

Course Number: 1700000
Course Title: M/J Research 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J RESEARCH 1
Course Length: Year
Course Level: 2
Course Status: Draft – SBE approval pending

General Notes: The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

The content should include, but not be limited to, the following:

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- formulation of hypotheses
- report formats, styles, and content
- directed investigations
- critical analysis of research
- a major research project, preferably cross-disciplinary

RELATED BENCHMARKS

Reading Informational Text

LACC.6.RI.3 Integration of Knowledge and Ideas:

LACC.6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

LACC.6.RI.3.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Reading Literature

LACC.6.RL.1 Key Ideas and Details:

LACC.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.6.RL.1.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Writing

LACC.6.W.1 Text Types and Purposes:

LACC.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

LACC.6.W.1.1a Introduce claim(s) and organize the reasons and evidence clearly.

LACC.6.W.1.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

LACC.6.W.1.1d Establish and maintain a formal style.

LACC.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LACC.6.W.1.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LACC.6.W.1.2e Establish and maintain a formal style.

Writing

LACC.6.W.3 Research to Build and Present Knowledge:

LACC.6.W.3.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

LACC.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LACC.6.W.4 Range of Writing:

LACC.6.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

LACC.6.L.1 Conventions of Standard English:

LACC.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading History

LACC.68.RH.1 Key Ideas and Details:

LACC.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Reading Science and Technical Subjects

LACC.68.RST.1 Key Ideas and Details:

LACC.68.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts.

LACC.68.RST.1.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Writing History

LACC.68.WHST.1 Text Types and Purposes:

LACC.68.WHST.1.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.68.WHST.1.1e Provide a concluding statement or section that follows from and supports the argument presented.

LACC.68.W.HST.1.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information.

Mathematical Practices:

MACC.K12.MP.1: Make sense of problems and persevere in solving them.

MACC.K12.MP.2: Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6: Attend to precision.

SC.6.N.1.1: Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic

observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, graphics, analyze information, make predictions, and defend conclusions.

SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Research and Critical Thinking

Course Number: 1700135

Course Title: M/J AVID 8th & Career Planning

A. Major Concepts/Content. Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Expand knowledge of AVID and use of SLANT, with a focus on WICR (Writing, Inquiry, Collaboration and Reading)
- Participate in small group tutorials facilitated by college tutors two times each week
- Expand reading strategies with focus on pre, during and post-reading
- Apply pre-reading strategies that emphasize the following:
 - Accessing prior knowledge
 - Reading for a purpose
- Apply during-reading strategies that focus on:
 - Understanding inferences
 - Determining main idea
 - Persuasive text
- Complete weekly reflections on learning in academic classes
- Refine methods for enhancing the tutorial process with focus on creating content specific higher level questions
- Refine strategies to arrange class materials and manage time, using calendars and/or agendas
- Apply lessons from writing effective paragraphs and essays that focus on:
 - Clichés

- Detailed sentences
- Supporting details
- Active/passive voice
- Using quotations and citing sources
- Write for a variety of purposes, including but not limited to:
 - Editorials
 - Advertisements
 - Writing to persuade
 - Poetry
 - Timed writing
 - Essays
 - Writing to reflect on academic learning
- Use technology to extend career and college exploration
- Participate in a field trip to the local feeder high school, and a college or university
- Participate in class lectures from guest speakers with focus on careers in education, careers in business, community involvement, and preparation for high school
- Be given resources to understand and cope with the transition to high school
- Prepare, revise and evaluate speeches
 - “Speak to Inform”
- Analyze test taking skills and problems
- Participate in philosophical chairs with student-written topics
- Expand on Cornell Notes with focus on summarization techniques
- Evaluate time management
- Participate in learning style inventories and analysis
- Create and monitor academic, social, and personal goals and six-year plans
- Participate in Socratic seminars and suggest articles as appropriate
- Participate in a college-entrance exam practice and testing
- Collaborate with peers to form study groups for exams
- Refine public speaking by use of impromptu speeches
- Evaluate individual Grade Point Averages
- Reflect on academic performance in AVID portfolio
- Participate in ongoing teambuilding and motivational activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

B. Special Note. Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

There are many college and career awareness, planning, and readiness concepts and activities within this course. This framework and content allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

Grade 8

AV.	8.	1.	1.	1.
Subject	Grade	Strand	Standard	Benchmark

Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Standard 6: Ownership of Learning

Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Standard 4: College Entrance Testing

Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Writing Conventions

Standard 4: Reflective Writing

Strand 5: Reading

Standard 1: Vocabulary

Standard 2: Literary Analysis

Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

Self Awareness	Standard 1: The student develops the abilities to make appropriate decisions
	The student will:
AV 8.1.1.1	- recognize and explain their goals, successes and personal characteristics with classmates
AV 8.1.1.2	- utilize SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) in all classes
AV 8.1.1.3	- discuss views and opinions about the transition to high school
AV 8.1.1.4	- understand the values of a high school/college education
AV 8.1.1.5	- reflect and share experiences on their plans to be successful in high school
AV 8.1.1.6	- complete a career interest inventory to determine potential career opportunities that align with interests
AV 8.1.1.7	- describe their ideal career to include important parts of the career
AV 8.1.1.8	- analyze learning style inventories

Goal Development	Standard 2: The student will use multiple strategies to set and monitor goals
	The student will:
AV 8.1.2.1	- discuss and monitor guidelines of AVID requirements in school contract in order to remain above minimum requirements
AV 8.1.2.2	- create written and visual depictions of long-term, mid-range and short-range goals and post in the classroom
AV 8.1.2.3	- re-affirm goals for attending a college and/or university by adding descriptions to action plans
AV 8.1.2.4	- revisit academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for ninth grade courses
AV 8.1.2.5	- calculate grade point average and set academic and personal goals for success and monitor goals at the end of each grading period
AV 8.1.2.6	- set short-range goals around projects and/or required

	reading
AV 8.1.2.7	- create and monitor a goal setting outline to achieve personal ,physical, or social goals
AV 8.1.2.8	- select an honors course in high school and write an action plan that would be needed to enroll in that course

Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

Organization and Time Management	Standard 1: The student develops and maintains organizational and time management skills
	The student will:
AV 8.2.1.1	- regularly maintain and monitor use of an organized binder as an educational tool, divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other useful educational tools and understand the importance of the binder
AV 8.2.1.2	- reorganize binder at the end of each grading period
AV 8.2.1.3	- utilize a calendar, planner and/or agenda for each class and create a system to show when assignments are due, completed and submitted, and the grade each assignment received
AV 8.2.1.4	- reflect, process and analyze on their successes and challenges in developing time management skills from prior years on a monthly basis
AV 8.2.1.5	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes
AV 8.2.1.6	- complete reflections and present on contributions to academic portfolio

Note-Taking	Standard 2: The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 8.2.2.1	- review and utilize the components of the Cornell Note-

	Taking System
AV 8.2.2.2	- understand the value of reviewing notes and writing questions in the left column of notes
AV 8.2.2.3	- identify important points, use abbreviations, and use shortcuts in the right column of Cornell notes
AV 8.2.2.4	- write effective summaries for Cornell notes
AV 8.2.2.5	- write Cornell notes for each class, including AVID, on a weekly basis and acquire knowledge of expectations of usage from each teacher
AV 8.2.2.6	- improve on quality of information in Cornell Notes to maximize use as a study tool for exams

Inquiry and Collaboration	Standard 3: The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 8.2.3.1	- continue to foster trust building skills by working with classmates
AV 8.2.3.2	- enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
AV 8.2.3.3	- refine the 10 Steps in the Tutorial Process
AV 8.2.3.4	- understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
AV 8.2.3.5	- recognize and create questions based on Costa's Levels of Questioning and/or Bloom's Taxonomy
AV 8.2.3.6	- develop content specific higher level questions in order to actively participate in academic tutorials based on analysis of academic grades and needs
AV 8.2.3.7	- participate in group discussions and reflections based on collaborative work
AV 8.2.3.8	- refine inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs
AV 8.2.3.9	- actively participate in and evaluate the process of philosophical chairs and/or Socratic seminars and select articles and topics as appropriate

Research and Technology Skills	Standard 4: The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
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	The student will:
AV 8.2.4.1	- use technology in assignments and presentations, particularly in response to guest speaker presentations, field trip experiences and writing assignments

Test Preparation	Standard 5: The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV 8.2.5.1	- identify and reflect on personal challenges in preparing for or taking tests, specifically in advanced and honors courses
AV 8.2.5.2	- utilize strategies to prepare for different types of exams

Community and School Involvement	Standard 6: The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 8.2.6.1	- actively participate in leadership activities that include but are not limited to; mentoring, community events, service learning, clubs, athletic teams and/or groups within the school

