

Week One At-A-Glance				Grade 8
Week 1 focus: AVID Overview – introduction to AVID Mission; team building; arrange class materials				
Materials: <i>Implementing & Managing the AVID Program, Strategies for Success, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. AVID Introduction</p> <ul style="list-style-type: none"> • “WICR” Section Two: Classroom Applications <i>Implementing & Managing the AVID Program</i> • “AVID Program: Note-taking Guide” Activity 1.1.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1, slides 1-3) <p>2. Team Building</p> <ul style="list-style-type: none"> • “One-One-Two Minute Partner Share” Activity 6.6 <i>Strategies for Success</i> (Unit 6) 	<p>1. AVID Mission</p> <ul style="list-style-type: none"> • Read, discuss, and compare the AVID Mission Statement to the District or School Mission Statement. “AVID Mission Statement/Getting the ‘GIST’” Activity 1.2.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1) <p>2. Student Questionnaire</p> <ul style="list-style-type: none"> • “Student Questionnaire” Activity 1.7.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1) 	<p>1. AVID Agreement</p> <ul style="list-style-type: none"> • Read, discuss, and sign “AVID Agreement Middle Level” Section One: Implementation <i>Implementing & Managing the AVID Program</i> <p>2. AVID Binder Introduction</p> <ul style="list-style-type: none"> • “AVID Binder Overview” and “Binder Check-off Sheet” Activity 2.2.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) 	<p>1. Cornell Notes Introduction</p> <ul style="list-style-type: none"> • “Cornell Notes Format” and “The Cornell Note-taking System” Activities 3.2/3.3 <i>Strategies for Success</i> (Unit 3) <p>2. Review Learning Logs</p> <ul style="list-style-type: none"> • “Learning Logs” <i>Strategies for Success</i> (Unit 4) 	<p>1. Team Building</p> <ul style="list-style-type: none"> • “Partner Interview Notes” and Partner Introductions Activity 6.4 <i>Strategies for Success</i> (Unit 6) <p>2. Complete Learning Logs</p> <ul style="list-style-type: none"> • “Weekly Learning Log” Activity 4.4 <i>Strategies for Success</i> (Unit 4)

Week Two At-A-Glance				Grade 8
Week 2 focus: Arrange class materials in binder; continue “writing to learn” with Cornell Notes and Learning Logs; learn about the AVID tutorial process				
Materials: <i>Implementing & Managing the AVID Program, Strategies for Success, Tutorial Support Curriculum Resource Guide and DVD</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. AVID Binders</p> <ul style="list-style-type: none"> Set up binders and review “Binder Check-off Sheet” Activity 2.2.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) <p>2. Cornell Notes</p> <ul style="list-style-type: none"> Demonstrate Cornell notes for Students using the Cornell Notes Powerpoint www.avidonline.org>MyAVID>File Sharing Home>Elective Program Resources & Beyond>Cornell Notetaking>Cornell Notes – Resource Powerpoint “Cornell Notes Rubric” Activity 3.5 <i>Strategies for Success</i> (Unit 3) 	<p>1. Tutorial Introduction</p> <ul style="list-style-type: none"> “The 10 Steps of the AVID Tutorial Process” Activity 1.8.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1) “Before, During, and After the Tutorial” <i>Tutorial DVD</i> 	<p>1. Learning Log on Tutorial Process</p> <ul style="list-style-type: none"> “Learning Logs” <i>Strategies for Success</i> (Unit 4) <p>2. Cornell Notes</p> <ul style="list-style-type: none"> “Cornell Notes in Your Classroom” Activity 2.4.8 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) 	<p>1. Tutorial Process Review</p> <ul style="list-style-type: none"> “The Tutorial Learning Process” graphic Section 2: Classroom Applications <i>Implementing & Managing the AVID Program</i> <p>2. Agendas and Calendaring</p> <ul style="list-style-type: none"> “Helpful Hints for Using a Calendar/Agenda” and “Check out My Agenda” Scavenger Hunt Activities 2.1.2 and 2.1.3 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) <p>3. Prepare for Binder Check</p>	<p>1. Team Building</p> <ul style="list-style-type: none"> “Partner’s ‘Pet Peeve’” Activity 5.1 <i>Strategies for Success</i> (Unit 5) <p>2. Guest Speaker Preparation</p> <ul style="list-style-type: none"> “Teacher and Student Preparation” <i>Strategies for Success</i> (Unit 15) <p>3. Binder Check</p> <ul style="list-style-type: none"> “AVID Binder Check – Weeks 1 and 2” Activity 2.2 <i>Strategies for Success</i> (Unit 2)

