COURSE TITLE	
AVID 1	

DISTRICT COURSE NUMBER	4-DIGIT STATE COURSE CODE (COMPLETED BY SILT)
#0907	**6023**

Rationale:	Completion of Avid IV already meets CSU and UC requirement "g" with the completion of AVID III. Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. The AVID Elective is now recognized for G credit in California's A–G high school gradation requirements.We are requesting that the district adopt the UC Recommednationa dn offer G credit for all four years of AVID (AVID 12 is already recognized in the course directory for G credit).
Course Description that will be in the Course Directory:	Descriptions for AVID 1, 2, 3, and 4 already exist in the course directory. Here they are for easy reference: AVID 1: This elective course is for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep course work, students work individually as well as in tutor-led collaborative groups. The course offers instruction in time use, organizational skills, textbook analysis, listening skills, library and reference skills, mnemonic techniques, note taking, outlining, writing, speaking, reading, testtaking strategies, and self-awareness. In addition, the course includes college motivational activities. The AVID curriculum focuses on writing, inquiry, and collaboration (WIC) through the AVID high school libraries in both teacher- and tutorled activities.
How Does this Course align with or meet State and District content standards?	The AVID elective reinforces a strong academic focus throug a rigorous 4-year curriculum that includes emphasizing college and career pathways for all students, opportunity for high-risk students (low SES, histrocially underserved, first-generation), Advanced Placement preparation, and strong extra- and co-curricular participation. The district's mission is to educate all students in a safe, supportive environment that challenges students to pursue academic and career achievement. The goals of AVID align with the district's mission in it's approach to teach skills for success, commitment to building relational capacity, and devleoping a sense of personal achievement through hard-work and determination.
NCLB Core Subjects:	*Select up to two that apply:* ☐ Arts ☐ Civics and Government ☒ Not Core Subject ☐ Economics ☐ History ☐ English ☐ Mathematics ☐ Foreign Language ☐ Reading / Language Arts ☐ Geography ☐ Science

CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS ☐ Tech Prep (32) (Higher Ed) ☐ Tech Prep & ROP(33) (Higher Ed) ☐ ROP (30) ☐ N/A	CTE COURSE CONTENT CODE ☐ CTE Introductory (01) ☐ CTE Concentrator (02) ☐ CTE Completer (03) ☐ Voc Subject ___ ☐ N/A	INSTRUCTIONAL LEVEL CODE ☐ Remedial (35) ☐ Honors UC-Certified (39) ☐ Honors Non UC-Certified (34) ☐ College (40) ☐ N/A
Length of Course:	☒ Year ☒ Semester		
Grade Level(s):	☒ 9 ☐ 10 ☐ 11 ☐ 12		
Credit:	☒ Number of credits: __5 units per semester__ ☐ Meets graduation requirements (subject ___) ☐ Request for UC "a–g" requirements CSU/UC requirement **g**		☒ College Prep
Prerequisites:	AVID 1: Recommended 2.0–3.5 GPA, successful completion of 8th grade and student interview, parent contract, teacher recommendation.Students must qualify in one of four ways: first in family to attend college, low socio-economic status, historically underserved population, or have a hardship.		
Department(s):	Non-departmental		
District Sites:	UMHS, EDHS, ORHS, PHS		
Board of Trustees COS Adoption Date:	January 27, 2004		
Textbooks / Instructional Materials:	Supplemental Materials		
Funding Source:	LCAP and Title I		
Board of Trustees Textbook Adoption Date:	N/A		

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

AVID 9

AVID - Advancement Via Individual Determination

Basic Course Information

Title:
AVID 9

Transcript abbreviations:

Length of course:
Full Year

Subject area:
College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?
No

Grade levels:
9th

UC honors designation?
No

Course learning environment:
Classroom Based

Course Description

Course overview:
Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques.

