

TABLE OF CONTENTS

Course Description	2
Impact on Master Schedule	2
Impact on Staffing	2
Explanation of Identification, Recruitment, and Selection	3
Curriculum Design	4
Curriculum Framework: 9th Grade	4
Curriculum Framework: 10th Grade	4
Curriculum Framework 11th Grade	5
Curriculum Framework 12th Grade	5
10th Grade Curriculum Overview	6
Unit 1:	8
Unit 2:	9
Unit 3:	10
Unit 4:	11
Unit 5:	12
Unit 6:	13

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 9th-12th 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**

Projects Offered	Curriculum Areas Addressed
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**

Projects Offered	Curriculum Areas Addressed
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**

Projects Offered	Curriculum Areas Addressed
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**

Projects Offered	Curriculum Areas Addressed
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

10th 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 10th 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: PSAT Prep and Test (Weeks 1-5)

Key Skills

- Identify and practice effective test-taking strategies
- Read informational texts
- Practice skills in algebra, geometry, and mathematical modeling
- Complete practice standardized tests (SAT, PSAT) online
- Produce argumentative and informational writing

Assessments

- **Practice PSAT**
Test: Standardized
Students will complete individualized PSATs online through Khan Academy.
- **Practice PSAT Prompts**
Written: Essay
Students will complete practice writing prompts similar to what they may encounter on the PSAT.
- **PSAT**
Test: Standardized
Students will register for and take the PSAT through their high school in October.

Additional Resources

- Additional practice PSAT resources from Khan Academy as needed
- Additional practice PSAT resources from College & Career Center as needed

Unit 2: Cultural and Personal Awareness (Weeks 6-13)

Key Skills

- Gain an understanding of the ways cultural background and life experiences influence perceptions
- Learn about other cultures and perspectives
- Read and produce narrative texts to better understand peers' cultures and perspectives
- Research cultural background/heritage, grounding research in scientific as well as English Language Arts concepts
- Present research/knowledge to peers

Assessments

- **Book of Life Response**
Written: Argument
Students will view the film *Book of Life*, choose from two focus questions, and write a response to their chosen question.
- **Myth Narrative or Myth Presentation**
Written: Narrative
Students will choose **either** a writing assignment **or** a presentation to end the unit. The written choice will consist of a narrative about their personal experience with a myth or superstition from their own culture. The presentation option will require students to learn about and present to the class a myth that is important in their family's culture.
- **"Real Food" Discussion**
Oral Assessment
Students will read Chimamanda Adichie's "Real Food" and respond to two discussion questions.
- **"My Son the Fanatic" Discussion**
Oral Assessment
Students will read Hanif Kureishi's "My Son the Fanatic" and respond to two discussion questions
- **Family Tree Assignment and Class Heritage Map**
Performance: Authentic Task
Students will construct a family tree based on the knowledge they have of their heritage. Rather than focusing only on names and dates, the assignment will also ask students to tell the stories of their ancestors as much as possible to look for common traits/patterns in their families and compare to information from their peers. Based on the information from their family trees, students will create a class map as a visual representation of their families' origins, which will allow them to further explore common traits, common ancestry, and adaptation.

Additional Resources

- Word web for superstitions/myths
- "My Son the Fanatic," Hanif Kureishi
- "Real Food," Chimamanda Adichie
- NEA Handout: "The Land of Enchantment"

Unit 3: Career Interest Research and Project (Weeks 14-18)

Key Skills

- Define and use key domain-specific vocabulary (career, job, post-graduate, etc.)
- View TED Talks to supplement career exploration and understanding of how we choose careers
- Complete career interest surveys and self-assessments
- Conduct research into potential career choices
- Present research to peers

Assessments

- **Career Interest Survey**

Self-Assessment

Students will complete various career interest surveys, as well as college major-related interest surveys, to determine potential major and career options.

- **“Why Some of Us Don’t Have One True Calling” Focus Questions**

Written: Journal/Diary

Students will view Emilie Wapnick’s TED Talk, “Why Some of Us Don’t Have One True Calling,” and complete written responses to focus questions related to the talk.

- **“Why You Will Fail to Have a Great Career” Focus Questions**

Oral Assessment

Students will view Larry Smith’s TED Talk, “Why You Will Fail to Have a Great Career,” and discuss their responses to focus questions related to the talk.

- **“The Career Advice You Probably Didn’t Get” Focus Questions**

Oral Assessment

Students will view the TED Talk “The Career Advice You Probably Didn’t Get” and discuss their responses to focus questions related to the talk.

- **Career Interest Research Project**

Performance: Authentic Task

Students will complete a presentation and written report to summarize their research on a career in their area of interest.

