Secondary Course Description

Course descriptions are updated and reviewed with all new text adoptions.

COVER PAGE

1. Course Title: AVID (Advancement Via Individual Determination)	**13. Subject Area:**
2. Transcript Title / Abbreviation: AVID	☐ History/Social Science
3. Transcript Course Code / Number (Office Use Only)**:**	☐ English
4. School: Davis Senior High, Harper, Holmes, and Emerson Junior High	☐ Mathematics
5. **District:** Davis Joint Unified School District	☐ Science
6. Department:	☐ CTE
	☐ Language other than English
7. Graduation Requirement it meets: Elective Credit, Practical Art	☐ Visual & Performing Arts
	[x] DJUSD Graduation Elective
	☐ College Prep Elective (will seek UC/CSU approval)
	[x] Practical Arts
8. Length of Course: 1 Year	**14. Grade Level(s):** 9-12
9. Graduation Credits: 10	**15. UC/CSU Requirement:** G Elective
10. School / District Web Site: http://www.djusd.net	**16. Seeking "Honors" Distinction?** Yes x No
11. CBEDS Course Code:	**17. GPA Types:**
12. School Contact: **Name:** Nick Gallaudet **Title/Position:** Co-Coordinator & Elective Teacher **Phone:** 530-757-5330 **Ext.:** 253 **Fax:** 530-757-5350 **E-mail:** ngallaudet@djusd.net	**18. Credit Value:** ☐ 0.5 (half year or semester equivalent) ☐ 1.0 (one year equivalent) [x] 2.0 (two year equivalent) ☐ Other: _____

19. Was this course previously approved by UC? [x] Yes   ☐ No

If so, in what year? **2016**   Under what course title? AVID 9-12

20. Pre-Requisites: None

   Co-Requisites: None

21. <u>Preliminary Approval</u> - Secondary Site Principal Signature (<u>Must</u> be signed before proceeding to Step 22):

22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____

23. Review & Approval:

   Date   Signature

_____   **Site Curriculum and Instruction Leadership Team**   Signature/Title _____

_____   **Secondary Department Articulation/Collaboration**   Signature/Title _____

Secondary Principal Signatures: _____   _____

Date: _____   _____

_____

BACKGROUND INFORMATION

Brief Course Description:

AVID is an international program in over 7,500 schools, serving over 2 million students. The mission statement of the AVID program is "to close the opportunity gap by preparing all students for college readiness and success in global society" (avid.org). Our AVID program is designed to align with the AVID standards to support students in their current classes and support them as they explore and apply to colleges, while developing skills for success now and in the future.

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 that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, 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. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Context for Course:

List the State/District Standards addressed in this course.

The Leadership course is aligned with the DJUSD Graduate Profile as well as the national AVID elective standards. The AVID elective standards draw inspiration from and align to many of the standards outlined by:

- ASCA: American School Counselor Association
- CASEL: Collaborative for Academic, Social, and Emotional Learning
- CCSS: Common Core State Standards
- CCTC: Common Career Technical Core
- David Conley's Four Keys to College and Career Readiness
- ELPA21: English Language Proficiency Assessment for the 21st Century
- Charlotte Danielson's Framework for Teaching
- ISTE: International Society for Technology in Education

Information found on avid.org

AVID Elective Standards vary by grade level, but are guided by these anchor standards:
- Student Agency
    - Student Empowerment
    - Leadership of Others
- Academic Preparedness
    - Writing
    - Inquiry
    - Collaboration
    - Organization
    - Reading
- Opportunity Knowledge
    - Advancing College Preparedness
    - Building Career Knowledge

See the attached AVID Elective Standards.

History of Course Development:

AVID has been a long-standing elective course in DJUSD. Offered from 8th grade through 12th grade it has served as a support to send countless DJUSD students to college and is recognized as a G Elective by the UC and CSU systems. Focused on developing every skill in the DJUSD graduate profile and with a goal of college and career readiness, it is an appropriate class to fill the DJUSD Practical Art graduation requirement.