Ownership of Learning	Standard 7: The student takes ownership of personal learning and actions in order to become a successful student
	The student will:
AV 8.2.7.1	- regularly take Cornell Notes in classes other than the AVID elective, particularly without being instructed
AV 8.2.7.2	- regularly use Cornell Notes as a study/learning tool both inside and outside of class(es)
AV 8.2.7.3	- understand and utilize the WICR strategies in classes other than the AVID elective, expressing ownership of academic behaviors
AV 8.2.7.4	- understand the consequences of their work ethic regarding expectations in high school and college
AV 8.2.7.5	- exhibit positive behaviors to others, serving as a role model for their peers

Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

Guest Speakers	Standard 1: The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 8.3.1.1	- prepare for guest speaker presentations by creating questions for the speakers prior to their visit
AV 8.3.1.2	- use skills of listening during presentations by guest speakers that focus on careers in education, careers in business, community involvement, public speaking, and preparation for high school
AV 8.3.1.3	- draft, peer-edit, revise and create a final draft of a letter and/or project to appreciation to guest speakers

Field Trips	Standard 2: The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 8.3.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year, feeder high school for a shadow day an AVID student, feeder elementary to discuss AVID
AV 8.3.2.2	- use skills of listening and viewing during field trip experiences
AV 8.3.2.3	- draft, edit, revise and create final draft of writing that reflects on learning from field trip experience

Research	Standard 3: The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 8.3.3.1	- understand differences between jobs and careers
AV 8.3.3.2	- use the Internet to analyze a career-related website
AV 8.3.3.3	- utilize email, when appropriate, to interview a person regarding a specific career

AV 8.3.3.4	- use the Internet to conduct research projects to include: career exploration project based on individual interest, understanding and transitioning to high school and current events related to colleges and universities
AV 8.3.3.5	- use the Internet to conduct research in preparation for speeches and essays

College Admissions Testing	Standard 4: The student develops test-taking skills required for participation in college admissions testing
	The student will:
AV 8.3.4.1	- take practice exams of EXPLORE, Readistep, PSAT, and/or PLAN
AV 8.3.4.2	- participate in an official administration of EXPLORE, Readistep, PSAT or PLAN
AV 8.3.4.3.	- develop a personal action plan based upon analysis of practice and official test results

Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

The Writing Process	Standard 1: The student understands of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 8.4.1.1	- use graphic organizers and quickwrites to prepare for writing assignments
AV 8.4.1.2	- revise and edit drafts of writing for themselves and classmates
AV 8.4.1.3	- publish final versions of writing for the student portfolio
AV 8.4.1.4	- evaluate the stages of the writing process for various assignments

Writing Application	Standard 2: The student develops an understanding of strategies used to write effective paragraphs and essays
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	The student will:
AV 8.4.2.1	- refine skill of writing effective paragraphs that include a stated or implied topic sentence, supporting sentences that focus on main idea, details that are in logical order, transitions that tie information together and a concluding statement at the end
AV 8.4.2.2	- understand the structure of an essay
AV 8.4.2.3	- correctly integrate quotes while citing sources appropriately
AV 8.4.2.4	- apply strategies to build and expand on vocabulary/word choice that involve using clichés in writing
AV 8.4.2.5	- utilize active and passive voice in writing assignments, as appropriate
AV 8.4.2.6	- include descriptive sentences in pieces of writing
AV 8.4.2.7	- complete writing assignments on the following topics but not limited to: persuasive essays, editorials, advertisements

Reflective Writing	Standard 3: The student develops understanding of writing about learning in all content classes
	The student will:
AV 8.4.3.1	- understand and use characteristics of effective summaries
	- evaluate summaries using rubrics and checklists
AV 8.4.3.2	- increase awareness of their own learning process by making personal connections to content learned
AV 8.4.3.3	- enhance weekly learning logs that include their thoughts, reactions and responses to class lectures, videos, or discussions with focus on applying concepts learned to their life and future
AV 8.4.3.4	- write detailed reflections on experiences, presentations and speeches

Writing Conventions	Standard 4: The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 8.4.4.1	- effectively use pronouns in writing
AV 8.4.4.2	- use proper capitalization in writing
AV 8.4.4.3	- use common editing marks during the editing process
AV 8.4.4.4	- use quotations and cite sources

Strand 5: Reading

Students will develop cross curricular reading skills.

Vocabulary	Standard 1: The student develops cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary
	The student will:
AV 8.5.1.1	- understand how to use context clues in interpreting new vocabulary

Literary Analysis	Standard 2: The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 8.5.2.1	- understand and use pre-reading strategies to build background knowledge of unfamiliar texts
AV 8.5.2.2	- utilize strategies to identify author's purpose and reading for a specific purpose
AV 8.5.2.3	- use multiple reading strategies including but not limited to marking the text and annotating text to better understand texts while reading
AV 8.5.2.4	- build understanding of drawing inferences from texts
AV 8.5.2.5	- read and discuss various examples of text, including but not limited to articles from fiction and non-fiction
AV 8.5.2.6	- understand use of persuasive techniques in advertisements and writing
AV 8.5.2.7	- identify and discuss traits of voice found in literature
AV 8.5.2.8	- determine the main idea of grade appropriate text
AV 8.5.2.9	- summarize informational text

Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

Speaking	Standard 1: Understand verbal and non-verbal communication
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	The student will:
AV 8.6.1.1	- use terminology associated with public speaking
AV 8.6.1.2	- develop awareness of non-verbal communication when speaking
AV 8.6.1.3	- practice varying word choice when speaking
AV 8.6.1.4	- differentiate formal and informal speech
AV 8.6.1.5	- utilize varied voice in presentations
AV 8.6.1.6	- draft, edit, revise and present a speech to inform (any topic) using visual aids in final presentation(s)
AV 8.6.1.7	- utilize their speaking skills in communicating with teachers, counselors and administrators regarding their learning, academic performance and goals

Listening	Standard 2: The student effectively applies listening strategies
	The student will:
AV 8.6.2.1	- evaluate speeches
AV 8.6.2.2	- give feedback on oral language activities
AV 8.6.2.3	- create rubrics to evaluate speeches

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Research and Critical Thinking

Course Number: 1700130

Course Title: M/J AVID 8th

A. Major Concepts/Content. Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

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- Apply during-reading strategies that focus on:
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- Complete weekly reflections on learning in academic classes
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- Supporting details
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 - Timed writing
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- Participate in a field trip to the local feeder high school, and a college or university
- Participate in class lectures from guest speakers with focus on careers in education, careers in business, community involvement, and preparation for high school
- Be given resources to understand and cope with the transition to high school
- Prepare, revise and evaluate speeches
 - “Speak to Inform”
- Analyze test taking skills and problems
- Participate in philosophical chairs with student-written topics
- Expand on Cornell Notes with focus on summarization techniques
- Evaluate time management
- Participate in learning style inventories and analysis
- Create and monitor academic, social, and personal goals and six-year plans
- Participate in Socratic seminars and suggest articles as appropriate
- Participate in a college-entrance exam practice and testing
- Collaborate with peers to form study groups for exams
- Refine public speaking by use of impromptu speeches
- Evaluate individual Grade Point Averages
- Reflect on academic performance in AVID portfolio
- Participate in ongoing teambuilding and motivational activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

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B. Special Note. Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

AV.	8.	1.	1.	1.
Subject	Grade	Strand	Standard	Benchmark

Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Standard 6: Ownership of Learning

Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Standard 4: College Entrance Testing

Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Writing Conventions

Standard 4: Reflective Writing

Strand 5: Reading

Standard 1: Vocabulary

Standard 2: Literary Analysis

Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

Self Awareness	Standard 1: The student develops the abilities to make appropriate decisions
	The student will:
AV 8.1.1.1	- recognize and explain their goals, successes and personal characteristics with classmates
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AV 8.1.1.4	- understand the values of a high school/college education
AV 8.1.1.5	- reflect and share experiences on their plans to be successful in high school
AV 8.1.1.6	- complete a career interest inventory to determine potential career opportunities that align with interests
AV 8.1.1.7	- describe their ideal career to include important parts of the career
AV 8.1.1.8	- analyze learning style inventories

Goal Development	Standard 2: The student will use multiple strategies to set and monitor goals
	The student will:
AV 8.1.2.1	- discuss and monitor guidelines of AVID requirements in school contract order to remain above minimum requirements
AV 8.1.2.2	- create written and visual depictions of long-term, mid-range and short-range goals and post in the classroom
AV 8.1.2.3	- re-affirm goals for attending a college and/or university by adding descriptions to action plans
AV 8.1.2.4	- revisit academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for ninth grade courses
AV 8.1.2.5	- calculate grade point average and set academic and personal goals for success, and monitor goals at the end of each grading period
AV 8.1.2.6	- set short-range goals around projects and/or required reading
AV 8.1.2.7	- create and monitor a goal setting outline to achieve personal ,physical, or social goals

AV 8.1.2.8	- select an honors course in high school and write an action plan that would be needed to enroll in that course
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Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

