

# TABLE OF CONTENTS

<b>Course Description</b>	<b>2</b>
<b>Impact on Master Schedule</b>	<b>2</b>
<b>Impact on Staffing</b>	<b>2</b>
<b>Explanation of Identification, Recruitment, and Selection</b>	<b>3</b>
<b>Curriculum Design</b>	<b>4</b>
<b>Curriculum Framework: 9<sup>th</sup> Grade</b>	<b>4</b>
<b>Curriculum Framework: 10<sup>th</sup> Grade</b>	<b>4</b>
<b>Curriculum Framework 11<sup>th</sup> Grade</b>	<b>5</b>
<b>Curriculum Framework 12<sup>th</sup> Grade</b>	<b>5</b>
<b>9<sup>th</sup> Grade Curriculum Overview</b>	<b>6</b>
<b>Unit 1: Building Community and Trust</b>	<b>8</b>
<b>Unit 2: Learning Styles, Study Skills, and Organization</b>	<b>9</b>
<b>Unit 3: Secondary Course Selection</b>	<b>10</b>
<b>Unit 4: State Standardized Test Prep</b>	<b>11</b>
<b>Unit 5: Writing Boot Camp</b>	<b>12</b>
<b>Unit 6: Financial Literacy</b>	<b>13</b>

**Course Description:** This project-based elective course for Upward Bound Piner students will supplement core academic classes, emphasizing critical thinking, communication, test preparation, interdisciplinary learning, and other key skills to help students prepare for acceptance and entry into a four-year university. Additionally, the course will help Piner students remain in contact with the Upward Bound Piner community, as well as the program community at large. Each year will build upon the knowledge and skills gained in previous grades to ensure that students are fully prepared to be well-rounded, successful college students. Where applicable, California Common Core State Standards have been integrated at each level to reinforce and apply learning from core academic subjects.

**Impact on Master Schedule:** The Upward Bound Piner elective course will begin with three sections to accommodate all 60 freshmen. Over time, the course will require four sections to accommodate 9th-12th graders. The Upward Bound elective may conflict with the 9th grade computer course in which freshmen are enrolled; however, given that the computer course is not a G elective or a graduation requirement, there would be no impact to students wishing to take Upward Bound instead. Aside from choosing between Upward Bound and the 9th grade computer elective class, students enrolled in Upward Bound will be able to complete their A-G requirements through one of the pathways we have developed. The pathways provide options for students so they may take courses required for graduation and college admission, while fitting the Upward Bound elective into their schedules as well.

**Impact on Staffing:** The Upward Bound Piner project is fully staffed by Upward Bound. Kerry Jo Bourns will serve as Project Director, and Rayna Penning, a credentialed teacher, will serve as Manager of Outreach and Academic Services for the project. Ms. Penning will handle the duties of counseling/advising, maintaining and keeping student records, collaborating with site faculty, and teaching the Upward Bound elective course. The program will have no fiscal impact on site or district staffing.

**Explanation of Identification, Recruitment, and Selection:** Students eligible for Upward Bound Piner will be identified, recruited, and selected based on the steps outlined in the table below.

Identification	When?	Who?
1. The UB project determines the number of open slots available at each grade level for the following academic year.	September	Program Director
2. Referrals are accepted from target and feeder school staff, as well as from community partners. UB staff have an open-door policy to answer student/parent questions and provide application assistance.	October	Teachers/Staff All UB Program Staff
Recruitment	When?	Who?
3. School assemblies, classroom presentations, school-based application workshops and public announcements are made for recruitment, and applications are distributed. Application deadline is set.	November - January	Manager of Outreach and Academic Services
4. Students work with their parents/guardians to complete applications. Applications are accepted and reviewed for completion, eligibility, and academic need, until the application deadline.	November - January	Students/Parents/Guardians Manager of Outreach and Academic Services
Selection	When?	Who?
5. Interviews are scheduled and completed for all eligible applicants, using a selection committee. Potential is assessed. Interviews are rated using a point system.	February - March	Program Director Manager of Outreach and Academic Services
6. Entire applications are reviewed, including Letters of Recommendation, Personal Statements, transcripts, grades, and test scores. The applications are scored, ranked, and selected. Successful applicants are notified via letter. Unsuccessful but eligible students are placed on a waiting list for one school semester.	March - May	Program Director

**Curriculum Design:** The curriculum design framework for 9<sup>th</sup>-12<sup>th</sup> grades, from the grant proposal, has been reproduced below. The curriculum allows for flexibility as units are developed further, and depending on students' academic needs.

