

**EL DORADO UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
Course of Study Information Page**

COURSE TITLE <b>AVID 3</b>																
DISTRICT COURSE NUMBER <b>#0909</b>	4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <b>6023</b>															
Rationale:	<p>Completion of Avid IV already meets CSU and UC requirement "g" with the completion of AVID III.</p> <p>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.</p> <p>The AVID Elective is now recognized for G credit in California's A–G high school graduation requirements. We are requesting that the district adopt the UC Recommendation and offer G credit for all four years of AVID (AVID 12 is already recognized in the course directory for G credit).</p>															
Course Description that will be in the Course Directory:	<p>Descriptions for AVID 1, 2, 3, and 4 already exist in the course directory. Here they are for easy reference:</p> <p><b>AVID 3:</b>          This course is an elective class for collegebound students. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Students work individually, as well as in tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. The course also includes college motivational activities. The AVID curriculum focuses on writing, inquiry, collaboration, and reading (WICR) through the AVID high school libraries in both teacher- and tutor-led activities</p>															
How Does this Course align with or meet State and District content standards?	<p>The AVID elective reinforces a strong academic focus through a rigorous 4-year curriculum that includes emphasizing college and career pathways for all students, opportunity for high-risk students (low SES, historically underserved, first-generation), Advanced Placement preparation, and strong extra- and co-curricular participation.</p> <p>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 its approach to teach skills for success, commitment to building relational capacity, and developing a sense of personal achievement through hard-work and determination.</p>															
NCLB Core Subjects:	<p><i>Select up to two that apply:</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Arts</td> <td><input type="checkbox"/> Civics and Government</td> <td><input checked="" type="checkbox"/> Not Core Subject</td> </tr> <tr> <td><input type="checkbox"/> Economics</td> <td><input type="checkbox"/> History</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Mathematics</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input type="checkbox"/> Reading / Language Arts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Science</td> <td></td> </tr> </table>	<input type="checkbox"/> Arts	<input type="checkbox"/> Civics and Government	<input checked="" type="checkbox"/> Not Core Subject	<input type="checkbox"/> Economics	<input type="checkbox"/> History		<input type="checkbox"/> English	<input type="checkbox"/> Mathematics		<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Reading / Language Arts		<input type="checkbox"/> Geography	<input type="checkbox"/> Science	
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CDE CALPADS Course Descriptors:  (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS		CTE COURSE CONTENT CODE	INSTRUCTIONAL LEVEL CODE									
	<input type="checkbox"/> Tech Prep (32) (Higher Ed)	<input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed)	<input type="checkbox"/> ROP (30)	<input type="checkbox"/> N/A	<input type="checkbox"/> CTE Introductory (01)	<input type="checkbox"/> CTE Concentrator (02)	<input type="checkbox"/> CTE Completer (03)	Voc Subject _____	<input type="checkbox"/> N/A	<input type="checkbox"/> Remedial (35)	<input type="checkbox"/> Honors UC-Certified (39)	<input type="checkbox"/> Honors Non UC-Certified (34)	<input type="checkbox"/> College (40)
Length of Course:	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Semester												
Grade Level(s):	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12												
Credit:	<input checked="" type="checkbox"/> Number of credits: <b>5 units per semester</b>								<input checked="" type="checkbox"/> College Prep				
	<input type="checkbox"/> Meets graduation requirements (subject _____)												
	<input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement <b>g</b>												
Prerequisites:	AVID 3: AVID II or student interview. Student must be on-track to meet A-G requirements.												
Department(s):	Non-departmental												
District Sites:	UMHS, EDHS, ORHS, PHS												
Board of Trustees COS Adoption Date:	January 25, 2005												
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 11

AVID - Advancement Via Individual Determination

## Basic Course Information

Title:

AVID 11

Transcript abbreviations:

Length of course:

Full Year

Subject area:

College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?