Organization and Time Management	Standard 1: The student develops and maintains organizational and time management skills
	The student will:
AV 8.2.1.1	- regularly maintain and monitor use of an organized binder as an educational tool, divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other useful educational tools and understand the importance of the binder
AV 8.2.1.2	- reorganize binder at the end of each grading period
AV 8.2.1.3	- utilize a calendar, planner and/or agenda for each class and create a system to show when assignments are due, completed and submitted, and the grade each assignment received
AV 8.2.1.4	- reflect, process and analyze on their successes and challenges in developing time management skills from prior years on a monthly basis
AV 8.2.1.5	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes
AV 8.2.1.6	- complete reflections and present on contributions to academic portfolio

Note-Taking	Standard 2: The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 8.2.2.1	- review and utilize the components of the Cornell Note-Taking System
AV 8.2.2.2	- understand the value of reviewing notes and writing questions in the left column of notes

AV 8.2.2.3	- identify important points, use abbreviations, and use shortcuts in the right column of Cornell notes
AV 8.2.2.4	- write effective summaries for Cornell notes
AV 8.2.2.5	- write Cornell notes for each class, including AVID, on a weekly basis and acquire knowledge of expectations of usage from each teacher
AV 8.2.2.6	- improve on quality of information in Cornell Notes to maximize use as a study tool for exams

Inquiry and Collaboration	Standard 3: The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 8.2.3.1	- continue to foster trust building skills by working with classmates
AV 8.2.3.2	- enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
AV 8.2.3.3	- refine the 10 Steps in the Tutorial Process
AV 8.2.3.4	- understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
AV 8.2.3.5	- recognize and create questions based on Costa's Levels of Questioning and/or Bloom's Taxonomy
AV 8.2.3.6	- develop content specific higher level questions in order to actively participate in academic tutorials based on analysis of academic grades and needs
AV 8.2.3.7	- participate in group discussions and reflections based on collaborative work
AV 8.2.3.8	- refine inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs
AV 8.2.3.9	- actively participate in and evaluate the process of philosophical chairs and/or Socratic seminars and select articles and topics as appropriate

Research and Technology Skills	Standard 4: The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 8.2.4.1	- use technology in assignments and presentations, particularly in response to guest speaker presentations,

	field trip experiences and writing assignments
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Test Preparation	Standard 5: The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV 8.2.5.1	- identify and reflect on personal challenges in preparing for or taking tests, specifically in advanced and honors courses
AV 8.2.5.2	- utilize strategies to prepare for different types of exams

Community and School Involvement	Standard 6: The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 8.2.6.1	- actively participate in leadership activities that include but are not limited to; mentoring, community events, service learning, clubs, athletic teams and/or groups within the school

Ownership of Learning	Standard 7: The student takes ownership of personal learning and actions in order to become a successful student
	The student will:
AV 8.2.7.1	- regularly take Cornell Notes in classes other than the AVID elective, particularly without being instructed
AV 8.2.7.2	- regularly use Cornell Notes as a study/learning tool both inside and outside of class(es)
AV 8.2.7.3	- understand and utilize the WICR strategies in classes other than the AVID elective, expressing ownership of academic behaviors
AV 8.2.7.4	- understand the consequences of their work ethic regarding expectations in high school and college
AV 8.2.7.5	- exhibit positive behaviors to others, serving as a role model for their peers

Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

Guest Speakers	Standard 1: The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 8.3.1.1	- prepare for guest speaker presentations by creating questions for the speakers prior to their visit
AV 8.3.1.2	- use skills of listening during presentations by guest speakers that focus on careers in education, careers in business, community involvement, public speaking, and preparation for high school
AV 8.3.1.3	- draft, peer-edit, revise and create a final draft of a letter and/or project to appreciation to guest speakers

Field Trips	Standard 2: The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 8.3.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year, feeder high school for a shadow day an AVID student, feeder elementary to discuss AVID
AV 8.3.2.2	- use skills of listening and viewing during field trip experiences
AV 8.3.2.3	- draft, edit, revise and create final draft of writing that reflects on learning from field trip experience

Research	Standard 3: The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 8.3.3.1	- understand differences between jobs and careers
AV 8.3.3.2	- use the Internet to analyze a career-related website
AV 8.3.3.3	- utilize email, when appropriate, to interview a person regarding a specific career
AV 8.3.3.4	- use the Internet to conduct research projects to include: career exploration project based on individual interest,

	understanding and transitioning to high school and current events related to colleges and universities
AV 8.3.3.5	- use the Internet to conduct research in preparation for speeches and essays

College Admissions Testing	Standard 4: The student develops test-taking skills required for participation in college admissions testing
	The student will:
AV 8.3.4.1	- take practice exams of EXPLORE, Readistep, PSAT, and/or PLAN
AV 8.3.4.2	- participate in an official administration of EXPLORE, Readistep, PSAT or PLAN
AV 8.3.4.3.	- develop a personal action plan based upon analysis of practice and official test results

Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

The Writing Process	Standard 1: The student understands of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 8.4.1.1	- use graphic organizers and quickwrites to prepare for writing assignments
AV 8.4.1.2	- revise and edit drafts of writing for themselves and classmates
AV 8.4.1.3	- publish final versions of writing for the student portfolio
AV 8.4.1.4	- evaluate the stages of the writing process for various assignments

Writing Application	Standard 2: The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:

AV 8.4.2.1	- refine skill of writing effective paragraphs that include a stated or implied topic sentence, supporting sentences that focus on main idea, details that are in logical order, transitions that tie information together and a concluding statement at the end
AV 8.4.2.2	- understand the structure of an essay
AV 8.4.2.3	- correctly integrate quotes while citing sources appropriately
AV 8.4.2.4	- apply strategies to build and expand on vocabulary/word choice that involve using clichés in writing
AV 8.4.2.5	- utilize active and passive voice in writing assignments, as appropriate
AV 8.4.2.6	- include descriptive sentences in pieces of writing
AV 8.4.2.7	- complete writing assignments on the following topics but not limited to: persuasive essays, editorials, advertisements

Reflective Writing	Standard 3: The student develops understanding of writing about learning in all content classes
	The student will:
AV 8.4.3.1	- understand and use characteristics of effective summaries
	- evaluate summaries using rubrics and checklists
AV 8.4.3.2	- increase awareness of their own learning process by making personal connections to content learned
AV 8.4.3.3	- enhance weekly learning logs that include their thoughts, reactions and responses to class lectures, videos, or discussions with focus on applying concepts learned to their life and future
AV 8.4.3.4	- write detailed reflections on experiences, presentations and speeches

Writing Conventions	Standard 4: The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 8.4.4.1	- effectively use pronouns in writing
AV 8.4.4.2	- use proper capitalization in writing
AV 8.4.4.3	- use common editing marks during the editing process
AV 8.4.4.4	- use quotations and cite sources

Strand 5: Reading

Students will develop cross curricular reading skills.

Vocabulary	Standard 1: The student develops cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary
	The student will:
AV 8.5.1.1	- understand how to use context clues in interpreting new vocabulary

Literary Analysis	Standard 2: The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 8.5.2.1	- understand and use pre-reading strategies to build background knowledge of unfamiliar texts
AV 8.5.2.2	- utilize strategies to identify author's purpose and reading for a specific purpose
AV 8.5.2.3	- use multiple reading strategies including but not limited to marking the text and annotating text to better understand texts while reading
AV 8.5.2.4	- build understanding of drawing inferences from texts
AV 8.5.2.5	- read and discuss various examples of text, including but not limited to articles from fiction and non-fiction
AV 8.5.2.6	- understand use of persuasive techniques in advertisements and writing
AV 8.5.2.7	- identify and discuss traits of voice found in literature
AV 8.5.2.8	- determine the main idea of grade appropriate text
AV 8.5.2.9	- summarize informational text

Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

Speaking	Standard 1: Understand verbal and non-verbal communication
	The student will:
AV 8.6.1.1	- use terminology associated with public speaking
AV 8.6.1.2	- develop awareness of non-verbal communication when

	speaking
AV 8.6.1.3	- practice varying word choice when speaking
AV 8.6.1.4	- differentiate formal and informal speech
AV 8.6.1.5	- utilize varied voice in presentations
AV 8.6.1.6	- draft, edit, revise and present a speech to inform (any topic) using visual aids in final presentation(s)
AV 8.6.1.7	- utilize their speaking skills in communicating with teachers, counselors and administrators regarding their learning, academic performance and goals

Listening	Standard 2: The student effectively applies listening strategies
	The student will:
AV 8.6.2.1	- evaluate speeches
AV 8.6.2.2	- give feedback on oral language activities
AV 8.6.2.3	- create rubrics to evaluate speeches

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Research and Critical Thinking