**UB Curriculum Design  
9th Grade**

<b>Projects Offered</b>	<b>Curriculum Areas Addressed</b>
Building Community and Trust: Getting to know each other. Who are you?	Composition, Language Arts, Teambuilding
Learning Styles, Study Skills, and Organization: Where am I going and how do I get there?	Critical Thinking, Non-Cognitive Skills, Public Speaking, Notetaking, Planner Use, Goal-Setting
Secondary Course Selection	A-G Requirements
State Standardized Test Prep	Mathematics, Language Arts, Test Prep
Writing Skills Boot Camp	Literature, Composition, Critical Thinking
Financial Literacy	Mathematics, Financial Literacy

**UB Curriculum Design  
10th Grade**

<b>Projects Offered</b>	<b>Curriculum Areas Addressed</b>
PSAT Prep and Test	Mathematics, Language Arts, Test Prep
Cultural and Personal Awareness: Telling Your Story	Literature, Composition, Public Speaking
Career Interest Project	Careers, Public Speaking
Financial Literacy	Mathematics, Financial Literacy
Environmental and Social Awareness	Laboratory Science, Research and Analysis
Scholarship Project	Composition, Scholarship

**UB Curriculum Design  
11th Grade**

<b>Projects Offered</b>	<b>Curriculum Areas Addressed</b>
PSAT Prep and Test	Mathematics, Language Arts, Test Prep
October Sky Essay Project	Literature, Composition, Critical Thinking
Higher Education Literacy/College Project	College Knowledge, Public Speaking
Critical Thinking and Media Literacy	Critical Thinking, Public Speaking
CAASPP/SAT/ACT Prep	Math, Composition, Science Test Prep
Introduction to the Scientific Method	Laboratory Science and Reports
Scholarship Project	Composition, Scholarship
Financial Literacy	Mathematics, Financial Literacy

**UB Curriculum Design  
12th Grade**

<b>Projects Offered</b>	<b>Curriculum Areas Addressed</b>
Applications, Letters, and Personal Statements	Composition, College Applications
Scholarship Project	Composition, Scholarship
Transition to College Scheduling, College Finances, College Work, and Personal Responsibility	Mathematics, Critical Thinking, Financial Literacy, Postsecondary Course Selection
Critical Thinking: Ethics and Civics After 9/11	Literature, Composition, Critical Thinking
Science Research Projects	Laboratory Science Presentations
Math/English Placement Test Boot Camp	Mathematics, Language Arts, Test Prep
“You Can Do It, Too!” College Panel: moderated panel discussion in the fall and spring semesters, featuring demographically diverse college juniors and seniors who will respond to questions about their college experiences, specifically addressing how their socioeconomic backgrounds affected those experiences.	College Knowledge

**9<sup>th</sup> Grade Curriculum Overview:** The Upward Bound Piner elective is a college preparation course that emphasizes critical thinking, reading, writing, college knowledge, financial literacy, and skill building required for students to be successful in college. In particular, students will receive academic tutoring; advice and assistance in secondary and postsecondary course selection; CAASP, ACT, SAT, and subject-based test preparation; and assistance in researching and completing college, scholarship, and financial aid applications. Over the course of the 9<sup>th</sup> grade year, the following standards will be met across disciplines:

**Capacities of the Literate Individual  
Students Who are College and Career Ready**

- They demonstrate independence.
- They come to understand other perspectives and cultures.
- They build strong content knowledge.
- They use technology and digital media strategically and capably.
- They comprehend as well as critique.
- They value evidence.
- They respond to varying demands of task, purpose, and audience.

**Reading: Informational Text**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Reading: Literature**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure

of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## **Writing**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 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.

## **Speaking & Listening**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Demonstrate understanding of word relationships and nuances in word meanings. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Unit 1: Building Community and Trust (Weeks 1-5)

### Key Skills

- Define community
- Identify and discuss personal and community values
- Examine personal and other cultures' definitions of happiness
- Produce self-reflective and argumentative writing
- View films and TED Talks to understand definitions of community and happiness
- Identify and discuss personal point of view of the world and role in learning community

### Assessments

- **Observation Survey**

#### **Visual Assessment**

Students will be asked to respond to various prompts and instructions as they enter the classroom on the first five days of class to allow the teacher to observe interactions, communication styles, and common experiences. These will be used to form efficient groupings of students for the remainder of the course.