No

Grade levels:

11th

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. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

Prerequisites:

AVID 10 or teacher recommendation (Required)

Co-requisites:

Algebra 2 (Recommended)

One AP/Honor Course (Recommended)

Course content:

### **Unit 1: Character Development**

#### 1. Self-Awareness

1. Understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students
2. Serve as a mentor and role model to younger AVID students
3. Develop skills in offering and receiving criticism
4. Identify potential academic challenges that may occur and seek proactive solutions with teachers
5. Examine potential career paths and college degrees that align with abilities, talents and interests
6. Align senior year course selection with identified interests and ability to aid in a smooth collegiate transition

#### 2. Goals

1. Check progress toward short- and mid-term goals, including grade point average
2. Review academic six-year plan, checking to assure rigorous course load through graduation
3. Develop action steps to achieve desired scores on the SAT and ACT
4. Refine goals based on interests, talents and abilities
5. Refine plans for ongoing personal and academic development
6. Create living document with written goals, broken down into steps to use throughout the year
7. Reflect upon previous year's goals and discuss successes and challenges of reaching those goals
8. Reflect upon previous year's long-term goal and revise as necessary, focusing on specific goals dedicated to planning for college and a career

#### 3. Community and School Involvement

1. Continue with select school activities/clubs and community service opportunities throughout the year, especially clubs for upper-classmen (e.g., National Honor Society)
2. Focus on leadership positions within school clubs
3. Track community service hours and extracurricular activity participation in a multi-year student portfolio
4. Consider putting on class community service activity within collaborative groups
5. Ask for letters of recommendation from club advisors with whom a strong relationship has been established

#### 4. 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. Communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity
4. Increase awareness of how various content areas are connected
5. Integrate academic questions before, during and after class with teachers and peers

#### Assignment

Students will reflect upon previous year's goals and discuss successes and challenges of reaching those goals. Also, they will reflect upon previous year's long-term goal and revise as necessary, focusing on specific goals dedicated to planning for college and a career.

### **Unit 2: Communication**

1. Speaking
  1. Refine all aspects of public speaking and presenting
  2. Seamlessly incorporate visual aids of varying types into speeches and presentations
  3. Present research findings as a group
  4. Refine speaking skills through working with peers to promote civil, democratic discussions and decision-making
  5. Speak in a variety of public venues as an AVID representative or ambassador
2. Listening
  1. Listen and respond to others in formal and informal settings
  2. Effectively summarize ideas from a discussion, noting how their personal views on the topic have changed or been influenced
  3. Critically evaluate and analyze oral presentations

#### Assignment

Students will participate in a group to present research findings from a group research project on a social issue (such as pollution, homelessness, illiteracy, etc.) which is chosen collectively by the teacher and class. This assignment will consist of generating a research (position) paper on the topic, oral presentation, and a service learning project on the topic. Presentation topic should be persuasive in nature including evidence based with at least 3-5 researched based citations. The goal of this assignment is to help see the scope of social issues facing the world, as well as contributing to alleviating and eliminating those problems.

### **Unit 3: Writing**

1. The Writing Process
  1. Organize, monitor progress, and effectively manage time requirements surrounding complex writing assignments
  2. Analyze a prompt, distinguishing between writing under testing conditions and untimed situations

3. Revise drafts as necessary until all ideas are expressed in the best possible manner
  4. Edit students' essays, especially checking for integration of quotes and citations
  5. Use a variety of rubrics to grade essays, especially those used to grade essays for the SAT and other college admissions tests
- 2.
- Writing Skills
1. Develop well-constructed thesis statements, which properly captures the paper's topic
  2. Effectively integrate quotes into writing
  3. Utilize multiple structures commonly used at collegiate levels, such as MLA/APA citations, source integration and abstract writing
  4. Focus on improving sentences through word choice and varying sentence structure
3. Writing to Learn
1. Refine skills of summarizing information in various contexts
  2. Reflect upon research skills gained during the research project and how those skills will relate to postsecondary education.