Course Number: 1700125

Course Title: M/J AVID 7th & Career Planning

A. Major Concepts/Content. Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Expand knowledge of the AVID mission and AVID student expectations
- Utilize reading strategies with focus on pre-reading and prior knowledge
- Participate in small group tutorials facilitated by college tutors two times weekly
- Apply methods for enhancing the tutorial process with focus on debriefing
- Apply strategies to arrange class materials and maintain organization
- Increase usage of Cornell Notes with focus on summarization and review
- Continue practice with regular utilization of Costa's Levels of Questions
- Apply methods to effectively manage time with emphasis on use of planner
- Complete learning style inventories and analyze results
- Refine methods for test-taking
- Create and refine complex academic and personal goals and 6-year plans
- Attend a field trip to a university or college
- Complete service learning at a feeder elementary school
- Complete weekly written reflections based on learning in content classes
- Refine and analyze philosophical chairs with focus on debriefing
- Write to inform with topics to include, but not limited to:
 - college
 - public service announcements
 - autobiographical incidents
- Apply strategies from writing lessons on the following topics:
 - effective conclusions

- grammar
- capitalization
- word choice
- prompt writing
- the writing process
- Participate in class lectures from guest speakers from the school, community, and/or college(s)
- Refine work in Socratic seminars by:
 - annotating text
 - permitting students to choose articles, as appropriate
- Build awareness on the value of post-secondary education
- Use technology to continue research of careers and/or college
- Refine public speaking skills by use of impromptu speeches
- Prepare, revise and evaluate speeches
- Calculate and evaluate Grade Point Average, and set GPA goals
- Reflect on academic performance from use of the AVID student portfolio
- Participate in ongoing teambuilding and motivational activities
- Increase awareness of service opportunities within the school and community

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

B. Special Note. Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

There are many college and career awareness, planning, and readiness concepts and activities within this course. This framework and content allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

Grade 7

AV.	7.	1.	1.	1.
Subject	Grade	Strand	Standard	Benchmark

Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Reflective Writing

Standard 4: Writing Conventions

Strand 5: Reading

Standard 2: Literary Analysis

Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

Self Awareness	Standard 1: The student develops the abilities to make appropriate decisions
	The student will:
AV 7.1.1.1	- analyze self evaluations about learning styles, emotions and personal behavior
AV 7.1.1.2	- differentiate three learning styles (auditory, visual, and kinesthetic)
AV 7.1.1.3	- evaluate personal time management habits and monitor effectiveness accordingly
AV 7.1.1.4	- utilize SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) in all classes
AV 7.1.1.5	- recognize and share personal accomplishments
AV 7.1.1.6	- understand the values of a high school/college education

Goal Development	Standard 2: The student uses multiple strategies to set and monitor goals
	The student will:
AV 7.1.2.1	- understand the difference between goals and wishes
AV 7.1.2.2	- differentiate and write three types of goals: long range, mid-range, and short-range
AV 7.1.2.3	- identify goals for attending a college and/or university
AV 7.1.2.4	- review and refine academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for 8 th grade courses
AV 7.1.2.5	- calculate grade point and set academic and personal goals for success and monitor goals at the end of each grading period
AV 7.1.2.6	- create and monitor monthly goals
AV 7.1.2.7	- monitor guidelines of AVID requirements in school contract in order to maintain minimum requirements
AV 7.1.2.8	- identify barriers in goal setting and how to confront those barriers (ex: procrastination)

Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

Organization and Time Management	Standard 1: The student develops and maintains organizational and time management skills
	The student will:
AV 7.2.1.1	- regularly maintain and monitor use of an organized binder as an educational tool, <i>divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other useful educational tools</i> and understand the importance of the binder
AV 7.2.1.2	- reorganize binder at the end of each grading period
AV 7.2.1.3	- utilize a calendar, planner and/or agenda for each class which show when assignments are due, completed and submitted, and the grade each assignment received
AV 7.2.1.4	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes
AV 7.2.1.5	- complete reflections and present on contributions to academic portfolio

Note-Taking	Standard 2: The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 7.2.2.1	- understand the format of the Cornell Note-Taking System
AV 7.2.2.2	- understand how to identify important points, use abbreviations, and use shortcuts in the right column of Cornell notes
AV 7.2.2.3	- write effective summaries for Cornell notes
AV 7.2.2.4	- write Cornell notes for each class on a weekly basis
AV 7.2.2.5	- understand how to utilize Cornell notes as a study tool

Inquiry and Collaboration	Standard 3: The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:

AV 7.2.3.1	- foster trust building skills by working with partners to complete a specified task
AV 7.2.3.2	- enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
AV 7.2.3.3	- Understand and utilize 10 Steps in the Tutorial Process
AV 7.2.3.4	- Understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
AV 7.2.3.5	- deepen understanding of Costa's Levels of questions and/or Bloom's Taxonomy
AV 7.2.3.6	- develop content specific higher level questions in order to actively participate in academic tutorials
AV 7.2.3.7	- participate in group discussions and reflections based on collaborative work
AV 7.2.3.8	- refine inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs
AV 7.2.3.9	- differentiate philosophical chairs and Socratic seminars
AV 7.2.3.10	- actively participate in and evaluate the process of philosophical chairs and/or Socratic seminars, selecting topics/articles as appropriate

Research and Technology Skills	Standard 4: The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 7.2.4.1	- use technology in assignments and presentations, particularly in response to guest speaker presentations, field trip experiences and final drafts of writing assignments

Test Preparation	Standard 5: The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV 7.2.5.1	- identify and reflect on particular problems in preparing for or taking tests
AV 7.2.5.2	- identify and distinguish strategies to study for different types of exams (to include but not limited to the following: matching, true-false, multiple-choice, vocabulary and essay tests)

Community and School Involvement	Standard 6: The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 7.2.6.1	- be exposed to a variety of school activities/clubs and community service opportunities throughout the year

Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

Guest Speakers	Standard 1: The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 7.3.1.1	- choose guest speakers that represent careers of interest, and prepare questions for the speakers prior to their visit when appropriate
AV 7.3.1.2	- use skills of listening during presentations by guest speakers from the school, community and college that focus on the value of post-secondary education and choosing a college
AV 7.3.1.3	- draft, peer-edit, revise and create a final draft of a thank-you letter to guest speakers

Field Trips	Standard 2: The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 7.3.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year, feeder high school for a shadow day to visit an AP/IB/AICE/DE class, feeder elementary for service learning and and/or a trip that focuses on careers
AV 7.3.2.2	- use skills of listening and viewing during field trip experiences

Research	Standard 3: The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 7.3.3.1	- use technology to research careers of interest
AV 7.3.3.2	- use technology to research colleges of interest
AV 7.3.3.3	- prepare for and conduct a career interview on the profession of their choice
AV 7.3.3.4	- research various careers, comparing salaries and qualifications

Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

The Writing Process	Standard 1: The student develops an understanding of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 7.4.1.1	- use graphic organizers and quickwrites to prepare for writing assignments
AV 7.4.1.2	- revise and edit drafts of writing for themselves and classmates
AV 7.4.1.3	- publish final versions of writing for the student portfolio
AV 7.4.1.4	- evaluate the stages of the writing process for various assignments

Writing Application	Standard 2: The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:
AV 7.4.2.1	- write paragraphs that include a stated or implied topic sentence, supporting sentences that focus on main idea, details that are in logical order, transitions that tie information together and a concluding statement at the end.
AV 7.4.2.2	- understand the structure of an essay
AV 7.4.2.3	- practice constructing an essay that includes an introduction,

	body paragraph(s) and conclusion
AV 7.4.2.4	- apply strategies to build and expand on vocabulary/word choice
AV 7.4.2.5	- apply strategies to develop ideas and use specific details
AV 7.4.2.6	- practice writing descriptive sentences with varied structure
AV 7.4.2.7	- complete essays to inform on the following topics but not limited to: topic of choice related to college or public service announcement, informational essay
AV 7.4.2.8	- analyze prompts in order to effectively respond to writing assignments

Reflective Writing	Standard 3: The student develops an understanding of writing about learning in all content classes
	The student will:
AV 7.4.3.1	- write neat and complete notes with summaries
AV 7.4.3.2	- increase awareness of their own learning process by making personal connections to content learned
AV 7.4.3.3	- use a variety of models to complete weekly learning logs that include their thoughts, reactions and responses to class lectures, videos, or discussions that represent all content classes in their schedule
AV 7.4.3.4	- write self-reflections on experiences, presentations and speeches
AV 7.4.3.5	- draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

Writing Conventions	Standard 4: The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 7.4.4.1	- effectively use pronouns in writing
AV 7.4.4.2	- use proper capitalization in writing
AV 7.4.4.3	- use common editing marks during the editing process

Strand 5: Reading

Students will develop cross curricular reading skills.