Prerequisites:
Avid 8 (Recommended)

Co-requisites:
English 9H (Recommended)
Algebra 1 or Higher (Required)

Course content:

Unit 1: Character Development

1. Self-Awareness
    1. Remind students about SLANT interactions and expectations in all classes
    2. Understand the role of AVID students and display characteristics on a regular basis
    3. Develop skills in offering appropriate criticism
    4. Develop understanding about personal learning styles
    5. Complete self-evaluations about conflict resolution, personal behavior and core values
    6. Apply conflict management skills, aligning with the expectations of an AVID student
    7. Develop awareness of personal strengths/skills and utilize them to better the school and community
2. Goals
    1. Calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period
    2. Revisit academic six-year plan to understand college entrance requirements and learn about AP®/IB®/honors course options
    3. Examine academic strengths and weaknesses that will aid in course selection patterns
    4. Create focused goals around college and the steps necessary to gain entrance
    5. Create short-, mid-, and long-term goals that support academic and personal growth
    6. Review and revise personal and academic goals during key times throughout the year
    7. Write an essay describing goals for success in high school, including the steps needed to achieve those goals and potential barriers to meeting those goals
    8. Discuss goals in an oral presentation, using organized information that integrates appropriate media in the presentation
3. Community and School Involvement
    1. Be exposed to a variety of school activities/clubs and community service opportunities at the beginning of the year
    2. Become active in at least one school or community service project/activity
    3. Track community service hours and extracurricular activity participation in a multi-year student portfolio
    D. Ownership of Learning
    1. Access grades online or from teachers on a regular basis
    2. Analyze grade reports to create a study/action plan for continued academic improvement
    3. Seek opportunities outside of the AVID classroom to ask questions, clarify thinking and identify points of confusion
    4. Create positive peer connections through independent study groups

Assignment:

Create focused goals around college and the steps necessary to gain entrance along with short-, mid-, and long-term goals that support academic and personal growth. Students will also review and revise personal and academic goals during key times throughout the year. Finally, they will also create a goals essay and discuss goals in an oral presentation, using organized information that integrates appropriate media in the presentation

Unit 2: Communication

1. Speaking
   1. Effectively integrate speaking terminology into speeches
   2. Role play varying word choice, tone and voice when speaking to an assigned audience
   3. Practice purposeful movement during speeches
   4. Draft, edit, revise and present an informal and a formal speech
   5. Work with a collaborative group to make presentations to the class following various activities
   6. Use factually reliable evidence to support topic
   7. Present information, findings and supporting evidence concisely and logically
2. Listening
   1. Give feedback on student presentations and delivery
   2. Pose questions that ask for clarification
   3. Record key information in Cornell notes

Assignment

Students will build to be able to deliver a formal speech to their peers. Students will be required to deliver a 5-10 minute speech that is formal. Students will be allowed to choose from a persuasive, narrative or informative speech. Similarly, as audience members students will be able to participate, provide feedback and assess their peer's speeches.

Unit 3: Writing

1. The Writing Process
   1. Use organizational strategies and tools to aid in the development of essays
   2. Understand and identify the audience, purpose and form for writing assignments
   3. Revise drafts multiple times to improve and clarify
   4. Edit students' essays, especially checking for transition words and errors in grammar, punctuation and comma usage
   5. Use common editing marks during the editing process
   6. Utilize rubrics to self-evaluate and peer evaluate work, especially those similar to AP exam rubrics
   7. Reflect on one's own writing to encourage continual growth
2. Writing Skills
   1. Understand strategies to write effective three-part essays
   2. Develop a clear and concise thesis for expository writing

3. Write with a focus on grammar, punctuation and comma usage
4. Include descriptive sentences in pieces of writing
5. Use appropriate and varied transitions to link major sections of the text, in order to create cohesion and clarify the relationships among complex ideas and concepts
3. Writing Applications
1. Develop and strengthen writing through the creation of a college research essay
2. Develop and strengthen writing through the creation of a Mandala essay
3. Write informative texts to examine and explain complex ideas, such as a complex process
4. Develop and strengthen writing through the creation of a 'life goals' essay
D. Writing to Learn
1. Write summaries of information in various contexts
2. Differentiate between a summary and a reflection
3. Use learning logs to reflect upon performance on assessments, where the learning broke down, and where confusion exists

Assignment

To develop student's writing abilities students will be required to produce a coherent, researched based essay on a college interest of their choice. The research project must include 3-part source integration, as well as relevant information surrounding their topic. The focus will be on developing a clear and concise thesis for expository writing with supporting details and facts. Students will learn critical researching, citing, and writing skills, within a topic that helps broaden their knowledge of colleges and the opportunities that continued education provides.