Week Three At-A-Glance				Grade 8
Week 3 focus: Introduce inquiry, tutorial expectations, guest speakers				
Materials: <i>Implementing & Managing the AVID Program, Strategies for Success, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Introduce Costa’s Levels of Questioning</p> <ul style="list-style-type: none"> • “Three-Story House (Costa’s Levels of Questioning)” Activity 2.5.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) • “Inquiry” Section Two: Classroom Applications <i>Implementing & Managing the AVID Program</i>, “Vocabulary: Costa’s Levels of Thinking and Questioning” Activity 2.5.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) 	<p>1. Tutorial Expectations</p> <ul style="list-style-type: none"> • “Expectations: AVID Teacher, Tutor, Student” and “Expectations: Venn Diagram” Activity 1.5 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1) 	<p>1. Costa’s Levels of Questioning Practice</p> <ul style="list-style-type: none"> • “Costa’s Model of Intellectual Functioning in Three Levels Grid” Section Two: Classroom Applications <i>Implementing & Managing the AVID Program</i> <p>2. Guest Speaker</p> <ul style="list-style-type: none"> • Prepare questions for Guest Speaker “Guest Speaker Guide” Activity 15.2 <i>Strategies for Success</i> (Unit 15) <p>3. Cornell Notes for Guest Speakers</p> <ul style="list-style-type: none"> • “Taking Notes: Some Tips” Activity 3.1 <i>Strategies for Success</i> (Unit 3) 	<p>1. Tutorial Process</p> <ul style="list-style-type: none"> • “The Ideal AVID Tutor and Student” Activity 1.9.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1) <p>2. Prepare for Binder Check</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • Principal Possible Topic: What it takes to run a school <i>Strategies for Success</i> (Unit 15) <p>2. Guest Speaker Learning Log</p> <ul style="list-style-type: none"> • “Learning Log” Activity 4.5 <i>Strategies for Success</i> (Unit 4) <p>3. Binder Check</p>

Week Four At-A-Glance				Grade 8
Week 4 focus: Costa's Levels; tutorial preparation; team building				
Materials: <i>Tutorial Support Curriculum Resource Guide, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Costa's Levels Practice</p> <ul style="list-style-type: none"> • "Classifying Questions According to Costa" Section Two: Classroom Applications <i>Implementing & Managing the AVID Program</i> 	<p>1. Tutorial Request Form</p> <ul style="list-style-type: none"> • "What's In A Tutorial Request Form?" Activity 2.7.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) <p>2. Preparing for Tutorial</p> <ul style="list-style-type: none"> • "Flying Solo or in a Group" Activity 2.9.3 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) 	<p>1. Inquiry</p> <ul style="list-style-type: none"> • Students practice writing content specific questions "Content Specific Questions" Activity 2.5.3 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) <p>2. Organize Binder</p>	<p>1. Tutorial Process</p> <ul style="list-style-type: none"> • "Step 5: Beginning the Tutorial Session" Activity 3.6.1; "How to Present a Question" Activity 3.7.1; "Observation Form" Activity 3.7.2; <i>Tutorial Support Curriculum Resource Guide</i> (Unit 3) 	<p>1. Learning Log</p> <ul style="list-style-type: none"> • "Weekly Learning Log" Activity 4.4 <i>Strategies for Success</i> (Unit 4) <p>2. Team Building</p> <ul style="list-style-type: none"> • "One-One-Two Minute Partner Share" Students share their experiences of the first month of school. <i>Strategies for Success</i> (Unit 6)

Week Five At-A-Glance				Grade 8
Week 5 focus: Self-awareness; team building; paragraph writing; first tutorial				
Materials: <i>Implementing & Managing the AVID Program, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Create a Personality Crest</p> <ul style="list-style-type: none"> • “Personality Crest” Section Two: Classroom Applications <i>Implementing & Managing the AVID Program</i> <p>2. Time Management</p> <ul style="list-style-type: none"> • Students update their calendars/agenda books. 	<p>1. Tutorial</p>	<p>1. Create a Personality Crest</p> <ul style="list-style-type: none"> • “Personality Crest” Section Two: Classroom Applications <i>Implementing & Managing the AVID Program</i> <p>2. Time Management</p> <ul style="list-style-type: none"> • Students do a quickwrite about their successes and challenges in developing time management skills. “Time Management Overview” <i>Strategies for Success</i> (Unit 7) • Introduce “Time Log” Activity 7.1 <i>Strategies for Success</i> (Unit 7) 	<p>1. Tutorial</p>	<p>1. Student Presentations of Personality Crests</p> <ul style="list-style-type: none"> • Students explain the significance of each section of the crest. • “Presentation Rubric” Activity 14.7 <i>Strategies for Success</i> (Unit 14)

Week Six At-A-Glance				Grade 8
Week 6 focus: Paragraph Writing; tutorial; guest speaker; binder check				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Paragraph Writing</p> <ul style="list-style-type: none"> “Outline for Paragraph Writing” Activity 3.1c <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 3) Using “Personality Crest,” students write a paragraph about themselves. <p>2. Time Management</p> <ul style="list-style-type: none"> Revisit completed “Time Logs” Complete “Time Management Questionnaire” based on “Time Log” information. Activities 7.1/7.2 <i>Strategies for Success</i> (Unit 7) 	<p>1. Tutorial</p> <p>2. “Goals for AVID Tutorials”</p> <ul style="list-style-type: none"> Activity 3.10.3 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 3) 	<p>1. Paragraph Writing</p> <ul style="list-style-type: none"> Review “Outline for Paragraph Writing” Activity 3.1c <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 3) Students write a paragraph about the AVID Program using the Non-fiction, Expository Sample. “Paragraph Samples” Activity 3.1b <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 3) <p>2. Time Management</p> <ul style="list-style-type: none"> “Time Log Reflection” Activity 7.1 <i>Strategies for Success</i> (Unit) 	<p>1. Tutorial</p> <p>2. Binder Check Preparation</p> <p>3. Guest Speaker Questions</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> Assistant Principal <p>Possible topic: The duties of the Assistant Principal <i>Strategies for Success</i> (Unit 15)</p> <p>2. Binder Check</p>

