between the cognitive organization (organization of thought) and operational organization (organization of time) in order to prepare their students effectively for both.
- Plan effective cognitive structures across curriculum areas for greater cognitive organizational development.
- Use reflection/metacognition activities with students to identify and evaluate strengths and weaknesses of various cognitive organizational structures for each core discipline.

*Supporting:*

- Define the differences between cognitive organization and operational organization and demonstrate how both are necessary for academic success.
- Utilize practical college readiness skills to prepare students for the operational and cognitive demands of college.
- Model and debrief specific cognitive organizational structures best suited to each discipline.

**Detailed Description/Instructions:** Students should be able to identify an organization tool (folder, binder, notebook, online OneNote, etc.) for their class of rigor. Explore different ways to stay organized for the long-term outcome on a summative or standardized assessment. Areas to explore with students:

- Organize notes by unit
- Organize notes by topic
- Tabbed subject dividers
- Multiple colors of highlighters (for focused notes or concept highlighting such as topic or areas of confidence versus confusion)
- Lined paper versus blank paper
- Handouts and returned assignments

Resources for structure and guidance can be found in Schoology.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## **Engaging Experience 4**

**Title:** Organization of Time

**Suggested Length of Time:** 45 minutes

### **Standards Addressed**

#### *Priority:*

- Model the similarities and differences between the cognitive organization (organization of thought) and operational organization (organization of time) in order to prepare their students effectively for both.
- Plan effective cognitive structures across curriculum areas for greater cognitive organizational development.

#### *Supporting:*

- Define the differences between cognitive organization and operational organization and demonstrate how both are necessary for academic success.
- Utilize practical college readiness skills to prepare students for the operational and cognitive demands of college.
- Model and debrief specific cognitive organizational structures best suited to each discipline.

**Detailed Description/Instructions:** Students should be able to identify an organizational tool (calendar, online calendar, planner, etc.) for their daily living. Students lives consist of so much more than just school work, such as extracurricular activities, clubs, family obligations, and work to name a few. Teachers should help students think through all these different obligations and plan accordingly to utilize their time effectively and efficiently when working through courses of rigor. This includes backwards planning for studying for summative exams, managing hours and minutes of the day if after school activities provide little time at home for schoolwork, and planning for self-aware time for things they enjoy (movies, video games, etc.).

Often times an Advanced Placement or Dual Credit syllabus will outline major deadlines for the course. Begin to work with students in putting these important dates into their organizational tool of choice and backwards plan for meeting their goals. Resources for structure and guidance can be found in Schoology.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## **Engaging Experience 5**

**Title:** Study Skills

**Suggested Length of Time:** 45 minutes

### **Standards Addressed**

#### *Priority:*

- Routinely use WICOR strategies to promote skills of college and career readiness for all students in order to engage in successful schoolwide AVID practices.
- Effectively use WICOR strategies to build meaningful and engaging student learning that reflects rigorous lesson plans beneficial for all content areas.

#### *Supporting:*

- Identify college and career readiness skills and connect to the application of schoolwide WICOR practices.
- Understand how the integration of WICOR strategies can increase the level of rigor in lessons and activities across content areas.
- Understand that WICOR is the “how” in accomplishing deeper student mastery.

**Detailed Description/Instructions:** During small group and one-on-one instruction, the teacher should review and practice AVID WICOR strategies with students, such as marking the text, peer editing, deep reading, graphic organizers, and summarization. Resources for structure and guidance can be found in Schoology.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

## Topic 2: Advantages of Rigor

*Note: Engaging Experiences build to a culminating essay.*

### **Engaging Experience 1**

**Title:** Benefits of Taking an Advanced Placement (AP) Exam

**Suggested Length of Time:** 30 minutes

#### **Standards Addressed**

*Priority:*

- Routinely use WICOR strategies to promote skills of college and career readiness for all students in order to engage in successful schoolwide AVID practices.
- Effectively use WICOR strategies to build meaningful and engaging student learning that reflects rigorous lesson plans beneficial for all content areas.

*Supporting:*

- Understand how the integration of WICOR strategies can increase the level of rigor in lessons and activities across content areas.
- Understand that WICOR is the “how” in accomplishing deeper student mastery.