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

This class is designed to support students who intend to enroll in college after high school graduation who are historically underrepresented in higher education. In the AVID elective, we help students develop "soft skills," like organization, adaptability, collaboration, self-advocacy, etc. as well as targeted support in their academic classes and college exploration and preparation. Students are encouraged to take ownership and responsibility for their education and begin preparing for their future. The AVID elective aligns with the AVID elective standards, published by the AVID organization. These standards include the following outcomes as their anchor standards: Student Agency, Rigorous Academic Preparedness, and Opportunity Knowledge, with sub standards for each one. Skills addressed in the standards include critical reading, reflective writing, self-advocacy, and metacognition, to name a few. These standards are aimed at accomplishing AVID's mission statement "to close the opportunity gap by preparing all students for college readiness and success in global society" (avid.org).

COURSE OBJECTIVES

The objectives of the AVID course are to provide the guidance and tools for students to be successful in their current classes and develop skills for their future. To develop these skills, students will accomplish the following course objectives:
1. Develop and improve organizational skills
2. Self-regulation, management, and care
3. Collaboration with various group sizes and dynamics
4. Completion of community service hours
5. Reflective writing for scholarship and college admissions essays
6. Support students in completing a-g requirements, applying to colleges, and navigating FAFSA
7. College and career exploration
8. Developing student agency
9. Developing and refining student presentation skills and interpersonal skills

COURSE OUTLINE

Students complete several daily routines to develop academic and life success skills, such as note review, planner usage, and collaboration. Additionally, students engage in activities that include standardized test preparation, college and career exploration, community service projects, goal setting and follow up, reflection on behavior and practices, and resume building. With support and guidance from college tutors and guest speakers, students can seek guidance from people experienced in navigating the college admissions process, as well. The outline of the course follows and aligns with the attached AVID Elective standards.

TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Title, Author, Publisher, Edition:

Previously Adopted?	No (If no, provide information directly below)	
Cost per book	**Total Cost**	**Budget Source**

Other:

DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

The AVID elective teachers are trained in the use of AVID strategies through regular professional development opportunities from the national AVID organization, including a 3-day annual AVID Summer Institute and regular day-long training opportunities offered throughout the school year. These strategies are appropriate for school-wide implementation and address the diverse needs of every student, not just carefully selected AVID students. AVID instructional strategies are focused around 5 competencies: Writing, Inquiry, Collaboration, Organization, and Reading, abbreviated as WICOR. Through the use of these WICOR strategies, we will be able to reach all students and provide opportunities to support each other and themselves. We also have access to local college tutors who can provide individualized and focused support for the AVID students.

ASSESSMENT METHODS AND/OR TOOLS

AVID students are assessed in a variety of ways. The program calls for weekly organization checks, ensuring their binder, backpack, planner, and notes have all been maintained. There are also a variety of ways for students to show their mastery of topics, whether it is through writing, presenting, multimedia projects, or exams, students are afforded every opportunity to demonstrate their knowledge. The assignments in AVID are largely project based, with multiple opportunities for feedback and reflection throughout the process. There are also countless opportunities for student reflection and self-assessment to ensure their goals are being met, in addition to the objectives of the AVID course.

ASSESSMENT CRITERIA

Grading for this course is based on expectations and rubrics created for:
- Active class participation
- AVID curriculum
  - Projects
  - Organization
  - Collaboration
  - Daily Assignments
- Completion of community service
- Tutorial review sessions
- Regular grade checks

HONORS COURSES ONLY

Indicate how this honors course is different from the standard course.