Week Seven At-A-Glance				Grade 8
Week 7 focus: Understanding Clichés, tutorial, team building				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Clichés</p> <ul style="list-style-type: none"> Activities for Expanding Word Choice/Vocabulary, Advanced Activity: Cliché Activity 5.2 <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 5)</p> <ul style="list-style-type: none"> Explain clichés, brainstorm common clichés, discuss cliché transparency, create cliché illustrations, share illustrations Students can take Cornell Notes during this process. They can put the cliché on the left side and another way to say it on the right side. 	<p>1. Tutorial</p>	<p>1. Clichés</p> <p>Writing Options</p> <ul style="list-style-type: none"> Students paragraphs using clichés. Share in small groups. Revise to eliminate clichés. OR Develop one cliché into a showing paragraph. Ex: “He looked as old as the hills.” “Outline for Paragraph Writing” Activity 3.1c; “Activities for Expanding Word Choice/Vocabulary: Cliché Activity 5.2” <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> (Units 3 and 5)</p>	<p>1. Tutorial</p>	<p>1. Team Building</p> <ul style="list-style-type: none"> “Tower Building” Activity 6.7 <i>Strategies for Success</i> (Unit 6) <p>2. Learning Log</p> <ul style="list-style-type: none"> Students write learning logs about the process of creating the tower. Possible questions: Who were your group members? Was there a leader? In what way did you participate? How was this an effective team building exercise? What did you learn through this activity?

Week Eight At-A-Glance				Grade 8
Week 8 focus: Showing writing, tutorial, goal setting, binder check				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Showing Writing</p> <ul style="list-style-type: none"> Showing Writing Activity, “Samples of Showing Writing”, “Telling Sentences Activities 5.2d-e” <p><i>Middle Level Writing with Integrated Reading and Oral Language (Unit 5)</i></p>	<p>1. Tutorial</p>	<p>1. Showing Writing Lesson Continued</p> <p>2. Goal Setting</p> <ul style="list-style-type: none"> Understanding long-range, mid-range, and short-range goals <p>“Goal Setting Unit Plan: Week 1”</p> <p><i>Strategies for Success (Unit 9)</i></p>	<p>1. Tutorial</p> <p>2. Binder Check Preparation</p>	<p>1. Goal Setting</p> <p>Write 2-5 personal goals for each category; illustrate them and post in a prominent place in the classroom</p> <p>2. Binder Check</p>

Week Nine At-A-Glance				Grade 8
Week 9 focus: Paragraph writing, tutorial, goal setting				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Paragraph Writing Write about a Favorite Person</p> <ul style="list-style-type: none"> “Outline for Paragraph Writing” Activity 3.1c Samples of Showing Writing, Telling Sentences Activities 5.2d-e, <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Units 3 and 5) <p>2. Share paragraphs</p> <ul style="list-style-type: none"> Supporting Details Activity 5.1a <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 5) 	<p>1. Tutorial</p>	<p>1. Revise Favorite Person Paragraph</p> <ul style="list-style-type: none"> “Outline for Paragraph Writing” Activity 3.1c; Samples of Showing Writing, Telling Sentences Activities 5.2d-e; Supporting Details Activity 5.1a <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 3) <p>2. Share revised paragraphs.</p> <p>3. Introduce Philosophical Chairs</p> <ul style="list-style-type: none"> Students take Cornell Notes <i>Strategies for Success</i> (Unit 11) 	<p>1. Tutorial</p>	<p>1. Philosophical Chairs Topic: <i>Everyone would be a lot better off without television.</i></p> <ul style="list-style-type: none"> “Philosophical Chairs: Rules of Engagement”; “Philosophical Chairs Report” Activity 11.1 <i>Strategies for Success</i> (Unit 11)

Week Ten At-A-Glance				Grade 8
Week 10 focus: Active/passive voice, tutorial, philosophical chairs				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Tutorial Support Resource Curriculum Guide, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Active/Passive Voice</p> <ul style="list-style-type: none"> “Examples of Changing Sentences from Active to Passive Voice” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 5) Students take Cornell Notes on information 	<p>1. Tutorial</p>	<p>1. Active/Passive Voice</p> <ul style="list-style-type: none"> “Active/Passive Voice Practice” Activities 1 & 2, 5.3c-d <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 5) <p>2. Students revise one of their own paragraphs:</p> <ul style="list-style-type: none"> Personality Crest, AVID Program, or Favorite Person “Outline for Paragraph Writing” Activity 3.1c <i>Middle Level Writing with Integrated Reading and Oral Language Curriculum</i> (Unit 3) 	<p>1. Tutorial</p>	<p>1. Goal Setting “Goal-Setting Outline” Activity 9.1 <i>Strategies for Success</i> (Unit 9)</p> <p>2. Weekly Learning Log</p> <ul style="list-style-type: none"> Learning Logs Activity 4.3-4.4 <i>Strategies for Success</i> (Unit 4) <p>3. Binder check</p>

Week Eleven At-A-Glance				Grade 8
Week 11 focus: Understanding context clues, tutorial, binder check, guest speaker				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Story Impression</p> <ul style="list-style-type: none"> • “Story Impression Activity” (Questions 1 & 2 only) Activity 9.2c <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) • Use vocabulary from “Fateful Voyage” Activity 9.7b <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) 	<p>1. Tutorial</p>	<p>1. Context Clues</p> <ul style="list-style-type: none"> • “Activities for Using Context Clues”, “Context Clues”, “Fateful Voyage” Activity 9.7a-b <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) • Revisit “Story Impression” from Monday. Answer Question 3. 	<p>1. Tutorial</p> <p>2. Guest Speaker Questions</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • Counselor <p>Possible Topic: Planning for High School <i>Strategies for Success</i> (Unit 15)</p>