Unit 4: Inquiry

1. Costa's Levels of Thinking
    1. Use Costa's Levels of Thinking words in assignments, discussions and notes
    2. Focus on drawing connections between ideas, using compare and contrast questions
2. Tutorials
    1. Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
    2. Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
    3. Utilize resources (such as Cornell notes and textbook) to gather information
3. Socratic Seminar and Philosophical Chairs
    1. Work with peers to set rules for collegial discussions and decision-making
    2. Analyze a seminal U.S document of historical and literary significance (e.g., the Gettysburg Address, Washington's Farewell Address) in a Socratic Seminar or Philosophical Chairs discussion
    3. Utilize critical reading strategies to indentify authors' claims and formulate questions to explore meaning as preparation for a Socratic Seminar
    4. During the Socratic Seminar, ask additional questions to continue deeper exploration of the text and one another's thinking and expressions
    5. Reflect on the Socratic Seminar discussion and identify areas for future improvement.

Assignment

Students will be able to understand and participate in the Socratic Seminar & Philosophical Chairs process. Students will need to read critically and ask questions to continue deeper exploration of the text. In addition, students will deepen and challenge one another's thinking and expressions about the text while also reflecting on the Socratic Seminar discussion and identify areas for future improvement. Students will also be required to come to class prepared having reviewed the assignments, text and topic of discussions, as well as use their learning in future projects and assignments. These methods of dialog will help deepen their understanding of relevant (largely expository) texts, formulate opinions, have meaningful dialog with peers, and re-evaluate their own thinking on a topic.

Unit 5: Collaboration

1. Types of Interactions
   1. Develop positive peer interaction skills through establishing group norms before, and reflective discussions following, collaborative activities
   2. Utilize technology to interact and collaborate with others
   3. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify one's own views and understanding and make new connections in light of the evidence and reasoning presented
   4. Participate in team building lessons to learn about valuing and effectively working with others.

Assignment

Students will be required to collaborate with one another during class sessions in a variety of ways and for a variety of purposes. These collaborative opportunities will range from sharing with a peer about current understanding, to interacting with small groups in projects, to large group dialog where students learn and grow from their peers. These assignments will be required throughout the unit. Through the use of collaborative structures students will strengthen their ability to communicate with their peers, formulate opinions, and adapt that opinion through group interactions.

Unit 6: Organization

1. Organization and Time Management
   1. Refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting
   2. Utilize a planner/agenda to track class assignments and grades
   3. Utilize a planner/agenda to balance social and academic commitments and color code planner to identify different topics (academic, social, extracurricular, etc.)
   4. Assess time usage and create a time management plan, which will allow for academic, extracurricular and recreational activities

    5. Begin developing a high school portfolio of personal academic work, accomplishments, awards and extracurricular involvement to show evidence of growth and use for college and scholarship applications

    6. Publish final versions of writing for the academic portfolio

2. Note-Taking
   1. Take 10 to 18 pages of quality Cornell notes per week
   2. Understand how to use notes to study, including the fold-over method
   3. Utilize notes during the tutorial process to support questioning and gathering of key learning
   4. Edit and revise notes outside of class to improve usability
   5. Refine process of identifying important points, using abbreviations and using shortcuts in the right column of Cornell notes
   6. Begin writing higher-level questions in the left column that correspond to chunks of information in the notes section
   7. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

3. Research and Technology
   1. Use technology in assignments and presentations, using standardized citation styles to cite sources
   2. Utilize technology to complete final drafts of assignments and conduct research
   3. Establish a professionally structured email address (e.g., first initial last name @ email provider.com)