9ᵗʰ Grade AVID Elective Class

Major Concepts/Content: 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 that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, 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. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9ᵗʰ grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

AVID curriculum books used:
AVID College and Careers, *AVID Critical Thinking and Engagement*, *AVID Reading for Disciplinary Literacy*, *AVID Secondary Implementation Resource*, *AVID Tutorial Guide*, *AVID Writing for Disciplinary Literacy*, *Preparing for College*

Supplemental materials could include the following:
AVID Weekly®, *Supporting Math in the AVID Elective*, *Write Path* content-area books, focused note-taking resources, my.avid.org Curriculum Book Webpages

Student Outcome   Reference

Student Agency   **SA**

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness   **AP**

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge   **OK**

- Advancing College Preparedness
- Building Career Knowledge

Student Empowerment

1. a) Determine personal interest for extracurricular and community service activities within the school and community
b) Gain awareness of extracurricular and community service activities within the school and community

2. Evaluate the impact of decisions on others

3. Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

4. Establish understanding of concepts and content-specific vocabulary related to personal finance

5. a) Identify the characteristics of positive, healthy relationships
b) Explore individual peer relationships and identify those that are positive and healthy

6. Gain awareness of motivators that positively impact performance

7. Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)

8. a) Gain awareness of skills that increase mental flexibility

   b) Explore the relationship between grit and perseverance

9. a) Identify strategies and skills that promote self-awareness

   b) Identify individual strengths and areas of challenge related to academic skills and performance

10. Determine key points from learning experiences

Leadership of Others

1. Identify traits connected to personal integrity and ethics

2. a) Identify leadership opportunities and positions in the school and community

   b) Determine formal and informal leadership opportunities that could be pursued

3. a) Select tools to analyze a conflict and identify a positive solution

   b) Classify passive, assertive, and aggressive statements

Writing

1. a) Develop writing skills related to expository, timed, and descriptive modes of writing

   b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative)

   c) Draft initial writing

2. Analyze a writing task by identifying key vocabulary and audience

3. Gather and analyze feedback from peers and instructors

4. a) Edit drafts for grammar, mechanics, and spelling

   b) Analyze the organizational structure of writing

5. Publish writing to a small group audience within the classroom, such as a formal written paper

6. a) Take notes with an emphasis on identifying and recording the note-taking objective and/or Essential Question

   b) Take notes with an emphasis on setting up notes, including all required components

7. Summarize by pulling together the most important information related to the objective and/or Essential Question

Inquiry

1. Create questions based on Costa's Levels of Thinking

2. Identify misunderstood concepts or problems

3. Determine the steps/process that led to a solution

4. Reflect on learning to make connections between new learning and previous learning

5. Reflect on learning strategies that were employed and whether those strategies were effective

6. a) Identify processes that are used

   b) Reflect on a process that was used and whether that process was effective

7. Analyze a research prompt

8. a) Locate sources that are relevant to the topic and support the purpose of the research assignment

   b) Distinguish between primary and secondary sources

9. Plan and structure the writing based on the research prompt

10. Integrate quotations and references to texts, using proper citations

11. Publish research to a small group audience within the classroom, such as a formal, written paper

Collaboration

1. Establish norms and expectations around shared responsibility among group members

2. Establish norms and expectations around appreciating diversity among group members

3. Develop a foundational familiarity and comfort with classmates

4. Identify respectful and disrespectful actions of self and others

5. Check group members' level of understanding

6. Utilize technology to collaborate with classmates

7. a) Apply basic understanding of effective public speaking

   b) Incorporate visual aids and/or technology when appropriate

8. Describe the characteristics of effective listening, such as eye contact and mirroring

9. Monitor word choice when speaking

10. Identify formal and informal language registers

Organization

1. a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success

   b) Create an activity log or tracking system for community extracurricular activities and hours