Literary Analysis	Standard 2: The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 7.5.2.1	- use multiple reading strategies including but not limited to

	marking the text, annotating text and numbering paragraphs to better understand text while reading
AV 7.5.2.2	- read and discuss various examples of text, including but not limited to articles from magazines and newspapers
AV 7.5.2.3	- determine the main idea of grade appropriate text
AV 7.5.2.4	- summarize informational text

Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

Speaking	Standard 1: The student understands verbal and non-verbal communication
	The student will:
AV 7.6.1.1	- understand terminology associated with public speaking
AV 7.6.1.2	- develop awareness of non-verbal communication when speaking
AV 7.6.1.3	- practice varying word choice and tone when speaking
AV 7.6.1.4	- differentiate formal and informal speech
AV 7.6.1.5	- participate in impromptu speeches to build confidence in public speaking
AV 7.6.1.6	- draft, edit, revise and present written speeches on varied topics

Listening	Standard 2: The student effectively applies listening strategies
	The student will:
AV 7.6.2.1	- evaluate speeches
AV 7.6.2.2	- give feedback on oral language activities
AV 7.6.2.3	- create rubrics to evaluate speeches

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure

student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Research and Critical Thinking

Course Number: 1700120

Course Title: M/J AVID 7th

A. Major Concepts/Content. Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Expand knowledge of the AVID mission and AVID student expectations
- Utilize reading strategies with focus on pre-reading and prior knowledge
- Participate in small group tutorials facilitated by college tutors two times weekly
- Apply methods for enhancing the tutorial process with focus on debriefing
- Apply strategies to arrange class materials and maintain organization
- Increase usage of Cornell Notes with focus on summarization and review
- Continue practice with regular utilization of Costa's Levels of Questions
- Apply methods to effectively manage time with emphasis on use of planner
- Complete learning style inventories and analyze results
- Refine methods for test-taking
- Create and refine complex academic and personal goals and 6-year plans
- Attend a field trip to a university or college
- Complete service learning at a feeder elementary school
- Complete weekly written reflections based on learning in content classes
- Refine and analyze philosophical chairs with focus on debriefing
- Write to inform with topics that include, but are not limited to:
 - college
 - public service announcements
 - autobiographical incidents
- Apply strategies from writing lessons on the following topics:
 - effective conclusions

- grammar
- capitalization
- word choice
- prompt writing
- the writing process
- Participate in class lectures from guest speakers from the school, community, and/or college(s)
- Refine work in Socratic Seminars by:
 - annotating text
 - students being permitted to choose articles, as appropriate
- Build awareness on the value of post-secondary education
- Use technology to continue research of careers and/or college
- Refine public speaking skills by use of impromptu speeches
- Prepare, revise and evaluate speeches
- Calculate and evaluate grade point average, and set GPA goals
- Reflect on academic performance from use of the AVID student portfolio
- Participate in ongoing teambuilding and motivational activities
- Increase awareness of service opportunities within the school and community

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

B. Special Note. Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

Grade 7

AV.	7.	1.	1.	1.
Subject	Grade	Strand	Standard	Benchmark

Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Reflective Writing

Standard 4: Writing Conventions

Strand 5: Reading

Standard 2: Literary Analysis

Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

Self Awareness	Standard 1: The student develops the abilities to make appropriate decisions
	The student will:
AV 7.1.1.1	- analyze self evaluations about learning styles, emotions and personal behavior
AV 7.1.1.2	- differentiate three learning styles (auditory, visual, and kinesthetic)
AV 7.1.1.3	- evaluate personal time management habits and monitor effectiveness accordingly
AV 7.1.1.4	- utilize SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) in all classes
AV 7.1.1.5	- recognize and share personal accomplishments
AV 7.1.1.6	- understand the values of a high school/college education

Goal Development	Standard 2: The student uses multiple strategies to set and monitor goals
	The student will:
AV 7.1.2.1	- understand the difference between goals and wishes
AV 7.1.2.2	- differentiate and write three types of goals: long range, mid-range, and short-range
AV 7.1.2.3	- identify goals for attending a college and/or university
AV 7.1.2.4	- review and refine academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for 8 th grade courses
AV 7.1.2.5	- calculate grade point average and set academic and personal goals for success and monitor goals at the end of each grading period
AV 7.1.2.6	- create and monitor monthly goals
AV 7.1.2.7	- monitor guidelines of AVID requirements in school contract in order to remain above minimum requirements
AV 7.1.2.8	- identify barriers in goal setting and how to confront those barriers (ex: procrastination)

Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

Organization and Time Management	Standard 1: The student develops and maintains organizational and time management skills
	The student will:
AV 7.2.1.1	- regularly maintain and monitor use of an organized binder as an educational tool, <i>divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other useful educational tools</i> and understand the importance of the binder
AV 7.2.1.2	- reorganize binder at the end of each grading period
AV 7.2.1.3	- utilize a calendar, planner and/or agenda for each class which show when assignments are due, completed and submitted, and the grade each assignment received
AV 7.2.1.4	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes
AV 7.2.1.5	- complete reflections and present on contributions to academic portfolio

Note-Taking	Standard 2: The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 7.2.2.1	- understand the format of the Cornell Note-Taking System
AV 7.2.2.2	- understand how to identify important points, use abbreviations, and use shortcuts in the right column of Cornell notes
AV 7.2.2.3	- write effective summaries for Cornell notes
AV 7.2.2.4	- write Cornell notes for each class on a weekly basis
AV 7.2.2.5	- understand how to utilize Cornell notes as a study tool

Inquiry and Collaboration	Standard 3: The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:

AV 7.2.3.1	- foster trust building skills by working with partners to complete a specified task
AV 7.2.3.2	- enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
AV 7.2.3.3	- understand and utilize 10 Steps in the Tutorial Process
AV 7.2.3.4	- understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
AV 7.2.3.5	- deepen understanding of Costa's Levels of questions and/or Bloom's Taxonomy
AV 7.2.3.6	- develop content specific higher level questions in order to actively participate in academic tutorials
AV 7.2.3.7	- participate in group discussions and reflections based on collaborative work
AV 7.2.3.8	- refine inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs
AV 7.2.3.9	- differentiate philosophical chairs and Socratic seminars
AV 7.2.3.10	- actively participate in and evaluate the process of philosophical chairs and/or Socratic seminars, selecting topics/articles as appropriate

Research and Technology Skills	Standard 4: The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 7.2.4.1	- use technology in assignments and presentations , particularly in response to guest speaker presentations, field trip experiences, and final drafts of writing assignments

Test Preparation	Standard 5: The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV 7.2.5.1	- identify and reflect on particular problems in preparing for or taking tests
AV 7.2.5.2	- identify and distinguish strategies to study for different types of exams (that include but are not limited to the following: matching, true-false, multiple-choice, vocabulary and essay tests)

Community and School Involvement	Standard 6: The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 7.2.6.1	- be exposed to a variety of school activities/clubs and community service opportunities throughout the year

Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

Guest Speakers	Standard 1: The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 7.3.1.1	- choose guest speakers that represent careers of interest and prepare questions for the speakers prior to their visit when appropriate
AV 7.3.1.2	- use skills of listening during presentations by guest speakers from the school, community and college that focus on the value of post-secondary education and choosing a college
AV 7.3.1.3	- draft, peer-edit, revise and create a final draft of a thank-you letter to guest speakers

Field Trips	Standard 2: The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 7.3.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year, feeder high school for a shadow day to visit an AP/IB/AICE/DE class, feeder elementary for service learning and/or a trip that focuses on careers
AV 7.3.2.2	- use skills of listening and viewing during field trip experiences

Research	Standard 3: The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 7.3.3.1	- use technology to research careers of interest
AV 7.3.3.2	- use technology to research colleges of interest
AV 7.3.3.3	- prepare for and conduct a career interview on the profession of their choice
AV 7.3.3.4	- research various careers, comparing salaries and qualifications

Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

The Writing Process	Standard 1: The student develops an understanding of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 7.4.1.1	- use graphic organizers and quickwrites to prepare for writing assignments
AV 7.4.1.2	- revise and edit drafts of writing for themselves and classmates
AV 7.4.1.3	- publish final versions of writing for the student portfolio
AV 7.4.1.4	- evaluate the stages of the writing process for various assignments

Writing Application	Standard 2: The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:
AV 7.4.2.1	- write paragraphs that include a stated or implied topic sentence, supporting sentences that focus on main idea, details that are in logical order, transitions that tie information together and a concluding statement at the end
AV 7.4.2.2	- understand the structure of an essay
AV 7.4.2.3	- practice constructing an essay that includes an introduction,

	body paragraph(s) and conclusion
AV 7.4.2.4	- apply strategies to build and expand on vocabulary/word choice
AV 7.4.2.5	- apply strategies to develop ideas and use specific details
AV 7.4.2.6	- practice writing descriptive sentences with varied structure
AV 7.4.2.7	- complete essays to inform on the following topics but not limited to: topic of choice related to college or public service announcement, informational essay
AV 7.4.2.8	- analyze prompts in order to effectively respond to writing assignments

Reflective Writing	Standard 3: The student develops an understanding of writing about learning in all content classes
	The student will:
AV 7.4.3.1	- write neat and complete notes with summaries
AV 7.4.3.2	- increase awareness of their own learning process by making personal connections to content learned
AV 7.4.3.3	- use a variety of models to complete weekly learning logs that include their thoughts, reactions and responses to class lectures, videos, or discussions that represent all content classes in their schedule
AV 7.4.3.4	- write self-reflections on experiences, presentations and speeches
AV 7.4.3.5	- draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

Writing Conventions	Standard 4: The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 7.4.4.1	- effectively use pronouns in writing
AV 7.4.4.2	- use proper capitalization in writing
AV 7.4.4.3	- use common editing marks during the editing process

Strand 5: Reading

Students will develop cross curricular reading skills.