- **Journal Response - *Happy***

#### **Written: Journal/ Diary**

Students will view the movie *Happy* and respond to focus questions in their class notebooks.

- **Final Window Project**

#### **Performance: Presentation**

Students will construct a visual representation of their "Personal Window" (way of looking at the world) and present it to the class. The presentations will include an explanation of their point of view and perspective. Part 2 of the project will include a reflection that asks students to analyze their own learning and what they learned about their peers through the unit and during the presentation.

- **"The Danger of a Single Story" - Focus Questions**

#### **Oral Assessment**

Students will view the TED Talk "The Danger of a Single Story," by Chimamanda Adichie, and respond to focus questions in an oral discussion

- **Socratic Seminar - Essential Questions**

#### **Oral Assessment**

Students will participate in a Socratic Seminar addressing the Essential Questions for the unit.

### Additional Resources

- Netflix: *Happy*
- TED Talk and Transcript: "The Danger of a Single Story"
- Socratic Seminar Packet (teacher-created)
- Circle Practices (teacher-created)
- Circle "Extras" (teacher-created)
- "What I Wish My Teacher Knew" Assignment (teacher-created)



## **Unit 2: Learning Styles, Organization, and Study Skills (Weeks 6-9)**

### **Key Skills**

- Conduct research on learning styles
- Read and create graphs/charts to synthesize data
- Present research to peers
- Create schedules and timelines to organize personal and academic lives
- Identify effective organizational and study skills
- Use digital tools and technology to construct knowledge, produce creative artifacts, and make meaningful learning experiences

### **Assessments**

- **Learning Styles Survey  
Self-Assessment**  
Students will take a survey to identify their own learning styles and begin to understand how they learn best.
- **Learning Styles Research Project  
Group Project**  
Students will conduct research into friends'/family members'/classmates' learning styles by surveying them using the Learning Styles self-assessment that began the unit. Students will then compile the results of the surveys into a graph, a chart, or other visual representation, as well as a written report to summarize their findings. Finally, students will present their results to the class.
- **"The World Needs All Kinds of Minds" Focus Questions  
Oral Assessment**  
Students will watch Temple Grandin's TED Talk, "The World Needs All Kinds of Minds," and discuss their responses to focus questions related to the talk.
- **SMART Goals  
Performance: Authentic Task**  
Students will use the SMART Goals worksheet to write two sets of SMART Goals (1 personal, 1 academic).

### **Additional Resources**

- TED Talk and Transcript: "The World Needs All Kinds of Minds"
- Additional resources from College & Career Center

### **Unit 3: Secondary Course Selection (Weeks 10-16)**

#### **Key Skills**

- Identify and remember A-G requirements
- Conduct research into college requirements
- Examine how courses are weighted to calculate UC GPAs
- Identify the rights, responsibilities, and opportunities of living, working, and learning in an interconnected digital world
- Identify stress management techniques
- View TED Talks to supplement understanding of stress management and the importance of creativity and exploration

#### **Assessments**

- **Prior Knowledge Brainstorm**

##### **Written: Journal/ Diary**

In their class journals, students will list what they already know about the A-G requirements, as well as two A-G or secondary course-related questions they would like to find answers to through this unit.

- **College Requirements Research**

##### **Written: Research Report**

Students will conduct a short research project into requirements for admission into a four-year university, focusing on better understanding how the A-G requirements fit into the admissions process. Through this project, they will also begin to answer the unit's essential questions.

- **"How to Make Stress Your Friend" Focus Questions**

##### **Written: Journal/ Diary**

Students will view Kelly McGonigal's TED Talk, "How to Make Stress Your Friend," and complete written responses to focus questions related to the talk.

- **"Tales of Creativity and Play" Focus Questions**

##### **Oral Assessment**

Students will watch the TED Talk "Tales of Creativity and Play," presented by Tim Brown, and then discuss their responses to focus questions about the talk.

- **Four-Year Plan**

##### **Performance: Authentic Task**

Students will create a four-year high school plan to project how they plan to meet the A-G requirements for admission to a four-year university.

- **Socratic Seminar - Essential Questions**

##### **Oral Assessment**

Students will participate in a Socratic Seminar addressing the Essential Questions for the unit.