**Detailed Description/Instructions:** +/- Chart

Stem Question: Should students take at least one AP course?

1. In small groups (like-course) groups, students will create a plus/delta chart for the advantages of taking AP courses during high school.
2. Students will be directed to find scholarly articles that support their claims.
3. Groups will create a google doc with sources for future use.
4. Students will add post-it notes with evidence to their chart.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

### **Engaging Experience 2**

**Title:** Advantages of taking Dual Credit Courses

**Suggested Length of Time:** 30 minutes

#### **Standards Addressed**

*Priority:*

- Routinely use WICOR strategies to promote skills of college and career readiness for all students in order to engage in successful schoolwide AVID practices.
- Effectively use WICOR strategies to build meaningful and engaging student learning that reflects rigorous lesson plans beneficial for all content areas.

*Supporting:*

- Understand how the integration of WICOR strategies can increase the level of rigor in lessons and activities across content areas.
- Understand that WICOR is the “how” in accomplishing deeper student mastery.

**Detailed Description/Instructions:** Stem Question: Should students take at least one dual credit course in high school?

1. In small groups (like-course) groups, students will create a plus/delta chart for the advantages of taking dual credit courses during high school.
2. Students will be directed to find scholarly articles that support their claims.
3. Groups will create a google doc with sources for future use.
4. Students will add post-it notes with evidence to their chart.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

### **Engaging Experience 3**

**Title:** Rigorous Course Argumentative Essay

**Suggested Length of Time:** 30 minutes - 2-3 class periods

#### **Standards Addressed**

*Priority:*

- Model the similarities and differences between the cognitive organization (organization of thought) and operational organization (organization of time) in order to prepare their students effectively for both.
- Plan effective cognitive structures across curriculum areas for greater cognitive organizational development.
- Use reflection/metacognition activities with students to identify and evaluate strengths and weaknesses of various cognitive organizational structures for each core discipline.

*Supporting:*

- Define the differences between cognitive organization and operational organization and demonstrate how both are necessary for academic success.
- Utilize practical college readiness skills to prepare students for the operational and cognitive demands of college.
- Model and debrief specific cognitive organizational structures best suited to each discipline.
- Identify college and career readiness skills and connect to the application of schoolwide WICOR practices.

**Detailed Description/Instructions:** Stem Question: Based on your research, which type of rigorous course is the most advantageous for college bound students to take while still in high school?

Based on their findings, students will be asked to write an argumentative essay that contains:

- Pre-write template:  
<https://docs.google.com/document/d/1Jtn9vIrOGezU9IvnTCGRQXPgPb8hjC4MIPg3p1FRnxs/edit?usp=sharing>
1. A defensible claim with rationale

2. Provide two pieces of evidence from a reliable source that supports their claim.
3. Explain how the evidence is relevant to their claim and answers the question.
4. Write a counterclaim utilizing the opposite point of view, and explain why that claim is inaccurate.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will demonstrate proficiency on leading and being a participant of a collaborative study group.

**Rubric for Engaging Scenario:** AVID Rubric (found in Schoology)

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
AVID Schoolwide	Tutorology	The majority of each block, 70-80% of time, should be based within Collaborative Study Groups (CSG) with the purpose of teaching students to become independent learners by using peers as support. Students should be broken into groups by like-courses of study. During CSG time, teachers will workshop with groups and individuals, performing regular check-ins on progress, goals and future directions. The teacher should also work with the rigorous teachers to help guide what students should be focused on during CSGs.	45-75 min
AVID Schoolwide	Focused Notes	Critical to focused notes is that they become interactive and are reviewed multiple times throughout a lesson, unit and term. Students should mark up their notes with questions, key words, extensions of concepts as they review them with the purpose of learning a depth of knowledge of a concept.	45 min
AVID Schoolwide	Organization of Thought	Students should be able to identify an organization tool (folder, binder, notebook, online OneNote, etc.) for their class of rigor. Explore different ways to stay organized for the long-term outcome on a summative or standardized assessment.	45 min
AVID Schoolwide	Organization of Time	Students should be able to identify an organizational tool (calendar, online calendar, planner, etc.) for their daily living. Students lives consist of so much more than just school work, such as extracurricular activities, clubs, family obligations, and work to name a few. Teachers should help students think through all these different obligations and plan accordingly to utilize	45 min