Additional Resources

- TED Talk: "Why Some of Us Don't Have One True Calling"
- Transcript: "Why Some of Us Don't Have One True Calling"
- TED Talk: "Why You Will Fail to Have a Great Career"
- Transcript: "Why You Will Fail to Have a Great Career"
- TED Talk: "The Career Advice You Probably Didn't Get"
- Transcript: "The Career Advice You Probably Didn't Get"
- Additional resources from College and Career Center
- Additional resources from SAY

Unit 4: Financial Literacy (Weeks 19-24)

Key Skills

- Define and use key domain-specific terms (budget, consumerism, ethics, income, etc.)
- View TED Talks to supplement knowledge of ethical consumerism and other concepts related to the unit, and to serve as a model for final unit project
- Pose questions to an expert in the financial industry
- Produce reflective writing
- Present learning to peers
- Utilize technology and work in groups to produce a TED Talk on financial literacy

Assessments

- **Prior Knowledge Brainstorm**

Written: Journal/Diary

Students will complete a written brainstorm in their class notebooks to gauge their prior knowledge about budgeting and other key concepts for the unit.

- **“How to Buy Happiness” Focus Questions**

Oral Assessment

Students will view the TED Talk “How to Buy Happiness” and discuss their responses to focus questions related to the talk.

- **“Human Trafficking is All Around You. This Is How It Works” Focus Questions**

Written: Journal/Diary

Students will view the TED Talk “Human Trafficking is All Around You. This is How It Works” and write responses to focus questions related to the talk.

- **“The Post-Crisis Consumer” Focus Questions**

Oral Assessment

Students will view the TED Talk “The Post-Crisis Consumer” and discuss their responses to focus questions related to the talk.

- **Ethical Consumerism/Financial Literacy TED Talk and Reflection**

Performance: Authentic Task

To end the unit, students will produce and present a TED Talk to summarize and extend their learning. The second part of the assignment will require students to reflect on their learning and on the process of working with their groups.

Additional Resources

- TED Talk: "How to Buy Happiness"
- Transcript: "How to Buy Happiness"
- TED Talk: "Human Trafficking is All Around You. This is How it Works."
- Transcript: "Human Trafficking is All Around You. This is How it Works."
- TED Talk: "The Post-Consumer Crisis"
- Transcript: "The Post-Consumer Crisis"
- Additional resources from guest speaker/financial industry professional

Unit 5: Environmental and Social Awareness (Weeks 25-32)

Key Skills

- Create inquiry questions
- Use student-produced inquiry questions to guide research
- Conduct research into a social or environmental issue
- Present research to peers
- Utilize technology and work in groups to create a podcast
- Produce reflective writing

Assessments

- **“How to Transform Apocalypse Fatigue into Action on Global Warming”**

Focus Questions

Oral Assessment

Students will view the TED Talk “How to Transform Apocalypse Fatigue into Action on Global Warming” and discuss their responses to focus questions related to the talk.

- **“Fashion Has a Pollution Problem—Can Biology Fix It?” Focus Questions**

Oral Assessment

Students will view the TED Talk “Fashion Has a Pollution Problem—Can Biology Fix It?” and discuss their responses to focus questions related to the talk.

- **Interview Assignment**

Performance: Skill Demonstration

To help choose a topic for their podcast, students will write and pose questions to an expert in the field they are interested in researching.

- **Service Learning Assignment**

Performance: Authentic Task

Students will design, help organize, and/or participate in a service learning opportunity related to their field of interest. Additionally, they will reflect on the experience in an in-class writing assignment.

- **Podcast Assignment**

Performance: Authentic Task

To end the unit, students will work in groups to produce and record a podcast. They will publish the podcast to an online platform that will allow them to share and reflect on one another’s work.

Additional Resources

- TED Talk: "How to Transform Apocalypse Fatigue into Action on Global Warming"
- Transcript: "How to Transform Apocalypse Fatigue into Action on Global Warming"
- TED Talk: "Fashion Has a Pollution Problem--Can Biology Fix It?"
- Transcript: "Fashion Has a Pollution Problem--Can Biology Fix It?"
- Sample Podcasts (student-created--Podbean)

Unit 6: Scholarship Research and Project (Weeks 33-38)

Key Skills

- Understand the difference between scholarships and other types of financial aid
- Learn about scholarship eligibility
- Research potential scholarships
- Present research in a written report
- Understand the scholarship application process and requirements
- Complete practice scholarship applications

Assessments

- **Practice Scholarship Application**

Performance: Skill Demonstration

Students will complete a practice application for one of the scholarships included in their research report as a summative assessment. Throughout the unit, they will also complete practice applications as formative assessments, when they will engage in the peer feedback process to develop their skills before completing their final practice application.

- **Scholarship Requirements Research**

Performance: Skill Demonstration and Presentation

Using a variety of scholarship resources we will explore over the course of the unit, students will find and choose three or four scholarships they would like to apply for when they are ready to go to college. They will compile a report containing the names of the scholarships, information about them, requirements, and deadlines. Students will choose one scholarship to present to their peers.

Additional Resources

- Scholarship databases, lists, etc.
- Additional resources as needed from College and Career Center