Week Twelve At-A-Glance				Grade 8
Week 12 focus: Summary Writing, tutorial, team building				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Introduce Summary Writing</p> <ul style="list-style-type: none"> • “Good Summaries – The Five Criteria”; “Summary Rubric” Activity 1.5b <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 1) • Students take Cornell Notes on information <p>2. Summary Writing Practice</p> <ul style="list-style-type: none"> • In pairs, students write summaries of “Fateful Voyage” • “Summary Checklist”, “Summary Rubric” Activity 1.5d-e <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 1) 	<p>1. Tutorial</p> <p>2. Higher-Level Reflections</p> <ul style="list-style-type: none"> • Activity 4.2.3 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Summary Group Read-around</p> <ul style="list-style-type: none"> • Partners share their summaries from Monday in small groups. <p>2. Evaluating Summaries</p> <ul style="list-style-type: none"> • Take some of the student summaries from Monday. Read them together as a class. Evaluate them based on the rubric. Focus on the positive! (Keep the summaries anonymous to protect students’ feelings.) 	<p>1. Tutorial</p> <p>2. Binder Check Preparation</p>	<p>1. Two Truths and a Lie</p> <ul style="list-style-type: none"> • Students write two truths and one lie about themselves. Then they read them aloud in front of the class. Classmates try to guess which are true and which statement is the lie. • Students can take Cornell Notes about their classmates and write a brief summary about something they found surprising or interesting. <p>2. Binder Check</p>

Week Thirteen At-A-Glance				Grade 8
Week 13 focus: Reading purposes, tutorial, philosophical chairs				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Reading Purposes</p> <ul style="list-style-type: none"> • “Possible Process of a Proficient Reader” Activity 9a <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) • Have students make a chart or write Cornell Notes on their classes and identify the purpose(s) of reading and what they read in each class. 	<p>1. Tutorial</p>	<p>1. Reading Purposes</p> <ul style="list-style-type: none"> • “Activities for Reading for a Variety of Purposes – Children’s Book” Activity 9.1 <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) <p>2. Summary Writing</p> <ul style="list-style-type: none"> • Students write individual summaries about their question and how it relates to the children’s book. • “Summary Checklist” Activity 1.5d <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 1) 	<p>1. Tutorial</p>	<p>1. Learning Log</p> <ul style="list-style-type: none"> • What kind of reading did I do in my classes this week? What successes and challenges did I face in my reading? <p>2. Philosophical Chairs</p> <ul style="list-style-type: none"> • Create a topic based on a central theme of the children’s book from Wednesday, or choose one from “Philosophical Chairs Topics” <i>Strategies for Success</i> (Unit 11)

Week Fourteen At-A-Glance				Grade 8
Week 14 focus: Dialectical journals				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, College and Careers</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Dialectical Journal</p> <ul style="list-style-type: none"> • “Dialectical Journal Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 11) • “Dialectical Journal” Activities 9.1a-b <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) • Students create their own Dialectical Journals based on the children’s book from last week. 	<p>1. Tutorial</p>	<p>1. Extending the Dialectical Journal</p> <ul style="list-style-type: none"> • “One Pager” Activity 9.5a <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) • Students create the One Pager based on the children’s book from last week. <p>2. Share One Pagers in small groups</p> <ul style="list-style-type: none"> • Create a rubric in groups to evaluate One Pagers <p>3. Organize Binders</p>	<p>1. Tutorial</p>	<p>1. Careers</p> <ul style="list-style-type: none"> • “Changing Careers” Activity 2.1 <i>College and Careers</i> (Unit 2) • “Website Investigator Form” Activity 2.2 <i>College and Careers</i> (Unit 2) <p>2. Binder Check</p>

Week Fifteen At-A-Glance				Grade 8
Week 15 focus: Career exploration, tutorial				
Materials: <i>College and Careers, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
1. Careers <ul style="list-style-type: none"> Share “Website Investigator Form” findings Activity 2.2 <i>College and Careers</i> (Unit 2) 	1. Tutorial	1. Careers <ul style="list-style-type: none"> “The Ideal Career” Activity 2.3 <i>College and Careers</i> (Unit 2) “One-One-Two Minute Partner Share” Activity 6.6 <i>Strategies for Success</i> (Unit 6) about information on “The Ideal Career” handout. 	1. Tutorial	1. Careers <ul style="list-style-type: none"> “Career Exploration Activity” <i>College and Careers</i> (Unit 2) “Career Selection” Activity 2.4 <i>College and Careers</i> (Unit 2)

Week Sixteen At-A-Glance				Grade 8
Week 16 focus: Career exploration, tutorial, guest speaker, binder check				
Materials: <i>College and Careers</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
1. Careers <ul style="list-style-type: none"> Explain “Student Responsibilities” Activity 2.5 <i>College and Careers</i> (Unit 2) Visit computer lab for student career research 	1. Tutorial	1. Careers <ul style="list-style-type: none"> Continue student career research in computer lab 2. Career-related Reading <ul style="list-style-type: none"> Read, take Cornell Notes, and discuss career-related text from magazine or newspaper 	1. Tutorial	1. Guest Speaker <ul style="list-style-type: none"> School Board Member Possible Topic: How one becomes a school board member and the duties of that position, <i>Strategies for Success</i> (Unit 15) 2. Binder Check