Literary Analysis	Standard 2: The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:

AV 7.5.2.1	- use multiple reading strategies including but not limited to marking the text, annotating text and numbering paragraphs to better understand text while reading
AV 7.5.2.2	- read and discuss various examples of text, including but not limited to articles from magazines and newspapers
AV 7.5.2.3	- determine the main idea of grade appropriate text
AV 7.5.2.4	- summarize informational text

Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

Speaking	Standard 1: The student understands verbal and non-verbal communication
	The student will:
AV 7.6.1.1	- understand terminology associated with public speaking
AV 7.6.1.2	- develop awareness of non-verbal communication when speaking
AV 7.6.1.3	- practice varying word choice and tone when speaking
AV 7.6.1.4	- differentiate formal and informal speech
AV 7.6.1.5	- participate in impromptu speeches to build confidence in public speaking
AV 7.6.1.6	- draft, edit, revise and present written speeches on varied topics

Listening	Standard 2: The student effectively applies listening strategies
	The student will:
AV 7.6.2.1	- evaluate speeches
AV 7.6.2.2	- give feedback on oral language activities
AV 7.6.2.3	- create rubrics to evaluate speeches

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will

provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Research and Critical Thinking

Course Number: 1700110

Course Title: M/J AVID 6th

A. Major Concepts/Content. Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Understand the mission of AVID, SLANT, and their role as an AVID student
- Use reading strategies to better understand text
- Apply summarization knowledge and skills in a variety of circumstances
- Create an academic portfolio to be used throughout 6-12 grades
- Establish a foundation of the tutorial process as a support to their content classes
- Participate in small group tutorials facilitated by college tutors two times each week
- Participate in activities to foster collaborative work
- Apply tools and strategies to arrange class materials
- Utilize Cornell Note taking in most classes
- Understand the structure of Costa's Levels of Questioning
- Apply strategies of successful students which emphasize:
 - time management skills
 - learning styles
 - goal setting and self-awareness
 - test taking
- Participate in Philosophical Chairs and Socratic Seminars, and understand the different uses and formats for each

- Apply strategies from lessons in writing paragraphs, vocabulary building and effective word choice
- Understand and apply all stages of the writing process
- Write a personal narrative and memoir
- Participate in impromptu speeches
- Increase awareness of college and careers from:
 - guest speakers
 - research using technology
- Understand differences and similarities between post-secondary institutions
- Create an academic 6 year plan for secondary education
- Calculate grade point average
- Participate in ongoing motivational and teambuilding activities
- Collect information into an academic and personal portfolio
- Reflect on academic performance based on the AVID student portfolio
- Participate in a field trip to a community college or career and technical center

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

B. Special Note. Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 6 (M/J AVID 6) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 7 and M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

Grade 6

AV.	6.	1.	1.	1.
Subject	Grade	Strand	Standard	Benchmark

Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Reflective Writing

Strand 5: Reading

Standard 1: Vocabulary

Standard 2: Literary Analysis

Strand 6: Communication

Standard 1: Speaking

Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

Self Awareness	Standard 1: The student develops the abilities to make appropriate decisions.
	The student will:
AV 6.1.1.1	- complete self evaluations about conflict management, personal behavior, accomplishments, and interactions with others
AV 6.1.1.2	- monitor decision-making
AV 6.1.1.3	- develop an understanding of SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) and apply strategy in all classes

Goal Development	Standard 2: The student uses multiple strategies to set and monitor goals.
	The student will:
AV 6.1.2.1	- read short biographies that focus on goal setting
AV 6.1.2.2	- understand how to set goals using GPA (Goal, Plan, Action) outline
AV 6.1.2.3	- practice setting intermediate and short-range goals with GPA's, projects, reading assignments, and/or homework
AV 6.1.2.4	- create an academic 6 year plan for secondary education
AV 6.1.2.5	- understand how to calculate grade point average
AV 6.1.2.6	- set academic and personal goals for success and monitor goals at the end of each grading period
AV 6.1.2.7	- monitor guidelines of AVID requirements in school contract order to remain above minimum requirements
AV 6.1.2.8	- reflect on personal accomplishments and achievements

Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

Organization and Time Management	Standard 1: The student develops and maintains organizational and time management skills
	The student will:
AV 6.2.1.1	- develop and maintain an organized binder as an educational tool, divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other academically useful materials
AV 6.2.1.2	- keep calendars and/or planner for each class which show assignments
AV 6.2.1.3	- create an academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes

Note-Taking	Standard 2: The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 6.2.2.1	- understand the history of the Cornell Note-Taking method
AV 6.2.2.2	- develop understanding of the organization of the left column notes for main ideas and questions
AV 6.2.2.3	- develop understanding of the organization of the right column notes
AV 6.2.2.4	- develop understanding of the summary in Cornell Note-Taking
AV 6.2.2.5	- utilize Cornell Note-Taking methods in most classes

Inquiry and Collaboration	Standard 3: The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 6.2.3.1	- participate in team building lessons to learn about valuing and effectively working with others
AV 6.2.3.2	- establish a foundational understanding for collaborative

	tutorial skills
AV 6.2.3.3	- participate in academic tutorials with peers as group members, and college tutors as facilitators, twice per week
AV 6.2.3.4	- develop an awareness of Costa's Levels of questions and/or Bloom's Taxonomy
AV.6.2.3.5	- create higher level questions, and bring them to academic tutorials to seek support and clarification
AV.6.2.3.6	- develop inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs

Research and Technology Skills	Standard 4: The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 6.2.4.1	- use technology in assignments and presentations

Test Preparation	Standard 5: The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV.6.2.5.1	- develop an understanding of how to prepare for content area final exams focusing on before, during and after an exam

Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

Guest Speakers	Standard 1: The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 6.3.1.1	- use skills of listening during presentations by guest speakers regarding career preparation and attendance at four-year colleges and universities
AV 6.3.1.2	- write to reflect on their learning from guest speaker presentations

Field Trips	Standard 2: The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 6.3.2.1	- use skills of listening and viewing during experiences visiting a career/technical education center or community college
AV 6.3.2.2	- use skills of listening and viewing during experiences visiting a cultural/arts venue
AV 6.3.2.3	- write to reflect on their learning from field trip experience(s)

Research	Standard 3: The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 6.3.3.1	- use technology to understand differences in post-secondary institutions to include but not limited to the following: community college, state colleges and universities, independent/private colleges, technical or vocational schools and the armed forces.
AV 6.3.3.2	- use technology to research a college/university within Florida.

Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

The Writing Process	Standard 1: The student develops an understanding of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 6.4.1.1	- use prewriting techniques to brainstorm ideas for writing
AV 6.4.1.2	- revise and edit drafts of writing for themselves and

	classmates
AV 6.4.1.3	- publish final versions of writing for the student portfolio
AV 6.4.1.4	- evaluate the stages of the writing process for various assignments
AV 6.4.1.5	- complete writing assignments that include, but are not limited to: a narrative essay, an expository essay and a memoir

Writing Application	Standard 2: The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:
AV 6.4.2.1	- understand strategies to write effective paragraphs
AV 6.4.2.2	- apply strategies to build and expand on vocabulary/word choice

Reflective Writing	Standard 1: The student develops understanding of writing about learning in all content classes
	The student will:
AV 6.4.3.1	- write neat and complete notes with summaries
AV 6.4.3.2	- write weekly learning logs representing learning from all content areas

Strand 5: Reading

Students will develop cross curricular reading skills.