#### Assignment

Students will reflect on one's own writing to set future goals and/or determine next steps or needs as a writer. Also they will:

1. Develop and strengthen writing through the creation of a research paper on a social issue
2. Develop and strengthen writing through the creation of a college admissions essay
3. Develop and strengthen writing through the creation of a 'life goals' essay focused on college

#### **Unit 4: Inquiry**

1. Costa's Levels of Thinking
  1. Refine collaborative group study skills during academic tutorials so that students are able to form groups independently for each core class, especially around college level courses
2. Tutorials
  1. Student group members and presenter will lead the discussion with minimal tutor input
  2. Students complete a higher-level reflection about the learning process during tutorials
- C. Socratic Seminar and Philosophical Chairs
  1. Students provide the central statement for Philosophical Chairs
  2. Formulate questions to make a personal connection with text(s) and/or other content/concepts
  3. Evaluate ideas/points of view within the discussion and generate/construct appropriate responses
  4. Appreciate multiple perspectives, in order to negotiate multiple meanings or ideas during the discussion

#### Assignment

Students will prepare an academic argument on a controversial topic, integrating fully developed claims & analyze a 17th, 18th, or 19th century foundational U.S document of historical and literary significance (e.g., The Declaration of Independence or the Preamble to the Constitution) for their themes, purposes and rhetorical features in a Philosophical Chairs discussion.

## **Unit 5: Organization**

### 1. Organization and Time Management

1. Refine the use of organizational tools, such as assignment logs, calendars, agendas, and planners, consider color coding to distinguish types of tasks and develop an individualized style
2. Adjust commitments to ensure that sufficient time is available to meet academic goals, as well as extracurricular activities and a job, as necessary
3. Reflect at the end of eleventh grade about summer priorities, next year's time commitment, and potential to successfully navigate all courses, especially college level coursework, successfully
4. Reflect on academic performance and independently adjust study habits and time management skills as needed
5. Continuously add to and reflect on multi-grade level portfolio throughout the school year
6. Publish final versions of writing for the academic portfolio

### 2. Note-Taking

1. Take 15 to 25 pages of quality Cornell notes per week
2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
3. Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work
4. Use the skills of underlining key terms, highlighting and going back to fill in gaps to sufficiently process notes that have been taken
5. Review, refine and use color-coding on notes focusing on unimportant information, key information and potential test questions
6. Refine content on notes as new understanding is gained through reading textbook(s), tutorial sessions, study groups and discussions with the teacher/peers
7. Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking
8. 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. Expand proficiency with technological learning tools, especially advanced features of MS Word, PowerPoint, and video editing software
2. Complete an in-depth research project where the student utilizes books, Internet, and primary source documents
3. Work as a class to complete a research project
4. Work with a small group to complete a research project
5. Research and apply for college scholarships

#### 4. Test Preparation/Test-Taking

1. Discuss test-taking strategies with core content teachers, in order to support efforts in preparing for exams
2. Analyze test results and bring missed questions to tutorials to discuss and solve with peer groups

#### Assignment

Students will complete an in-depth research project where the student utilizes books, Internet, and primary source documents. They will also work as a class to complete a research project. Finally, students will also work in a small group to complete a research paper and subsequent service learning project.

#### **Unit 6: Reading**

##### 1. Vocabulary

1. Relate new vocabulary to familiar words
2. Infer word meaning using knowledge of advanced prefixes, suffixes and root words
3. Chart new words during reading of increasingly complex texts
4. Utilize concept mapping to determine word usage and various meanings

##### 2. Textual Analysis

1. Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text
2. Analyze collegiate level writing prompts to determine purpose
3. Analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents
4. Effectively summarize sections of an argument, text or film
5. Focus on a three-part source integration, including source, paraphrase/direct quote, and comment about its relevance to the argument
6. Deliberately select rereading strategies that will assist in understanding of the text
7. Determine how to best take notes or record information garnered from readings or films, especially those dealing with advanced content
8. Analyze philosophical and political arguments
9. Analyze an author's proof in order to isolate key evidence, identify types of evidence being presented, and analyze its value and impact on the argument

#### 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, analyze, review, synthesize various articles to ensure that they are able to grasp textual analysis, read for fluency and use contextual



clues. Students will be required to analyze multiple interpretations of a story, analyze college level writing prompts, rhetorical devices, summarize arguments, Teachers can select articles from the Avid Weekly library that correspond to either 11th or 12th graders.