		their time effectively and efficiently when working through courses of rigor. This includes backwards planning for studying for summative exams, managing hours and minutes of the day if after school activities provide little time at home for schoolwork, and planning for self-aware time for things they enjoy (movies, video games, etc.).	
AVID Schoolwide	Study Skills	During small group and one-on-one instruction, the teacher should review and practice AVID WICOR strategies with students, such as marking the text, peer editing, deep reading, graphic organizers, and summarization. Resources for structure and guidance can be found in Schoology.	45 min
Advantages of Rigor	Benefits of Taking an AP Exam	+/- Chart Stem Question: Should students take at least one AP course?	30 min
Advantages of Rigor	Benefits of Taking Dual Credit Courses	+/- Chart Stem Question: Should students take at least one dual credit course in high school?	30 min
Advantages of Rigor	Rigorous Course Argument Essay	Stem Question: Based on your research, which type of rigorous course is the most advantageous for college bound students to take while still in high school?  Based on their findings, students will be asked to write an argumentative essay.	30 min for 2-3 class periods

## Social Emotional Learning

**Subject:** Social Emotional Learning Skills

**Grade:** 9-12

**Name of Unit:** Social Emotional Learning

**Length of Unit:** This component outlines the various tools that students should learn to be most successful in their class(es) of rigor. These tools are used continuously throughout the course and as needed for student resources.

**Overview of Unit:** Throughout this unit, students learn how to understand themselves as an individual and as a member of a diverse local and global community. They also learn how to apply skills related to growth mindset, emotion regulation, mindfulness, and academic tenacity to enhance academic achievement. Finally, students will explore who they are as learners.

**Priority Standards for unit (taken from the Missouri Comprehensive School Counseling Program [MCSCP] GLEs):**

- Students will utilize the skills necessary to exhibit and maintain a life- long positive self-concept (MCSCP.GLE-Self Concept)
- Exhibit the ability to balance personal, family, school, community, and work roles (MCSCP.GLE-Balancing Life Roles).
- Utilize decision-making skills to make safe and healthy life choices (MCSCP.GLE. Safe and Health Choices).
- Advocate for the personal safety of self and others (MCSCP.GLE.Personal Safety of Self and Others)
- Exhibit coping skills to manage life-changing events MCSCP.GLE.Coping Skills)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Necessary skills to exhibit and maintain lifelong positive concept	Exhibit and maintain positive self-concepts	Exhibit	4
Balance personal, family, school, community and work roles	Find life balance	Apply	4
Make safe and healthy life choices	Utilize decision-making skills	Use	4
Advocate for personal safety and safety of others	Advocate	Apply	4
Exhibit Coping Skills	Exhibit Coping Skills	Exhibit	4

**Essential Questions:**

1. How do students understand themselves as both an individual and a member of a diverse local and global community?
2. How do students apply skills related to growth mindset (self-awareness) emotion regulation (self-management) mindfulness (attentional training) and academic tenacity (related to academic ) enhance his/her academic achievement?
3. Who are you as a learner?

**Enduring Understanding/Big Ideas:**

1. Students understand their personal strengths and weaknesses and how to advocate to a teacher or trusted adult his/her “needs” to promote success academically and in life.
4. Students can apply skills related to growth mindset, emotional regulation, self-advocacy, academic tenacity and mindfulness when managing stressors related to academic rigor.
5. Students will describe their own personal development of academic tenacity in the areas of: what helps them work through frustrations with rigor, identifying their personal learning styles (as well as the learning styles of others) and articulating their methods for personal organization and collaborating with others.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Mindset Advocate/self-advocacy Emotional regulation Academic tenacity Mindfulness Academic rigor Social emotional learning Learning styles Personal organization Collaboration Coping skills	

## Topic: Growth Mindset

### **Engaging Experience 1**

**Title:** Understanding Growth Mindset

**Suggested Length of Time:** 60 minutes

#### **Standards Addressed**

*Priority:*

- Students will utilize the skills necessary to exhibit and maintain a life- long positive self-concept (MCSCP.GLE-Self Concept)

**Detailed Description/Instructions:** Cultivating a growth mindset in students can (unfortunately) be quite tricky. Researchers and educators have spent years thinking about this, and are still learning! From experience thus far, we have learned that: Simply telling students to have a growth mindset can backfire. Students can have a negative reaction to being told how to think. Instead, a more scientific and practical explanation about how intelligence works — that the brain can get stronger and smarter with new learning — has been demonstrated to be effective. In the same vein, reiterating the message “just try harder” can also be problematic. The reason is that most students have heard “just try harder,” but a growth mindset isn’t just about trying harder. Students need to understand why they should put in effort and how to deploy that effort.