Week Seventeen At-A-Glance				Grade 8
Week 17 focus: Career exploration, test preparation, tutorial, career presentations				
Materials: <i>College and Careers</i> , <i>Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Careers</p> <ul style="list-style-type: none"> Continue “Student Responsibilities” Activity 2.5 <i>College and Careers</i> (Unit 2) <p>2. Test Preparation</p> <ul style="list-style-type: none"> “Test Taking Problems” Activity 13.1 <i>Strategies for Success</i> (Unit 13) Quickwrite: Using the information from this activity, write about one particular experience. Reflect on the specific problems you encountered on this test. 	<p>1. Tutorial</p> <p>2. Test Preparation</p> <ul style="list-style-type: none"> “Test-Taking Tips (1-3)” <i>Strategies for Success</i> (Unit 13) 	<p>1. Careers</p> <ul style="list-style-type: none"> “Student Responsibilities” Activity 2.5 <i>College and Careers</i> (Unit 2) <p>2. Test Preparation</p> <ul style="list-style-type: none"> “Test-Taking Tips (4-6)” <i>Strategies for Success</i> (Unit 13) 	<p>1. Tutorial</p>	<p>1. Career Presentations</p> <ul style="list-style-type: none"> “Public Speaking Terminology Activity 14.1”, “Presentation Rubric Activity 14.7” <i>Strategies for Success</i> (Unit 14)

Week Eighteen At-A-Glance				Grade 8
Week 18 focus: test preparation, tutorial				
Materials: <i>Strategies for Success, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Test Preparation</p> <ul style="list-style-type: none"> • “Test-Taking Tips (7-8)” <i>Strategies for Success</i> (Unit 13) 	<p>1. Tutorial</p> <p>2. Test Preparation</p> <ul style="list-style-type: none"> • “Test-Taking Tips (9-10)” <i>Strategies for Success</i> (Unit 13) 	<p>1. Test Preparation</p> <ul style="list-style-type: none"> • Organize Cornell Notes and create sample test questions in small groups <p>2. Grade/Tutorial Analysis Activity Activity 3.12.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 3)</p>	<p>1. Tutorial</p>	<p>1. Test Preparation</p> <ul style="list-style-type: none"> • Create a test prep plan for studying, using your newly gained knowledge. <p>2. Learning Log</p> <ul style="list-style-type: none"> • Possible Topic: How did I do on my tests this week? What were some successes? What were some challenges? <p>3. Binder Check</p>

Week Nineteen At-A-Glance				Grade 8
Week 19 focus: Start of 2 nd Semester: Six-Year Plan, tutorial, guest speaker				
Materials: <i>College and Careers</i> , <i>Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Six-Year Plan</p> <ul style="list-style-type: none"> • “Updating the Six-Year Plan” Into Activity <i>College and Careers</i> (Unit 2) • “The Six-Year Plan” <i>College and Careers</i> (Unit 1) 	<p>1. Tutorial</p>	<p>1. Six-Year Plan</p> <ul style="list-style-type: none"> • “Updating the Six-Year Plan” Through Activity, “My Progress” Activity 2.6 <i>College and Careers</i> (Unit 2) • “The Six-Year Plan” <i>College and Careers</i> (Unit 1) • Generate questions for Friday’s guest speaker <i>Strategies for Success</i> (Unit 15) 	<p>1. Tutorial</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • Teacher (Ask a teacher who has an unconventional career past that led to teaching/education) • Possible Topic: What influenced him/her to become a teacher? Did he/she have another career before teaching? What was his/her college path? • <i>Strategies for Success</i> (Unit 15)

Week Twenty At-A-Glance				Grade 8
Week 20 focus: Understanding and Analyzing Persuasive Writing, tutorial, binder check				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Writing Process</p> <ul style="list-style-type: none"> Review the writing process. “Getting Started 2.1” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 2) <p>2. The Essay</p> <ul style="list-style-type: none"> Review the parts of an essay. “4.1 Parts of the Essay Activities”; “4.2 Understanding Process Terminology Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 4) 	<p>1. Tutorial</p>	<p>1. Introduce Persuasive Writing as type for 8th grade.</p> <ul style="list-style-type: none"> “6.3 Persuasive Mode: Editorial/ Personal Commentary Activities – Building Background Knowledge” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) Have students write a persuasive paragraph on a topic of your choice. Have them address the elements of a persuasive piece. Share and discuss. 	<p>1. Tutorial</p>	<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> “6.3 Persuasive Mode: Editorial/ Personal Commentary Activities – Getting Started” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) Read and discuss several professional examples. “Analyzing Persuasion” Handout 6.3 <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) <p>2. Binder Check</p>

Week Twenty-one At-A-Glance				Grade 8
Week 21 focus: Persuasive Writing, “Dumb Law” activity, tutorial				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> • “6.3 Persuasive Mode: Editorial/Personal Commentary Activities – Getting Started” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) • Continue reading and discussing professional examples. “Analyzing Persuasion” Handout 6.3 <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) 	<p>1. Tutorial</p>	<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> • “6.3 Dumb Law Writing Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) • Students read and analyze “Dumb Laws” in their state. In pairs, they evaluate whether the law should stay or go. They write a persuasive piece with elements previously discussed to prove their point. Share and discuss drafts. • Extension: Students create their own “Dumb Law” and write a paragraph justifying it. 	<p>1. Tutorial</p>	<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> • “6.3 Persuasive Mode: Editorial/Personal Commentary Activities – Getting Started” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) • Brainstorm issues that are important to students. Consider rules at home, school, and community. <p>2. Philosophical Chairs</p> <ul style="list-style-type: none"> • Conduct a philosophical chairs discussion about one of the topics in brainstorm.