## **Unit 7: College Preparedness**

1. Field Trips
  1. Attend as many college/university visits as possible, with opportunities to sit in on college classes or attend a cultural event on campus
  2. Determine and plan the spring college/university field trip, including contacting of admissions counselors and student guides
  3. Visit schools of interest independently during weekends or summer to gain further exposure to postsecondary opportunities
  4. Reflect on course performance/GPA to determine which schools might best fit with areas of career interest
2. College and Career Knowledge
  1. Develop an understanding of the scholarship application process and required information
  2. Determine which colleges/universities will best meet academic pursuits
  3. Examine cost of colleges and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs
  4. Examine FAFSA requirements and determine appropriate action steps to meet deadlines
  5. Begin a basic understanding of selecting and scheduling courses in college
3. College Entrance Testing
  1. Prepare for and take the PSAT in the fall of eleventh grade year
  2. Chart scores from PSAT/PLAN, monitoring areas of weakness and creating a study plan to meet testing needs
  3. Prepare for and take the SAT and/or the ACT at least once during the spring semester
  4. Analyze test results and develop a study plan for the spring and summer to prepare for testing during the twelfth grade year
4. Analyze the structure and formatting of college entrance exams and develop a test-taking plan that will lead to higher scores
  6. Practice college entrance sample questions and discuss how to best approach solutions
  7. Examine other college entrance exams, such as those that would exempt students from college remediation coursework
  8. Track all personal test results in a student portfolio and monitor scores in comparison to the requirements of colleges and universities of choice
5. College Admissions/Financial Aid
  1. Track requirements for various postsecondary opportunities including average GPAs, SAT/ACT scores and extracurricular activities
  2. Regularly update activity information and admissions materials in the student portfolio

Assignment

Students will investigate possible guest speakers to support research and career projects formulate and ask questions during guest speaker presentations, such as college admissions officers, financial aid advisors, current college students and/or AVID graduates, or professionals from various careers. In addition they will utilize Cornell notes as a means to track main points from guest speakers, keeping them as an ongoing reflective tool as a part of a multi-year portfolio, and reflect upon the guest speakers of the previous two years. Finally, students will reflect upon guest speakers and areas of interest, possibly seeking opportunities to job shadow or potential internships in areas of interest.

## Course Materials

### Textbooks

Title	Author	Publisher	Edition	Website	Primary
AVID Tutorial Guide	Dr. Paolina Schiro and Tracy Daws	AVID Press	2009	[ empty ]	Yes
College and Careers	Nancy Caine, Regina Risi, Dr. Paolina Schiro, Carmen Serret-Lopez	AVID Press	2005	[ empty ]	Yes
High School Writing	Michelle Mullen and Sandy Boldway	AVID Press	2005	[ empty ]	Yes
AVID Critical Thinking and Engagement	Paul Bendall, Adam Bollhoefer, and Vijay Koilpillai	AVID Press	2015	[ empty ]	Yes
AVID Elective Essentials for High School	Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter	AVID Press	2014	[ empty ]	No
Critical Reading: Deep Reading Strategies for Expository Texts	Jonathan LeMaster	AVID Press	2011	[ empty ]	Yes
Preparing for College	Sharon Neumann and Hilda Lopez	AVID Press	2012	[ empty ]	Yes
AVID College Readiness: Working with Sources	Dr. Ann Johns	AVID Press	2009	[ empty ]	Yes

### Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
AVID Weeks at a Glance for 11th Grade	Timothy Bugno and Ben Solomon	AVID Center	<a href="https://my.avid.org/file_sharing/default.a">https://my.avid.org/file_sharing/default.a</a>