View these videos with your class to begin a discussion about the brain’s malleability.

Watch <https://www.youtube.com/watch?v=WtKJrB5rOKs> “Growing your mind” by Khan Academy (3:04).

After you have watched this video with your class, hold a small discussion about the science behind the brain as it learns.

Here are a few questions to get your discussion started:

- How do people become more intelligent?
- How does the diagram of the neurons “At birth vs. At age 6” demonstrate this?
- How does the second diagram of the nerves of the animal living in a cage vs. an animal living with other animals and toys demonstrate this?
- How are our brains like muscles?
  - When do our brains grow the most? (Clarify here that it is when you get an answer wrong and then figure out strategies to correct your mistake!)

Watch <https://www.youtube.com/watch?v=ELpfYCZa87g> “Neuroplasticity” by Sentis (2:03).

This is a good visual introduction to the concept of how the brain can be rewired as we learn and think differently.

- What is neuroplasticity?

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

## **Engaging Experience 2**

**Title:** Understanding Growth Mindset

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

*Priority:*

- Students will utilize the skills necessary to exhibit and maintain a life- long positive self-concept (MCSCP.GLE-Self Concept)

### **Detailed Description/Instructions:**

As a teacher, share a personal story about a time you had to work hard to get better at something and relate it to the video in the Engaging Experience 1. In this story, highlight:

1. Hard work
2. Strategies
3. Help from others

Here's an example below of a personal story to share with students: When I was in middle school, I remember struggling with adding negative numbers. I had a hard time figuring out what a 'negative' even meant when talking about a number - how can you have less than nothing? I ended up going through many practice problems and continuing to get many of them wrong. I was a very shy kid, so I didn't ask my teacher many questions. My thought was that I had reached 'the peak' of my math talent, and it was all downhill from here. I eventually asked my mom about this topic and she explained to me the basic concept of negative numbers. This helped me understand it a little, but it was still fuzzy to me. I then researched online for some real-life contexts to show what these mysterious numbers represented outside of some abstract universe. Some of them made sense, and others didn't. I still didn't entirely get it and I was so frustrated that I wanted to just give up (or continue hoping that negative numbers were not going to appear in math class ever again). I started to dislike math simply because I couldn't understand it anymore. Instead of entirely giving up on my academic career, I eventually mustered up the courage to ask my teacher for help as well. She explained it in a few different ways, and gave me new strategies to try out. After some practice with these new strategies, I started to solidify my understanding of negatives which allowed me to quickly pick up basic algebra afterwards. While it was a lot of work and I wanted to give up at many points during my journey, I eventually was able to 'rewire' my brain so that negative numbers actually made sense to me.

In a small group, ask students to share a story about a time that they made their brains smarter. This leads to a discussion about how working hard, taking on challenges, and finding the right strategy can make people smarter.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 3**

**Title:** Understanding Growth Mindset

**Suggested Length of Time:** 30 minutes

**Standards Addressed**

*Priority:*

- Students will utilize the skills necessary to exhibit and maintain a life- long positive self-concept (MCSCP.GLE-Self Concept)

**Detailed Description/Instructions:**

Students write a letter about a learning-related struggle.

Ask your students for a short story about a struggle they had when they were learning. How did it make them feel? How did they overcome it, and what did it teach them? Tell them to write a letter to this future student to tell them about their struggle, what they learned from it, and any advice they could give for the student. Collect their letters, and save them in order to give them back to them during difficult testing periods, such as AP final exams.