Week Twenty-two At-A-Glance				Grade 8
Week 22 focus: Persuasive Writing, tutorial, binder check				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> • Begin research on topic in computer lab. Have students take notes on both sides of their issues. A “T” chart would be a good graphic organizer for this work. • Organize the research. “Persuasive Essay Planning” Handout 6.3d <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) • Collect Planning Sheets for approval 	<p>1. Tutorial</p>	<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> • Distribute and discuss “Persuasive Writing Rubric” Handout 6.3h <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) • Students begin writing their first drafts in class. “6.3 Persuasive Mode: Editorial/Personal Commentary Activities – Drafting” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6). • Finish draft for homework 	<p>1. Tutorial</p>	<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> • Students work on integrating quotes, adding strong words, incorporating leads. “6.3 Persuasive Mode: Editorial/Personal Commentary Activities – Revising” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6). <p>2. Binder Check</p>

Week Twenty-three At-A-Glance					Grade 8
Week 23 focus: Persuasive Writing: revising initial draft, tutorial					
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>					
Monday	Tuesday	Wednesday	Thursday	Friday	
<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> Students continue working on integrating quotes, adding strong words, incorporating leads. “6.3 Persuasive Mode: Editorial/ Personal Commentary Activities – Revising” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) 	<p>1. Tutorial</p>	<p>1. Persuasive Writing</p> <ul style="list-style-type: none"> Teach students how to correctly incorporate quotations and cite sources. “6.3 Persuasive Mode: Editorial/ Personal Commentary Activities – Editing” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6). Teach various and appropriate focus lessons <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 5) Final drafts due on Friday 	<p>1. Tutorial</p>	<p>1. Persuasive Writing Reflection</p> <ul style="list-style-type: none"> “6.3 Persuasive Mode: Editorial/ Personal Commentary Activities – Reflection” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6). Write a brief reflection about your paper and score the paper based on the “Persuasive Writing Rubric” <p>2. “One-One-Two Minute Partner Share”</p> <ul style="list-style-type: none"> Students tell one another about their persuasive papers Activity 6.6 <i>Strategies for Success</i> (Unit 6) 	

Week Twenty-four At-A-Glance				Grade 8
Week 24 focus: Drawing Inferences, tutorials, field trip				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Drawing Inferences</p> <ul style="list-style-type: none"> • Read introductory material “9.6 Drawing Inferences” • Follow “9.6 Drawing Inferences Activity” guidelines <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) 	<p>1. Tutorial</p> <p>2. Tutorial Reflection</p> <ul style="list-style-type: none"> • “Student Presenter Reflection” Activity 5.4.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 5) • “Group Member Reflection” Activity 5.5.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 5) 	<p>1. Understanding Inferences</p> <ul style="list-style-type: none"> • Review inferences • Continue practicing “9.6 Understanding Inferences Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) <p>2. Learning Log</p> <ul style="list-style-type: none"> • Explain how to determine the main idea of a text and how to draw inferences • “Learning Logs” <i>Strategies for Success</i> (Unit 4) <p>3. Get Organized</p> <ul style="list-style-type: none"> • Take time to update calendars and organize binders 	<p>1. Tutorial</p>	<p>1. Field Trip</p> <ul style="list-style-type: none"> • Take a trip to your feeder high school for a tour from AVID students, OR go a feeder elementary school and tell them about AVID and read with students • “Field Trips” <i>Strategies for Success</i> (Unit 16)

Week Twenty-five At-A-Glance				Grade 8
Week 25 focus: Understanding Advertisements, tutorial, game day, guest speaker, binder check				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Understanding Advertisements</p> <ul style="list-style-type: none"> Share several written advertisements or classified ads with your students. Now that they understand persuasion, have them evaluate the ads. “6.3 Activities for Ratcheting Persuasive Writing Up or Down” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 6) Develop a rubric to determine “sellability” of ads. Have students create their own ads: a poor one and an excellent one for the same item. 	<p>1. Tutorial</p>	<p>1. Share advertisements</p> <ul style="list-style-type: none"> Students share their advertisements with the class. <p>2. Organize Binders</p> <p>3. Game Day</p> <ul style="list-style-type: none"> Allow students to play games for the rest of the period. Some ideas include Scrabble, Yahtzee!, Jenga, Trivial Pursuit, Pictionary, Scattergories, and Charades. Along with team building, these games also improve students’ cultural literacy and critical thinking. 	<p>1. Tutorial</p>	<p>1. Guest Speaker Marketing/Advertising Professional</p> <ul style="list-style-type: none"> Explain how to market of advertise a product or business <i>Strategies for Success</i> (Unit 15) <p>2. Binder Check</p>

Week Twenty-six At-A-Glance				Grade 8
Week 26 focus: Public Speaking, Oral Language, tutorials				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Two-Voice Poem Activity</p> <ul style="list-style-type: none"> • Read samples of two-voice poems (<i>Joyful Noise</i> by Paul Fleischman) • Identify and discuss traits • Begin working in partners to write original two-voice poems • “12.1 Two-Voice Poem Activity”, “12.1c Venn Diagram” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 12) 	<p>1. Tutorial</p>	<p>1. Two-Voice Poem Activity</p> <ul style="list-style-type: none"> • Continue writing original two-voice poems • Present original two-voice poems to the class 	<p>1. Tutorial</p>	<p>1. Triad Activity</p> <ul style="list-style-type: none"> • Follow guidelines for “Triad Activity” using questions about current AVID elective content (persuasive writing, advertising, etc.) <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 12), • Write a learning log after the discussions. “Learning Logs” <i>Strategies for Success</i> (Unit 4) <p>2. Time Management</p> <ul style="list-style-type: none"> • Update calendars • Organize binder