2. a) Explore a variety of organizational formats for calendaring/planning

   b) Determine how to use time effectively

   c) Assess complex assignments and break them into smaller tasks

3. Set personal, academic, and career goals

4. Monitor progress towards goals

5. Utilize visual frameworks to organize information

Reading

1. Determine the characteristics of a high-quality text in relation to the reading purpose

2. a) Preview text features

   b) Identify prior knowledge that may be relevant to the reading

3. Assess knowledge of academic and content-specific vocabulary words

4. a) Mark the text to accomplish the reading purpose

   b) Identify the key components of a text related to the reading purpose

5. Extend beyond the text by applying key learning

Advancing College Preparedness

1. Identify personal interests and skills related to future college aspirations, such as through an interest inventory

2. a) Know how to determine GPA

   b) Develop familiarity with college terminology

   c) Classify the various types of colleges

3. Understand scholarships and the role they play in college financing

4. Articulate the importance of long-term academic plans as a part of goal setting and achievement

5. a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process

   b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

Building Career Knowledge

1. Identify personal interests and skills related to future career aspirations

2. a) Increase familiarity with career terminology

   b) Distinguish between jobs, careers, and career fields

3. a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit

   b) Explore the net cost of attending college to inform decisions and budget plans

4. Request assistance in selecting career elective courses and pathways that match interests and goals

10th GRADE STANDARDS

Course Description
10th Grade AVID Elective Class

Major Concepts/Content: 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 that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, 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. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

AVID curriculum books used:
AVID College and Careers, *AVID Critical Thinking and Engagement*, *AVID Reading for Disciplinary Literacy*, *AVID Secondary Implementation Resource*, *AVID Tutorial Guide*, *AVID Writing for Disciplinary Literacy*, *Preparing for College*

Supplemental materials could include the following:
AVID Weekly®, *Supporting Math in the AVID Elective*, *Write Path* content-area books, focused note-taking resources, my.avid.org Curriculum Book Webpages

Student Outcome   Reference

Student Agency   SA

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness   AP

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge   OK

- Advancing College Preparedness
- Building Career Knowledge

Student Empowerment

1. Explore and experience extracurricular and community service activities within the school and community

2. Evaluate the impact of decisions on the environment

3. a) Identify activities that assist with self-care and healthy habits

   b) Identify areas that need attention and develop goals to address those areas

4. Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions

5. Develop a support network that includes peers and adults for academic and future success

6. Explore how individual motivators and self-monitoring of motivation impact academic performance

7. Seek help related to areas of need

8. Determine personal levels of grit and perseverance in relation to growth mindset

9. Establish self-awareness strategies and skills, including SLANT (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head "yes" or "no," Talk with your teachers)

10. Make connections between key learning points and new contexts

Leadership of Others

1. Identify traits connected to responsibility, integrity, and ethical interactions with others

2. Pursue leadership opportunities across the school

3. a) Identify personal conflict-management style

   b) Transform passive and aggressive statements into constructive, assertive statements

Writing

1. a) Develop writing skills related to the argumentative mode of writing

   b) Generate multiple ideas that support, explain, or enhance the writing topic or theme

   c) Compose first drafts using ideas and information gathered during pre-writing

2. Analyze a writing task to determine the purpose, format/style, and audience

3. Write multiple drafts with increasing depth based on feedback and observations

4. Analyze and edit sentence structure to create interest and complexity

5. Publish writing to entire class, such as an oral presentation

6. a) Take notes with an emphasis on recording main ideas and important information

   b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing

7. Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

Inquiry

1. Develop inquiry skills through focused observations and analyses

2. Identify the specific point of confusion related to a misunderstood concept or problem

3. Determine whether similar problems could be solved using the same steps/process

4. Reflect on learning to make connections between new learning and previous experiences

5. Reflect on learning strategies that were employed, whether those learning strategies were effective, and how methods could be adjusted in the future

6. Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future

7. Brainstorm ideas for research topics to address a research prompt

8. Determine the relevance, validity, and reliability of information found within sources

9. Organize information, sources, and data that support the research prompt

10. Integrate quotations to support claims, citing locations and references for texts

11. Publish research to entire class, such as an oral presentation

Collaboration

1. Hold self and peers accountable for following group norms about shared responsibility

2. Summarize points of agreement and disagreement from varying perspectives

3. Deepen relational capacity with classmates through effective conflict management

4. Establish norms and expectations around respectful interactions among group members

5. Ask clarifying questions to group members to facilitate understanding

6. Utilize technology to collaborate with classmates and community members

7. a) Distinguish between effective and ineffective language during interactions

   b) Refine usage of nonverbal communication when speaking, including body language and eye contact