Writing prompt: Take a few minutes to think of a time when you overcame a struggle to learn something. It could be anything from adding negative numbers to learning a technique in baseball to writing an introduction for a difficult essay. Reflect on the times when you failed at first, but through persevering, your brain created new neural connections and you eventually became better at the task at hand. Write a letter to a future student of your class about this struggle. In at least five sentences, tell this student your story and give them advice on what they should do next time they encounter an obstacle when learning something new. An example is below. Feel free to be as creative as you would like.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic: Emotion Regulation

### **Engaging Experience 1**

**Title:** Understanding Emotional Regulation

**Suggested Length of Time:** 60 minutes

### **Standards Addressed**

*Priority:*

- Students will utilize the skills necessary to exhibit and maintain a life- long positive self-concept (MCSCP.GLE-Self Concept)
- Utilize decision-making skills to make safe and healthy life choices (MCSCP.GLE. Safe and Health Choices)
- Exhibit coping skills to manage life-changing events MCSCP.GLE.Coping Skills)

### **Detailed Description/Instructions:**

In the following lesson students will consider the influence of emotions on thinking and behavior and come to understand how managing one’s emotions typically leads to better outcomes. After exploring how fictional characters’ decisions and actions are affected by the intensity of their emotions, students are encouraged to think about parallel instances in their own lives.

Activity introduction: Imagine you walked into class today and were given a pop quiz worth 25 percent of your grade. How would you react? Would all of you react the same way or with the same level of intensity? No – because our emotional engines run at different speeds. As we’ll see in the story/novel (pick some type of literature with different types of emotional intensity ranging from low to high emotion), there are ways to recognize when we are feeling strong emotions or have particular intense reactions to events in our lives, and that is the first step in managing these feelings and reactions. In literature writers give clues to the characters’ level of emotional intensity using word choice, tone, imagery, dialogue, and the reactions of other characters. In actual life, we can use similar clues to figure out our own level of emotional intensity.

READ: Students read the article “How hot or cold does your emotional ‘engine’ run?” in the Brain Driver’s Education: Operator’s Guide:

<https://www.massgeneral.org/psychiatry/assets/pdfs/school-psych/1-lesson-plan-emotional-regulation.pdf>.

DISCUSS: After students read the article, introduce the concept of an “emotional engine” as described in the above article highlighting key concepts and marking the text with key concepts. Engage students in discussing this concept: The brain is like an engine that generates the thoughts, memories, and moods that form our emotions. Using the driving metaphor, students conceptualize taking charge of their emotions, instead of being controlled by them. People experience emotion along a spectrum of intensity. At one extreme, they feel shut down, disconnected from emotion. At the other extreme, they are revved up and feel emotions very

powerfully. If we are aware of our feelings, we have the ability to adjust their intensity to a level that's appropriate for the situation.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Understanding Emotional Regulation

**Suggested Length of Time:** 60 minutes

#### **Standards Addressed**

*Priority:*

- Students will utilize the skills necessary to exhibit and maintain a life-long positive self-concept (MCSCP.GLE-Self Concept)
- Utilize decision-making skills to make safe and healthy life choices (MCSCP.GLE. Safe and Health Choices)
- Exhibit coping skills to manage life-changing events MCSCP.GLE.Coping Skills)

**Detailed Description/Instructions:** The teacher hands out 4-5 different texts (these text can be parts of articles or books recently read in class). The teacher hands out a variety of texts with a variety of emotions. Make sure some of the text demonstrate clearly high or low intensity reaction to an event within the story. Have 2-3 that might be more challenging to understand.

*Writing prompt:*

The teacher asks students to pay special attention to any clues that describe the character's emotions. The teacher asks students to take notes to be used in the discussion that will follow.

Students answer the following prompts:

- What level of emotional intensity the character is feeling—is he/she revved up or so shut down as to be devoid of feeling at all?
- Is the intensity appropriate to the situation the character is in? Why or why not? (Again, make sure students can support their assertions with evidence from the text.)

Read a variety of texts with a variety of emotions. Start by reading a scene in a recent text in which a character has a clearly high or low intensity reaction to an event within the story.