Week Twenty-seven At-A-Glance				Grade 8
Week 27 focus: Public Speaking, Oral Language, tutorials, guest speaker, binder check				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Introduce Speech to Inform</p> <ul style="list-style-type: none"> • Explain purpose and grading • Brainstorm topics • Select topics and do research • “Speech to Inform Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 12) 	<p>1. Tutorial</p>	<p>1. Speech to Inform</p> <ul style="list-style-type: none"> • Continue research • Write speeches • Create at least one visual aid • Practice speeches • “Speech to Inform Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 12) 	<p>1. Tutorial</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • Toastmaster or someone from the community who often speaks publically <i>Strategies for Success</i> (Unit 15) <p>2. Binder check</p> <p>3. Practice Speech to inform over the weekend!</p>

Week Twenty-eight At-A-Glance				Grade 8
Week 28 focus: Public Speaking, Oral Language, tutorials				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Speech to Inform</p> <ul style="list-style-type: none"> • Present speeches • Listeners use blank paper folded into about 15 squares (30 total front and back). Draw a picture to go along with each speech while listening • Debrief speeches for today 	<p>1. Tutorial</p>	<p>1. Speech to Inform</p> <ul style="list-style-type: none"> • Present speeches • Listeners use blank paper folded into about 15 squares (30 total front and back). Draw a picture to go along with each speech while listening • Debrief speeches for today <p>2. Written Reflection</p> <ul style="list-style-type: none"> • Write a reflection about this experience “Reflection on Speaking Activity” Activity 13.1a <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 13) 	<p>1. Tutorial</p>	<p>1. Goal Setting</p> <ul style="list-style-type: none"> • Review short, mid, and long-range goals. • Brainstorm all types of goals. • Write down 5 for each category and share with partner • “Goal Setting Unit Plan” <i>Strategies for Success</i> (Unit 9) <p>2. Goal Setting Outline</p> <ul style="list-style-type: none"> • Choose one goal from the list • Complete “Goal Setting Outline” Activity 9.1 <i>Strategies for Success</i> (Unit 9) • Share with someone at home

Week Twenty-nine At-A-Glance				Grade 8
Week 29 focus: Reading, tutorials, guest speaker, binder check				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
1. “The Proficient Reader” <ul style="list-style-type: none"> • “9.1 Purpose for Reading” • “9.1 Dialectical Journal Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9)	1. Tutorial	1. Main Idea – Nonfiction <ul style="list-style-type: none"> • Choose a nonfiction text students are reading in core class • “9.3 Main Idea Formula Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9)	1. Tutorial	1. Guest Speaker <ul style="list-style-type: none"> • Chamber of Commerce President 2. Binder Check

Week Thirty At-A-Glance				Grade 8
Week 30 focus: Story Impression, Socratic Seminar				
Materials: <i>Middle Level Writing with Integrated Reading and Oral Language, Strategies for Success, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Story Impression</p> <ul style="list-style-type: none"> Choose a short, high-interest text Follow the Story Impression Guidelines “9.2 Story Impression Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 9) 	<p>1. Tutorial</p> <p>2. Reflective Learning Log</p> <ul style="list-style-type: none"> Activity 4.2.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Introduce Socratic Seminar</p> <ul style="list-style-type: none"> Use the text from Story Impression Activity on Monday Explain the Elements of Socratic Seminar; students take Cornell Notes Develop Questions Discuss Rubric Socratic Seminar <i>Strategies for Success</i> (Unit 12) 	<p>1. Tutorial</p>	<p>1. Conduct Socratic Seminar</p> <ul style="list-style-type: none"> Socratic Seminar <i>Strategies for Success</i> (Unit 12) <p>2. Complete the “Socratic Seminar Discussion Debrief”</p> <ul style="list-style-type: none"> Students independently complete this sheet “Socratic Seminar Discussion Debrief” <i>Strategies for Success</i> (Unit 12)

Week Thirty-one At-A-Glance				Grade 8
Week 31 focus: Preparing for High School, tutorial, binder check				
Materials: <i>College and Careers, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
1. Understanding and Transitioning to High School <ul style="list-style-type: none"> • Explain assignment “Understanding and Transitioning to High School,” Unit Plan <i>College and Careers</i> (Unit 2) • Form grade-level groups for research • Brainstorm: “Understanding High School” Activity 2.12 <i>College and Careers</i> (Unit 2) • “Finding My Way” Activity 2.13 <i>College and Careers</i> (Unit 2) 	1. Tutorial	1. Understanding and Transitioning to High School <ul style="list-style-type: none"> • Research/Preparation time. “Understanding and Transitioning to High School” Unit Plan <i>College and Careers</i> (Unit 2) 	1. Tutorial	1. Understanding and Transitioning to High School <ul style="list-style-type: none"> • Guest Speakers High School students from your feeder high school <i>Strategies for Success</i> (Unit 15) 2. Binder Check