8. Demonstrate active listening skills during academic conversations

9. Utilize academic vocabulary when communicating

10. Speak effectively before small groups of peers

Organization

1. a) Refine usage of organizational tools (e.g., binders/eBinders, portfolios, or digital folders) and systems that support academic success

   b) Maintain an activity log or tracking system for community extracurricular activities and hours

2. a) Utilize an organizational tool to record obligations and constraints on time

   b) Demonstrate the process of backward mapping

3. Identify the steps necessary to accomplish goals

4. Identify reasons for why progress is or isn't being made toward accomplishing goals

5. Apply visual frameworks to organize language and comprehend key concepts

Reading

1. Assess whether a text is appropriate according to the reading purpose

2. a) Make predictions about the text using text features

   b) Assess relevant prior knowledge and identify gaps

3. Utilize tools to deepen understanding of vocabulary

4. Mark the text to accomplish the reading purpose through the lens of a content expert

5. Extend beyond the text by evaluating and synthesizing key learning

Advancing College Preparedness

1. Define key personal attributes for academic, social, and financial fit related to college selection

2. a) Explore the significance of GPA at different stages of the academic journey

   b) Explore college options and terminology

3. Evaluate personal level of readiness for scholarship eligibility

4. a) Reflect on how academic plans and course completion support progress toward desired major

   b) Determine which courses or opportunities align with college goals and plans

   c) Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)

5. a) Explore match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process

   b) Prepare for college entrance exams

Building Career Knowledge

1. Define key personal attributes for academic, social, and financial fit related to career selection

2. Explore career fields and career pathways, including what resources and opportunities are available locally

3. Investigate best-fit career fields based on academic, social, and financial fit

4. Reflect on how academic plans and course completion support progress toward desired career field

Course Description
11th Grade AVID Elective Class

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The 11th 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 when they apply to four-year universities and confirm their postsecondary plans.

AVID curriculum books used:

AVID College and Careers
AVID College Readiness: Working with Sources
AVID Critical Thinking and Engagement
AVID Reading for Disciplinary Literacy
AVID Secondary Implementation Resource
AVID Tutorial Guide
AVID Writing for Disciplinary
Literacy Preparing for College

Supplemental materials could include the following:

AVID Weekly®, *Supporting Math in the AVID Elective*, *Write Path* content-area books, focused note-taking resources, my.avid.org Curriculum Book Webpages

Student Outcome   Reference

__Student Agency__   __SA__

- Student Empowerment

- Leadership of Others

__Rigorous Academic Preparedness__   __AP__

- Writing

- Inquiry

- Collaboration

- Organization

- Reading

__Opportunity Knowledge__   __OK__

- Advancing College Preparedness

- Building Career Knowledge

Student Empowerment

1. Explore and pursue leadership opportunities in extracurricular and community service activities within the school and local and/or global community

2. Evaluate the impact of decisions on the world

3. Effectively manage stress and anxiety levels, including areas such as test preparation and test taking

4. Create a systematic decision-making model for personal financial decisions and circumstances

5. a) Maintain a strong support network for academic and career success

    b) Identify mentors to influence, support, and guide future transitions and success

6. Apply strategies to support motivation, especially when lacking intrinsic motivation

7. a) Strengthen ability to self-advocate related to areas of need

    b) Leverage support network to assist with areas of need

8. a) Reflect on current status and skills to strengthen mental flexibility now and in the future

    b) Recognize and overcome obstacles that could hinder future success

9. Apply self-awareness strategies and skills with a variety of academic challenges

10. Employ key learning points in real-world applications

Leadership of Others

1. Assess personal traits connected to integrity and ethical leadership

2. Pursue leadership and/or mentorship opportunities in the school and community

3. Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

Writing

1. a) Develop writing skills related to expository research writing, incorporating MLA or APA format

   b) Gather information related to the writing prompt to generate a bank of resources and information

   c) Compose first drafts with a focus on establishing a clear purpose for the writing