Students are given time to write and think about their learning. The teacher asks students to share his/her learning.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

### **Engaging Experience 3**

**Title:** Understanding Emotional Regulation

**Suggested Length of Time:** 60 minutes

#### **Standards Addressed**

*Priority:*

- Students will utilize the skills necessary to exhibit and maintain a life- long positive self-concept (MCSCP.GLE-Self Concept)
- Utilize decision-making skills to make safe and healthy life choices (MCSCP.GLE. Safe and Health Choices)
- Exhibit coping skills to manage life-changing events MCSCP.GLE.Coping Skills)

**Detailed Description/Instructions:** Introduce the concept of emotion regulation through this video: <https://www.youtube.com/watch?v=2okrVHFKOoA>.

- Ask students to observe the different levels of self-regulation.
- How is each family member managing their emotions? Allow for 5 minutes of discussion after the video.
- Students are given the following article to read:

<http://www.selfinjury.bctr.cornell.edu/perch/resources/what-is-emotion-regulationsinfo-brief.pdf>

- Students read the article making notations of key points to discuss in a Socratic Seminar.
- Prompts to begin Socratic discussion:
  - Is managing emotions important to academic success?
  - Does poor emotion regulation have negative impacts?
  - Is it possible to learn how to manage emotions?
  - What are some strategies for managing emotions?

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

## Topic: Self Advocacy

### **Engaging Experience 1**

**Title:** Understanding one's strengths and weaknesses in order to ask for what one needs to be successful

**Suggested Length of Time:** 3-4 class periods

### **Standards Addressed**

#### *Priority:*

- Students will utilize the skills necessary to exhibit and maintain a life- long positive self-concept (MCSCP.GLE-Self Concept)
- Exhibit the ability to balance personal, family, school, community, and work roles (MCSCP.GLE-Balancing Life Roles).
- Utilize decision-making skills to make safe and healthy life choices (MCSCP.GLE. Safe and Health Choices).
- Advocate for the personal safety of self and others (MCSCP.GLE.Personal Safety of Self and Others)
- Exhibit coping skills to manage life-changing events MCSCP.GLE.Coping Skills)

**Detailed Description/Instructions:** Self-Advocacy is learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you, finding out who will support you in your journey, knowing your rights and responsibilities, problem solving, listening and learning, reaching out to others when you need help and friendship, and learning about self-determination.

Review the information below with students to introduce the concept of self advocacy:

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/6-tips-for-helping-your-high-schooler-learn-to-self-advocate?view=slideview>. Students listen and share out with elbow partner key concepts about self advocacy.

Students participate in working through a self-advocacy workbook:

<https://dmh.mo.gov/dd/docs/chapter1.pdf>. This workbook has seven different topics on understanding self and how that applies to self-advocacy. These seven topics can be combined and covered over a 3-4 class period. Topics include: 1) Understanding self 2) Understanding personal strengths, challenges and skills 3) Understanding personal disability or others disability 4) Understanding my learning style 5) Understanding about health care needs 6) Understanding transitions to independence 7) Understanding future planning

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic: Academic Tenacity

### **Engaging Experience 1**

**Title:** Understanding Academic Tenacity and How it Impacts Future Success

**Suggested Length of Time:** 45 minutes

### **Standards Addressed**

*Priority:*

- Students will utilize the skills necessary to exhibit and maintain a life- long positive self-concept (MCSCP.GLE-Self Concept)
- Exhibit the ability to balance personal, family, school, community, and work roles (MCSCP.GLE-Balancing Life Roles).
- Utilize decision-making skills to make safe and healthy life choices (MCSCP.GLE. Safe and Health Choices).
- Advocate for the personal safety of self and others (MCSCP.GLE.Personal Safety of Self and Others)
- Exhibit coping skills to manage life-changing events MCSCP.GLE.Coping Skills)

### **Detailed Description/Instructions:**

The non-cognitive factors that promote long-term learning and achievement can be brought together under the label academic tenacity. At its most basic level, academic tenacity is about working hard, and working smart, for a long time. More specifically, academic tenacity is about the mindsets and skills that allow students to:

- look beyond short-term concerns to longer-term or higher-order goals, and
- withstand challenges and setbacks to persevere toward these goals.

Short-term concerns might involve worries about looking dumb or being excluded in school. They might involve an unwillingness or inability to put off immediate gratification in favor of longer-term achievements. Any of these factors may make students less engaged with school, less likely to take advantage of opportunities to learn, and less equipped to meet challenges or setbacks.