4. Test Preparation/Test-Taking
   1. Identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in test preparation
   2. Prepare for upcoming assessments based upon the format of the test and previous assessment results
   3. Understand grading rubric and prioritize time allotment on test sections based on point values
   4. Learn to effectively manage test anxiety
   5. Check all answers/responses prior to submitting test and change responses when sure of necessity

Assignment

Students will need to assess time usage and create a time management plan, which will allow for academic, extracurricular and social activities that will be used throughout all classes for the entire school year. Also, they will begin to develop a high school portfolio of personal academic work, accomplishments, awards and extracurricular involvement to show evidence of growth and use for college and scholarship applications while ultimately publishing final versions of writing for the academic portfolio. In addition, students will begin to backwards map large projects, in order to break them into subtasks and create a project plan that fits into their schedule. In doing this, students will develop the ability to coordinate and proactively take ownership of their learning.

Unit 7: Reading

1. Vocabulary
   1. Understand how to use context clues in interpreting new vocabulary
   2. Incorporate new words garnered from reading into academic speech and writing
   3. Determine or clarify the meaning of unknown and multiple meaning words using context clues and reference materials
2. Textual Analysis
   1. Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
   2. Identify genre of text
   3. Read and discuss various examples of text, including articles from fiction and non-fiction
   4. Use multiple reading strategies, including Marking the Text and annotating text to identify claims and connect ideas
   5. Use rereading strategies to recall critical concepts during discussions and essay writing
   6. Use any subtitles to guide reading
   7. Record summaries, connections and questions in the margins

Assignment

Expository texts such as Avid Weekly's newspaper articles will be infused into the curriculum to ensure that students are able to interpret new vocabulary, read for fluency and use contextual clues. Students will record their summaries of the readings, make new and previous connections to other work and include higher level questions to bring to class. In addition, students will incorporate this gained knowledge into other aspects of their education such as structured discussions with peers, expository essay development, and analyzing multiple points of view of the same topic.

Unit 8: College Preparedness

1. Guest Speakers
   1. Prepare for guest speaker presentations by creating questions for the speakers prior to their visit
   2. Greet and escort guest speakers to the classroom
   3. Use skills of listening and note-taking during presentations by guest speakers
   4. Gather insight from a variety of guest speakers who discuss various aspects of their careers
   5. Draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers
2. Field Trips
   1. Participate in field trips to include one or two college/university visits that are different from previous year
   2. Engage in at least one "e-trip" that has an interactive component that is outside of the state
   3. Use skills of listening and note-taking during field trip experiences

4. Draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

3. College and Career Knowledge

1. Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice

2. Continue developing a basic understanding of college vocabulary

3. Research a career of interest, based upon career values

4. Participate in career awareness tests and activities to help build awareness of personal strengths

4. College Entrance Testing

1. Take and analyze the results from a PLAN and/or PSAT test

2. Develop vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT® word lists

3. Collaboratively problem solve PSAT/PLAN test preparatory items

E. College Admissions/Financial Aid

1. Understand the importance of community service and grades as a requirement for scholarships

2. Identify schools of interest and examine cost of attendance

Assignment

As part of the college exploration process students will conduct various research to begin developing a college match. This will include research online, field trips, e-visits, guest speakers and interviews. Similarly, students will be required to take career assessment to also inform the college matching process. Ultimately, students will be required to produce a research paper that reflects their learning. This will provide students with an opportunity to develop research skills, a knowledge of the vast choices of continued education, and determining the requirements early about the requirements necessary for gaining college acceptance.

Course Materials

Textbooks

Title	Author
AVID Tutorial Guide	Dr. Paolina Schiro and Tracy Daws
College and Careers	Nancy Caine, Regina Risi, Dr. Paolina Schiro, Carmen Se
High School Writing	Michelle Mullen and Sandy Boldway
AVID Critical Thinking and Engagement	Paul Bendall, Adam Bollhoefer, and Vijay Koilpillai
AVID Elective Essentials for High School	Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter
Critical Reading: Deep Reading Strategies for Expository Texts	Jonathan LeMaster

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization
AVID Weeks at a Glance for 9th Grade	Timothy Bugno and Ben Solomon	AVID Center

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