#### **Additional Resources**

- TED Talk and Transcript: "How to Make Stress Your Friend"
- TED Talk and Transcript: "Tales of Creativity and Play"
- Socratic Seminar Packet (teacher-created)

## **Unit 4: State Standardized Test Prep (Weeks 17-22)**

### **Key Skills**

- Identify and practice effective test-taking strategies
- Read informational texts across disciplines, including science
- Practice skills in algebra, geometry, and mathematical modeling
- Complete practice standardized tests (SAT, ACT, CAST, SBAC) online
- Produce argumentative and informational writing

### **Assessments**

- **Practice SAT**  
**Test: Standardized**  
Students will conclude the unit on standardized test prep by taking individualized practice SATs through Khan Academy.
- **Practice ACT**  
**Test: Standardized**  
Students will conclude the unit on standardized test prep by taking individualized practice ACTs online.
- **Practice On-Demand Prompt**  
**Written Assessment**  
Students will respond to a variety of prompts which require them to identify task, purpose, and audience and respond appropriately.
- **Practice SBAC**  
**Test: Standardized**  
Students will take a practice SBAC test online.
- **Practice CAST**  
**Test: Standardized**  
Students will complete a practice CAST.

### **Additional Resources**

- Additional test prep materials as needed (from Khan Academy, ACT, SBAC)
- Additional resources as needed from College & Career Center

## Unit 5: Writing Boot Camp (Weeks 23-31)

### Key Skills

- Read, discuss, and produce narrative writing
- Read and analyze scientific texts in the course of research
- Identify rhetorical devices in advertising
- Evaluate the credibility and reliability of research sources
- Practice email conventions and etiquette

### Assessments

- **"The Tell-Tale Heart" Discussion**

#### **Oral Assessment**

Students will read and discuss Edgar Allan Poe's "The Tell-Tale Heart"

- **Edgar Allan Poe Research**

#### **Written: Research Report**

In groups, students will conduct a short research project in support of a scientific theory that solves the mystery of the death of Edgar Allan Poe. In their groups, they will write a report that summarizes their findings, and for extra credit, they may present their research to the class.

- **Mini-Narrative Writing Assignment**

#### **Written: Narrative**

Students will demonstrate their learning from the narrative mini-unit to complete a short piece of narrative writing.

- **Email to My Teacher**

#### **Written Assessment**

Students will write a sample email to use as a template for future emails.

- **Reliability and Credibility Quiz**

#### **Group Assessment**

To practice evaluating the reliability and credibility of research sources, students will participate in a class quiz.

### Additional Resources

- "The Tell-Tale Heart," Edgar Allan Poe
- Ethos/Pathos/Logos and Reliability/Credibility PowerPoints (teacher-created)
- Intro. Paragraph Handouts (teacher-created)
- Body Paragraph Handouts (teacher-created)
- Concluding Paragraph Handout (teacher-created)
- Integrating Quotes Handout (teacher-created)
- Sentence Frames Handout (teacher-created)
- "Planning for Your Research Paper" Handout
- Garbology Exercise (teacher-created)
- "Random Object from a Bag" Exercise (teacher-created)
- CCSS Writing Rubrics: Narrative and Informative 9-10

## Unit 6: Financial Literacy (Weeks 32-38)

### Key Skills

- Define key domain-specific terms (budget, savings account, behavioral economics, etc.)
- Discuss the importance of creating a budget and saving money
- Pose questions to an expert in the financial industry
- Create personal budget
- Read and analyze historical texts relating to banking and the economy
- Present learning to peers

### Assessments

- **"Saving for Tomorrow, Tomorrow"**

#### **Written: Journal/ Diary**

Students will view Shlomo Benartzi's TED Talk, "Saving for Tomorrow, Today," and complete written responses to focus questions related to the talk.

- **"Does Money Make You Mean?" Focus Questions**

#### **Oral Assessment**

Students will watch Paul Piff's TED Talk, "Does Money Make You Mean?", and discuss their responses to questions related to the talk.

- **"Could Your Language Affect Your Ability to Save Money?" Focus Questions**

#### **Oral Assessment**

Students will view the TED Talk, "Could Your Language Affect Your Ability to Save Money?", presented by Keith Chen. They will then discuss their responses to focus questions related to the talk.

- **Financial Literacy Final**

#### **Performance: Presentation**

To conclude the unit on financial literacy, students will create a presentation to summarize and extend their learning.

### Additional Resources

- TED Talk and Transcript: "Saving for Tomorrow, Tomorrow"
- TED Talk and Transcript: "Does Money Make You Mean?"
- TED Talk and Transcript: "Could Your Language Affect Your Ability to Save Money?"
- Transcript: Roosevelt's speech on the banking crisis
- Transcript: Obama's speech on the economy