What does academic tenacity look like? Academically tenacious students exhibit the following characteristics and behaviors:

- They believe that they belong in school academically and socially. School is part of who they are and is seen as a route to future goals, such as providing for their families or contributing to their community or society.
- They are engaged in learning, view effort positively, and can forego immediate pleasures for the sake of schoolwork. For example, they seek challenging tasks that will help them learn new things, rather than tasks in their comfort zone that require little effort, but also provide little opportunity to learn.
- They are not derailed by difficulty, be it intellectual or social. They see a setback as an opportunity for learning or a problem to be solved rather than as a humiliation, a

condemnation of their ability or worth, a symbol of future failures, or a confirmation that they do not belong. This is true in the case of a specific assignment as well as with their studies in general.

- They know how to remain engaged over the long haul and how to deploy new strategies for moving forward effectively.

Some students bring these mindsets and skills with them to school, but these mindsets and skills can also be taught. We will review research showing that measures of students' mindsets and skills predict their future school performance, and we will review interventions that improve students' achievement by changing specific mindsets and skills.

Students number off in groups and jigsaw an article on academic tenacity:

Example: <https://blogs.scientificamerican.com/beautiful-minds/why-academic-tenacity-matters/>Students

- Resource for teaching this experience:  
<https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>
- PowerPoint to introduce this topic are available in Schoology

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will demonstrate growth from their pretest to posttest in 5 of the 7 areas of Social-Emotional Learning within the Panorama SEL survey, evidenced through self-perception, peer-perception and teacher-perception.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Growth Mindset	Understanding Growth Mindset	<p>View these videos with your class to begin a discussion about the brain’s malleability.</p> <p style="text-align: center;">Watch</p> <p><a href="https://www.youtube.com/watch?v=WtKJrB5rOKs">https://www.youtube.com/watch?v=WtKJrB5rOKs</a> “Growing your mind” by Khan Academy (3:04). After you have watched this video with your class, hold a small discussion about the science behind the brain as it learns.</p>	60 min
Growth Mindset	Understanding Growth Mindset	<p>As a teacher, share a personal story about a time you had to work hard to get better at something and relate it to the video in the Engaging Experience 1. In this story, highlight:</p> <ol style="list-style-type: none"> <li>1. Hard work</li> <li>2. Strategies</li> <li>3. Help from others</li> </ol> <p>In a small group, ask students to share a story about a time that they made their brains smarter. This leads to a discussion about how working hard, taking on challenges, and finding the right strategy can make people smarter.</p>	30 min
Growth Mindset	Understanding Growth Mindset	Students write a letter about a learning-related struggle.	30 min
Emotion Regulation	Understanding Emotion Regulation	Students will consider the influence of emotions on thinking and behavior and come to understand how managing one’s emotions typically leads to better outcomes. After exploring how fictional characters’ decisions and actions are affected by the intensity of their emotions, students are encouraged to think about parallel instances in their own lives.	60 min

Emotion Regulation	Understanding Emotion Regulation	Read a variety of texts with a variety of emotions. Start by reading a scene in a recent text in which a character has a clearly high or low intensity reaction to an event within the story. Students are given time to write and think about their learning. The teacher asks students to share his/her learning.	60 min
Emotion Regulation	Understanding Emotion Regulation	Students are given the following article to read: <a href="http://www.selfinjury.bctr.cornell.edu/perch/resources/what-is-emotion-regulationsinfo-brief.pdf">http://www.selfinjury.bctr.cornell.edu/perch/resources/what-is-emotion-regulationsinfo-brief.pdf</a> Students read the article making notations of key points to discuss in a Socratic Seminar	60 min
Self-Advocacy	Understanding One's Strengths and Weaknesses	Review the information below with students to introduce the concept of self-advocacy: <a href="https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/6-tips-for-helping-your-high-schooler-learn-to-self-advocate?view=slideview">https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/6-tips-for-helping-your-high-schooler-learn-to-self-advocate?view=slideview</a> . Students listen and share out with elbow partner key concepts about self-advocacy and work through a self-advocacy workbook.	3-4 class periods
Academic Tenacity	Understanding Academic Tenacity and How it Impacts Future Success	Students number off in groups and jigsaw an article on academic tenacity.	45 min

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

## **Symbols:**



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.