2. Utilize inquiry strategies to develop additional questions as needed

3. Independently create and execute a plan for the revision process

4. Analyze the language of writing and edit for voice, flow, and clarity

5. Publish writing to an audience outside of the classroom, such as an online forum

6. a) Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective

   b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)

7. Reflect on how notes help to meet the learning objective and contribute to academic and personal success

Inquiry

1. Use questioning techniques to think critically about content and concepts

2. Generate questions based on a misunderstood concept or problem

3. Determine modifications to the process that would be needed to solve similar problems

4. Reflect on learning to make connections between new learning and the broader world

5. Reflect throughout learning on progress and continually adjust actions on major tasks or assignments

6. Reflect throughout a process on progress and continually adjust actions

7. Develop research questions/claim statements that effectively address the research prompt

8. Determine the perspective, validity, and reliability of information found within sources with the use of multiple sources (such as books, articles, and websites)

9. Synthesize information, sources, and data that support the research prompt

10. Construct written claims and support them with reasoning and evidence

11. Publish research to an audience outside of the classroom

Collaboration

1. Negotiate roles within a collaborative group through the adoption of effective elements of collaboration

2. Integrate multiple perspectives into group products

3. Deepen relational capacity through the creation of novel ideas and solutions

4. Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy

5. Support all group members' understanding of key concepts

6. Utilize technology to connect to the global community and to explore topics from multiple perspectives

7. Adjust ineffective verbal and nonverbal communication into effective communication

8. Demonstrate active listening by asking clarifying questions

9. Demonstrate command of grammar when communicating

10. Speak effectively before the whole class

Organization

1. a) Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance

   b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours

2. a) Understand and demonstrate the concepts and practices of backward mapping

   b) Identify upcoming events to proactively avoid time-management conflicts

3. Create short- and mid-range goals that support achievement of long-term goals

4. Modify goals and actions appropriately based on progress

5. Manage varied visual frameworks to organize language and show relationships between key concepts

Reading

1. Select texts and justify how they meet the reading purpose

2. Build background knowledge related to the text preview

3. Connect vocabulary within texts to broader concepts in the text

4. Create text-dependent questions while reading that align with the reading purpose

5. Extend beyond the text by analyzing how to best apply key learning

Advancing College Preparedness

1. Refine key personal attributes for academic, social, and financial fit related to college selection

2. a) Reflect on current GPA and how it relates to choosing a college and career path

   b) Compare various college campus structures, services, and opportunities

3. Research and evaluate scholarship offerings, including FAFSA

4. a) Produce long-term academic plans that align with goals

   b) Plan for a successful transition to the next step in the academic journey

   c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)

5. a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate "summer melt" and undermatching during the selection process

   b) Determine whether additional test prep and testing is needed to reach scholarships goals

Building Career Knowledge

1. a) Develop an authentic and personal definition of success

   b) Refine key personal attributes for academic, social, and financial fit related to career selection

2. a) Gain awareness of how academic performance links to career performance and success

   b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein

   c) Develop knowledge and gain exposure to transitional phases related to work life

3. Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways

4. Engage in real-world experiences within career fields of interest, such as service-learning projects, job-shadowing opportunities, or internship possibilities

Course Description

12th Grade AVID Elective Class

Major Concepts/Content: 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 that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, 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. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 12th grade AVID Elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

AVID curriculum books used:

AVID College and Careers, *AVID College Readiness: Working with Sources*, *AVID Critical Thinking and Engagement*, *AVID Reading for Disciplinary Literacy*, *AVID Secondary Implementation Resource*, *AVID Tutorial Guide*, *AVID Writing for Disciplinary Literacy*, *Preparing for College*