Week Thirty-two At-A-Glance				Grade 8
Week 32 focus: Preparing for High School, tutorial				
Materials: <i>College and Careers</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
1. Understanding and Transitioning to High School <ul style="list-style-type: none"> • Finish preparing for presentation • Create visual aids and assign speaking parts • “Understanding High School” Activity 2.12 <i>College and Careers</i> (Unit 2) 	1. Tutorial	1. Understanding and Transitioning to High School <ul style="list-style-type: none"> • Students present grade-level high school projects • “Understanding High School” Activity 2.12 <i>College and Careers</i> (Unit 2) • Listeners take Cornell Notes during presentations 	1. Tutorial	1. Understanding and Transitioning to High School <ul style="list-style-type: none"> • “Transition to High School: Reflective Essay” Activity 2.14 <i>College and Careers</i> (Unit 2)

Week Thirty-three At-A-Glance				Grade 8
Week 33 focus: College Current Events, tutorial, guest speaker, binder check				
Materials: <i>College and Careers</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
1. College Article <ul style="list-style-type: none"> • Read, discuss, and write questions about a teacher-selected college-related article • Conduct Philosophical Chairs or Socratic Seminar about this article “College Current Events” Activity 2.10 <i>College and Careers</i> (Unit 2) 	1. Tutorial	1. College Current Events <ul style="list-style-type: none"> • Students find an article about a college on the Internet • Read the article, identify key ideas, take Cornell Notes • Write 2 higher-level questions and give answers about the article/college “College Current Events” Activity 2.10 <i>College and Careers</i> (Unit 2) 	1. Tutorial	1. Continue College Current Events <ul style="list-style-type: none"> • Students find an article about a college on the Internet • Read the article, identify key ideas, take Cornell Notes • Write 2 higher-level questions and give answers about the article/college “College Current Events” Activity 2.10 <i>College and Careers</i> (Unit 2) 2. Binder Check

Week Thirty-four At-A-Glance				Grade 8
Week 34 focus: College Current Events, tutorial				
Materials: <i>College and Careers, Middle Level Writing with Integrated Reading and Oral Language</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Share College Current Events</p> <ul style="list-style-type: none"> • Students share their current events in small groups • Select most interesting from the groups. Share with whole class “College Current Events” <i>College and Careers</i> (Unit 2) 	<p>1. Tutorial</p>	<p>1. Triad activity Students discuss prompts provided by the teacher:</p> <ul style="list-style-type: none"> • “Triad Activity” <i>Middle Level Writing with Integrated Reading and Oral Language</i> (Unit 12) <ul style="list-style-type: none"> ○ What excites you about high school? ○ What has AVID done to prepare you for high school? ○ Share one goal for 9th grade? ○ Share your biggest accomplishment in 8th grade? <p>2. Learning Log</p> <ul style="list-style-type: none"> • Students write a learning log about the four topics from the Triad activity 	<p>1. Tutorial</p>	<p>1. Organizing & Time Management</p> <ul style="list-style-type: none"> • Students take time to organize their binders, notes, and other materials to prepare for tests and culminating assignments • Students update their calendars and begin planning their time for studying and homework related to tests and culminating assignments

Week Thirty-five At-A-Glance				Grade 8
Week 35 focus: AVID Portfolio, tutorials, guest speaker, final binder check				
Materials: <i>Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. AVID Portfolio</p> <ul style="list-style-type: none"> Students begin organizing their AVID Portfolios. Guiding Questions: <i>How have I been prepared for high school? How does my plan for high school success take advantage of my areas of strength and account for my areas of challenge?</i> <p>“Portfolio Guiding Questions” Activity 17.1 <i>Strategies for Success</i> (Unit 17)</p>	<p>1. Tutorial</p>	<p>1. AVID Portfolio</p> <ul style="list-style-type: none"> Students continue organizing and reflecting on their portfolios. “Portfolio Guiding Questions” Activity 17.1 <i>Strategies for Success</i> (Unit 17) 	<p>1. Tutorial</p>	<p>1. AVID Portfolio</p> <ul style="list-style-type: none"> Students share their portfolios in small groups. Collect AVID Portfolios <p>2. Binder Check</p>

Week Thirty-six At-A-Glance				Grade 8
Week 36 focus: Gratitude, final tutorials (if needed), End-of-Year Celebration				
Materials: <i>Tutorial Support Curriculum Resource Guide, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Thank You Notes</p> <ul style="list-style-type: none"> Students write thank you notes to the AVID Tutors. Students write thank you notes to at least one teacher who made a positive impact on them. Students could also write a thank you note to another school staff person and parent/friend who has made a positive impact. <p>1. Goal Setting</p> <ul style="list-style-type: none"> Brainstorm some goals for the summer Set short-term goals that can be met by summer's end Discuss and complete "Goal Setting Outline" Activity 9.1 <i>Strategies for Success</i> (Unit 9) 	<p>1. Tutorial</p> <p>2. Grade/Tutorial Analysis Activity</p> <ul style="list-style-type: none"> Activity 3.12.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 3) 	<p>1. Prepare for End-of-Year Celebration</p> <ul style="list-style-type: none"> Have students gather supplies/decorate as needed for Friday's celebration <p>2. Game Day</p> <ul style="list-style-type: none"> Allow students to play games for the rest of the period. Some ideas include Scrabble, Yahtzee!, Jenga, Trivial Pursuit, Pictionary, and Charades. Along with team building, these games also improve students' cultural literacy. <p>3. Deliver gratitude letters</p>	<p>1. Tutorial</p>	<p>1. End-of-Year Celebration</p> <ul style="list-style-type: none"> Awards