Literary Analysis	Standard 2: The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 6.5.2.1	- read and discuss various examples of text including, but not limited to, articles from magazines and newspapers
AV 6.5.2.2	- use multiple reading strategies including, but not limited to, marking the text and numbering paragraphs to better understand text
AV 6.5.2.3	- determine the main idea of grade appropriate text
AV 6.5.2.4	- summarize informational text

Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

Speaking	Standard 1: The student understands verbal and non-verbal communication
	The student will:
AV 6.6.1.1	- understand terminology associated with public speaking
AV 6.6.1.2	- develop awareness of non-verbal communication when speaking
AV 6.6.1.3	- practice monitoring word choice when speaking
AV 6.6.1.4	- practice speaking in front of small groups
AV 6.6.1.5	- participate in impromptu speeches

Course Number:	1700100
Course Title:	M/J Critical Thinking, Problem Solving, and Learning Strategies
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J CRIT THINK
Course Length:	Year
Course Level:	2
Course Status:	Draft – SBE approval pending

General Notes: The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

The content should include, but not be limited to, the following:

- strategies for acquiring, storing, and retrieving information
- strategies for oral and written communication
- critical-thinking operations, processes, and enabling skills
- problem-solving skills and strategies
- strategies for linking new information with prior knowledge

RELATED BENCHMARKS

Reading Informational Text

LACC.7.RI.1 Key Ideas and Details:

LACC.7.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.7.RI.2 Craft and Structure:

LACC.7.RI.2.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LACC.7.RI.3 Integration of Knowledge and Ideas:

LACC.7.RI.3.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Reading Literature

LACC.7.RL.2 Craft and Structure:

LACC.7.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Writing

LACC.7.W.1 Text Types and Purposes:

LACC.7.W.1.1: Write arguments to support claims with clear reasons and relevant evidence.

LACC.7.W.1.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LACC.7.W.1.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LACC.7.W.2 Production and Distribution of Writing:

LACC.7.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

LACC.7.W.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reviewing, or trying a new approach, focusing on how well purpose and audience have been addressed.

Speaking and Listening

LACC.7.SL.1 Comprehension and Collaboration:

LACC.7.SL.1.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LACC.7.SL.1.1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

LACC.7.SL.1.1d: Acknowledge new information expressed by others and, when warranted modify their own views.

LACC.7.SL.2 Presentation of Knowledge and Ideas:

LACC.7.SL.2.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Reading History

LACC.68.RH.1 Key Ideas and Details:

LACC.68.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

Reading in Science and Technical Subjects

LACC.68.RST.1 Key Ideas and Details:

LACC.68.RST.1.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.68.RST.1.2: Determine the central ideas or conclusions of a text, trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LACC.68.RST.1.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Mathematical Practices

MACC.K12.MP.1: Make sense of problems and persevere in solving them.

MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6: Attend to precision.

SC.7.N.1.1: Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in

charts, tables and graphics, analyze information, make predictions, and defend conclusions.

SC.7.N.1.4: Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

SC.7.N.1.7: Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

Course Number:	1700060
Course Title:	Career Research and Decision Making
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	CAR RESEA&DECI MAK
Course Length:	Semester or equivalent of one-half school year
Course Level:	2
Course Status:	Draft – SBE approval pending

General Notes: The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

The content should include, but not be limited to, the following:

- Self-awareness to include interests, values, skills, learning styles, etc.
- Goal-setting and decision-making processes
- Exploring careers/career clusters and educational requirements
- Postsecondary education and training opportunities
- Workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.
- Career and education planning

Special Note: This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan. (Section 1003.4156, Florida Statutes).

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

Course Number: 1700020
Course Title: M/J Research 3
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J RESEARCH 3
Course Length: Year
Course Level: 2
Course Status: Draft – SBE approval pending

General Notes: The purpose of this course is to enable students to develop advanced knowledge and skills in the research process with emphasis on data collection and analysis.

The content should include, but not be limited to, the following:

- research process
- research questions and hypotheses
- review of literature and other resources
- legal and ethical issues in research
- research design
- data collection, analysis, and statistics
- interpretation of results
- application of findings
- report formats, styles, and content
- investigations
- critical analysis of research
- a major research project, preferably cross-curricular

RELATED BENCHMARKS

Writing

LACC.8.W. 1 Text Types and Purposes:

LACC.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

LACC8.W.1.1e Provide a concluding statement or section that follows from and supports the argument presented.

LACC.8.W.1.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LACC.8.W.3 Research to Build and Present Knowledge:

LACC.8.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LACC.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LACC.8.W.4 Range of Writing:

LACC.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

LACC.8.SL.2 Presentation of Knowledge and Ideas:

LACC.8.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

LACC.8.SL.2.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language

LACC.8.L.1 Conventions of Standard English:

LACC.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading History

LACC.68.RH.1 Key Ideas and Details:

LACC.68.RH.1.3 Identify key steps in a text's description of a process related to history/social studies.

LACC.68.RH.3 Integration of Knowledge and Ideas:

LACC.68.RH.3.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LACC.68.R.H.3.8 Distinguish between fact, opinion, and reasoned judgment in a text.

LACC.68.RH.3.9 Analyze the relationship between a primary and secondary source on the same topic.

Reading in Science and Technology

LACC.68.RST.1 Key Ideas and Details:

LACC.68.RST.1.1 Cite specific textural evidence to support analysis of science and technical texts.

LACC.68.RST.1.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

LACC.68.RST.1.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

LACC.68.RST.3 Integration of Knowledge and Ideas:

LACC.68.RST.3.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

LACC.68.RST.3.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

LACC.68.RST.3.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Writing History**LACC.68.WHST.1 Text Types and Purposes:**

LACC.68.WHST.1.1 Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.68.WHST.1.1a Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Mathematical Practices

MACC.K12.MP.1: Make sense of problems and persevere in solving them.

MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6: Attend to precision.

LA.8.6.2.4: The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

- SC.8.N.1.1 Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
- SC.8.N.1.4 Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.
- SC.8.N.1.6 Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.
- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research /text, and identify strong vs. weak arguments.
- SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

Course Number: 1700010
Course Title: M/J Research 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J RESEARCH 2
Course Length: Year
Course Level: 2
Course Status: Draft – SBE approval pending

General Notes: The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

The content should include, but not be limited to, the following:

- research process
- experimental, descriptive, and historical research
- legal and ethical issues in research-research questions and hypotheses
- review of literature and other resources-report formats, styles, and content-investigations
- critical analysis of research
- a major research project, preferably cross-disciplinary

RELATED BENCHMARKS

Reading Informational

LACC.7.RI.3 Integration of Knowledge and Ideas:

LACC.7.RI.3.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

LACC.7.RI.3.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Reading Literature

LACC.7.RL.1 Key Ideas and Details:

LACC.7.RL.1.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.7.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Writing

LACC.7.W.1 Text Types and Purposes:

LACC.7.W.1.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

LACC.7.W.1.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

LACC.7.W.1.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

LACC.7.W.1.1d Establish and maintain a formal style.

LACC.7.W.1.1e Provide a concluding statement or section that follows from and supports the argument presented.

LACC.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LACC.7.W.1.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Writing

LACC.7.W.2 Production and Distribution of Writing:

LACC.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.7.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LACC.7.W.2.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

LACC.7.W.3 Research to Build and Present Knowledge

LACC.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

LACC.7.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LACC.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LACC.7.W.4 Range of Writing:

LACC.7.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

LACC.7.L.1 Conventions of Standard English:

LACC.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Reading History

LACC.68.RH.1 Key Ideas and Details:

LACC.68.R.H.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Reading Science and Technical Subjects

LACC.68.RST.1 Key Ideas and Details:

LACC.68.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts.

LACC.68.RST.1.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Writing History

LACC.68.WHST. 1 Text Type and Purposes:

LACC.68.WHST.1.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.68.WHST.1.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Mathematical Practices

MACC.K12.MP.1: Make sense of problems and persevere in solving them.

MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6: Attend to precision.

LA.7.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

Course Number: 1700370

Course Path: Section: Grades PreK to 12 Education Courses

Grade Group: Grades 9 to 12 and Adult Education Courses

Subject: Research and Critical Thinking

SubSubject: General

Course Title: Critical Thinking and Study Skills

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: CRIT THINK ST SKLS

Number of Credits: Half credit (.5)

Course Length: Semester

Course Level: 2

Course Status: State Board Approval Pending

General Notes: This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

Related benchmarks:

Reading Informational Text

LACC.910.RI.1 Key Ideas and Details

LACC.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.2 Craft and Structure

LACC.910.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LACC.910.RI.2.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LACC.910.RI.3 Integration of Knowledge and Ideas

LACC.910.RI.3.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

LACC.910.W.1 Text Types and Patterns

LACC.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.910.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.910.W.2 Production and Distribution of Writing

LACC.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.W.3 Research to Build and Present Knowledge

LACC.910.W.3.8 Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LACC.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Reading Standards for Literacy in History/Social Studies

LACC.910.RH.1 Key Ideas and Details

LACC.910.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.2 Craft and Structure

LACC.910.RH.2.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.3 Integration of Knowledge and Ideas

LACC.6-8.RH.3.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

Reading Standards for Literacy in Science and Technical Subjects

LACC.910.RST.1 Key Ideas and Details

LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.910.RST.1.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LACC.910.RST.2 Craft and Structure

LACC.910.RST.2.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

MACC.K12.MP Mathematical Practices

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6 Attend to precision.