Supplemental materials could include the following:

AVID Weekly®, *Supporting Math in the AVID Elective*, *Write Path* content-area books, focused note-taking resources, my.avid.org Curriculum Book Webpages

Student Outcome	Reference

Student Agency   **SA**

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness   **AP**

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge   **OK**

- Advancing College Preparedness
- Building Career Knowledge

Student Empowerment

1. Act as a globally and digitally aware, responsible, and contributing citizen
2. Evaluate the impact of decisions on others and the world
3. Attend to personal health, safety, and balance (including digital security)
4. Make appropriate personal financial choices
5. Generate and maintain a network of support for current and future success
6. Develop, demonstrate, and maintain motivation
7. Self-monitor and seek help when necessary
8. Demonstrate persistence, flexibility, and adaptability
9. Demonstrate self-awareness strategies and skills
10. Apply learning to demonstrate knowledge and achieve success

Leadership of Others

1. Demonstrate integrity and ethical leadership, including online
2. Pursue leadership opportunities and hold leadership positions
3. Manage and resolve conflict with others

Writing

1. Compose a variety of text types
2. Analyze a writing task
3. Revise writing to improve clarity and accomplish the writing purpose
4. Polish writing through editing and proofreading
5. Publish writing by distributing it to varied audiences
6. Take notes to meet the note-taking objective
7. Summarize and reflect to synthesize learning and identify next steps

Inquiry

1. Use questioning techniques to engage in discussions and think critically about content and concepts
2. Identify specific questions based on a misunderstood concept or problem
3. Upon arriving at a solution, identify generalized steps/processes that could be used to solve similar problems
4. Make connections between new learning and previous learning, experiences, self, and/or the world
5. Continuously reflect and modify actions to promote learning and academic success
6. Reflect on and modify actions related to successful utilization of a process
7. Identify topics/questions to be investigated and include source material on opposing sides of the topic
8. Evaluate the validity and reliability of both digital and print sources
9. Synthesize and organize information effectively, including usage of digital tools
10. Cite evidence and support claims
11. Present research findings, customizing the presentation for the intended audience

Collaboration

1. Share responsibility among group members

2. Work productively and effectively in diverse teams with diverse perspectives

3. Establish and maintain relational capacity with others

4. Respect individual contributions

5. Support group members in clarifying confusion and checking for understanding

6. Utilize technology as a tool for collaboration both synchronously and asynchronously

7. Clearly communicate verbally and nonverbally, including appropriate usage of technology

8. Listen effectively to decipher meaning

9. Demonstrate a command of language and grammar usage when communicating

10. Adapt speech to a variety of contexts and communicative tasks

Organization

1. Routinely utilize organizational systems to access and archive materials efficiently

2. Organize and allocate time based on priorities and task completion

3. Identify and plan for the steps necessary to accomplish various types of goals

4. Monitor progress toward goals and revise appropriately, leveraging technology

5. Organize information, indicating relationships between ideas

Reading

1. Select a text according to the reading purpose

2. Preview text to connect with or build background knowledge

3. Examine key academic and content-related vocabulary to deepen comprehension of texts

4. Interact with the text to process information as it is read

5. Extend beyond the text by using academic thinking skills (applying, analyzing, evaluating, and/or synthesizing key learning)

Advancing College Preparedness

1. Develop an awareness of personal abilities, skills, and interests related to college selection

2. Expand understanding around key college information

3. Understand scholarships and the role they play in college financing

4. Plan a path for education and college aligned to personal goals

5. Complete college admission requirements, including testing and application

Building Career Knowledge

1. Develop an awareness of personal abilities, skills, and interests related to careers and career selection

2. Expand understanding around key career-related information

3. Develop skills and attitudes related to career readiness

4. Plan a path for education and career aligned to personal goals