Course Number: 1700360
Course Title: Inquiry Skills – Florida’s Pre-International Baccalaureate
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: INQ SKLS – FL PRE-IB
Course Credit: 1.0
Course Length: Year
Course Level: 2
Course Status: Draft – SBE

General Notes: The purpose of this course is to study the development of short and long-term educational goals, the nature of learning, the nature of study skills, strategies for specific study skills improvement and improvement in content areas, the problems associated with critical thinking and their solutions, problem solving, group-discussion guidelines, the interdisciplinary nature of knowledge, and research skills. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards (Common Core) taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

Special Note: *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”. Source: What is meant by “the pre-IB”? <http://www.ibo.org/myp/curriculum/group6/> Published: 12/06/2010; Updated: 05/23/2011*

RELATED BENCHMARKS

Reading Informational Text

LACC.910.RI.1

LACC.910.RI.1.1

Key Ideas and Details:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.1.2

Determine central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; prove an objective summary of the text.

LACC.910.RI.2

LACC.910.RI.2.6

Craft and Structure:

Assess how point of view or purpose shapes the content and style of a text.

LACC.910.RI.3

LACC.910.RI.3.7

Integration of Knowledge and Ideas:

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.910.RI.3.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

LACC.910.W.1

LACC.910.W.1.1

Text Type and Purposes:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.910.W.1.1.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LACC.910.W.1.1.b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.W.1.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.W.1.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

LACC.910.W.1.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.W.1.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.910.W.2
LACC.910.W.2.4

Production and Distribution of Writing:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.W.2.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

LACC.910.W.3
LACC.910.W.3.8

Research to Build and Present Knowledge:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LACC.910.W.3.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading History

LACC.910.RH.3
LACC.910.RH.3.7

Research to Build and Present Knowledge:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

LACC.910.RH.3.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading in Science and Technology

LACC.910.RST.1
LACC.910.RST.1.6

Craft and Structure:

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Writing History, Science and Technical Subjects

LACC.910.WHST.1 **Text Types and Purposes:**

LACC.910.WHST.1.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

LACC.910.WHST.1.2b Develop the topic thoroughly by selecting the most significant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.910.WHST.2 **Production and Distribution of Writing:**
LACC.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.WHST.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.WHST.3 **Research to Build and Present Knowledge:**
LACC.910.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.910.W.HST.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and following a standard format for citation.

Speaking and Listening

LACC.910.SL.1 **Comprehension and Collaboration:**
LACC.910.SL.1.2 Integrate and evaluate information presented in diverse media or formats, (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LACC.910.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SC.912.N.4.2 Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.

Course Number: 1700320
Course Title: Research 3
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: RESEARCH 3
Course Credit: 1
Course Length: Year
Course Level: 2
Course Status: Draft – SBE approval pending

General Notes: The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

The content should include, but not be limited to, the following:

- research process
- experimental, descriptive, and historical research
- research design and methodology
- legal and ethical issues in research
- research questions and hypotheses
- review of literature and other resources
- data collection, analysis, and statistics
- report formats, styles, and content
- investigations
- critical analysis of research

RELATED BENCHMARKS

Reading Informational Text

LACC.1112.RI.1 Text Types and Purposes:

- LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LACC.1112.RI.1.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading Informational Text

LACC.1112.RI.2 Craft and Structure:

LACC.1112.RI.2.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Reading Informational Text

LACC.1112.RI.3 Integration of Knowledge and Ideas:

LACC.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LACC.1112.RI.3.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles, and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

Writing

LACC.1112.W.1 Text Types and Purposes:

LACC.1112.W.1.1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LACC.1112.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.1112.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.1112.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.1112.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.1112.W.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.1112.W.2 Production and Distribution of Writing:

LACC.11112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.11112.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.1112.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LACC.1112.W.3 Research to Build and Present Knowledge:

LACC.1112.W.3.7: Conduct short as well as more sustained research projects (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.1112.W.3.8: Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LACC.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading History

LACC.1112.RH.3 Integration of Knowledge and Ideas:

LACC.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Reading Science and Technical Subjects

LACC.1112.RST.2 Craft and Structure:

LACC.1112.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Writing History

LACC.1112.WHST.1 Text Types and Purposes:

LACC.1112.WHST.1.1: Write arguments focused on discipline-specific content.

LACC.1112.WHST.1.1a: Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LACC.1112.WHST.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.1112.WHST.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.9-10.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.1112.WHST.1.2d: Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

LACC.1112.WHST.1.2e: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing History

LACC.11.WHST.3 Research to Build and Present Knowledge:

LACC.1112.WHST.3.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SC.912.N.1.1: Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. Pose questions about the natural world
2. conduct systematic observations,
3. examine books and other sources of information to see what is already known,
4. review what is known in light of empirical evidence,
5. plan investigations
6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),
7. pose answers, explanations, or descriptions of events,
8. generate explanations that explicate or describe natural phenomena (inferences),
9. use appropriate evidence and reasoning to justify these explanations to others,
10. communicate results of scientific investigations, and
11. evaluate the merits of the explanations produced by others.

SC.912.N.1.7: Recognize the role of creativity in constructing scientific questions, methods and explanations.

SC.912.N.2.2: Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

SC.912.N.2.3: Identify examples of pseudoscience (such as astrology, phrenology) in society.

Course Number: 1700310
Course Title: Research 2
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: RESEARCH 2
Course Credit: 1
Course Length: Year
Course Level: 2
Course Status: Draft – SBE approval pending

General Notes: The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

The content should include, but not be limited to, the following:

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- primary and secondary sources
- formulation of hypotheses
- organization of information
- report formats, styles, and content
- directed investigations
- critical analysis of research

RELATED BENCHMARKS

Reading Informational

LACC.910.RI.2 Craft and Structure:

LACC.910.RI.2.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view.

Reading Informational Text

LACC.910.RI.3 Integration of Knowledge and Ideas:

LACC.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

LACC.910.W.1 Text Types and Purposes:

LACC.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.W.2.b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.910.W.1.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LACC.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LACC.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.W.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing

LACC.910.W.2 Production and Distribution of Writing:

LACC.910.W.2.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.910.WR.3.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LACC.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

LACC.910.W.2.6: Use technology, including the Internet, to produce and publish individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LACC.910.W.3 Research to Build and Present Knowledge:

LACC.910.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LACC.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Science and Technical Subjects

LACC.910.RST.3 Integration of Knowledge and Ideas:

LACC.910.RST.3.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Writing History

LACC.910.WHST.2 Production and Distribution of Writing:

LACC.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.WHST.3 Research to Build and Present Knowledge:

LACC.910.WHST.3.8: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.910.WHST.3.9: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.910.4.2.2: The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information

LA.910.6.2.3: The student will write an informational report that integrate information and makes distinctions between the relative value and significance of specific data, facts, and ideas.

SC.912.N.1.1: Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. pose questions about the natural world,
2. conduct systematic observations,
3. examine books and other sources of information to see what is already known,
4. review what is known in light of empirical evidence,
5. plan investigations,
6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),
7. pose answers, explanations, or descriptions of events,
8. generate explanations that explicate or describe natural phenomena (inferences),
9. use appropriate evidence and reasoning to justify these explanations to others,
10. communicate results of scientific investigations, and evaluate the merits of the explanations produced by others.

SC.912.N.1.4: Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

SC.912.N.1.5: Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

Course Number: 1700300
Course Title: Research 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: RESEARCH 1
Course Credit: 1.0
Course Length: Year
Course Level: 2
Course Status: Draft – SBE approval pending

Major Concepts/Content. The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

The content should include, but not be limited to, the following:

- nature and purpose of research
- research questions and hypotheses
- research methods and procedures
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major independent research project

RELATED BENCHMARKS

Reading Informational Text

LACC.910.RI.1 Key Ideas and Details:

LACC.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.3 Integration of Knowledge and Ideas:

LACC.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

LACC.910.W.1 Text Types and Purposes:

LACC.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing

LACC.910.W2 Production and Distribution of Writing:

LACC.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.4 Range of Writing:

LACC.910.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

LACC.910.L.1 Conventions of Standard English:

LACC.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Writing History

LACC.910.WHST.1 Text Types and Purposes:

LACC.910.WHST.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1e: Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.WHST.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.910.WHST.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.2 Production and Distribution of Writing

LACC.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.WHST.3 Research to Build and Present Knowledge:

LACC.910.WHST.3.8: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematical Practices

MACC.K12.MP.1: Make sense of problems and persevere in solving them.

MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6: Attend to precision.

LA.910.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).

LA.910.4.2.2: The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.

SC.912.N.1.1: Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. Pose questions about the natural world,
2. Conduct systematic observations,
3. Examine books and other sources of information to see what is already known,
4. Review what is known in light of empirical evidence,
5. Plan investigations,
6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),

7. Pose answers, explanations, or descriptions of events,
8. Generate explanations that explicate or describe natural phenomena (inferences),
9. Use appropriate evidence and reasoning to justify these explanations to others,
10. Communicate results of scientific investigations, and
11. Evaluate the merits of the explanations produced by others.

SC.912.N.1.4: Identify sources of information and assess their reliability according to the strict standards of scientific investigation.