

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700110

**Course Title:** M/J AVID I

**A. Major Concepts/Content.** Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID 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, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Understand the mission of AVID, SLANT, and their role as an AVID student
- Use reading strategies to better understand text
- Apply summarization knowledge and skills in a variety of circumstances
- Create an academic portfolio to be used throughout 6-12 grades
- Establish a foundation of the tutorial process as a support to their content classes
- Participate in small group tutorials facilitated by college tutors two times each week
- Participate in activities to foster collaborative work
- Apply tools and strategies to arrange class materials
- Utilize Cornell Note taking in most classes
- Understand the structure of Costa's Levels of Questioning
- Apply strategies of successful students which emphasize:
  - time management skills
  - learning styles
  - goal setting and self-awareness
  - test taking
- Participate in Philosophical Chairs and Socratic Seminars, and understand the different uses and formats for each

- Apply strategies from lessons in writing paragraphs, vocabulary building and effective word choice
- Understand and apply all stages of the writing process
- Write a personal narrative and memoir
- Participate in impromptu speeches
- Increase awareness of college and careers from:
  - guest speakers
  - research using technology
- Understand differences and similarities between post-secondary institutions
- Create an academic 6 year plan for secondary education
- Calculate grade point average
- Participate in ongoing motivational and teambuilding activities
- Collect information into an academic and personal portfolio
- Reflect on academic performance based on the AVID student portfolio
- Participate in a field trip to a community college or career and technical center

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 6 (M/J AVID 6) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 7 and M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

# Grade 6

<b>AV.</b>	<b>6.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Strand 1: Goal Setting

- Standard 1: Self Awareness
- Standard 2: Monitoring Goals

## Strand 2: Academic Success Skills

- Standard 1: Organization
- Standard 2: Note-Taking
- Standard 3: Inquiry and Collaboration
- Standard 4: Research and Technology
- Standard 5: Test Preparation

## Strand 3: College Awareness

- Standard 1: Guest Speakers
- Standard 2: Field Trips
- Standard 3: Research

## Strand 4: Writing Process and Application

- Standard 1: The Writing Process
- Standard 2: Writing Application
- Standard 3: Reflective Writing

## Strand 5: Reading

- Standard 1: Vocabulary
- Standard 2: Literary Analysis

## Strand 6: Communication

- Standard 1: Speaking

## Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

<b>Self Awareness</b>	<b>Standard 1:</b> The student develops the abilities to make appropriate decisions.
	The student will:
AV 6.1.1.1	- complete self evaluations about conflict management, personal behavior, accomplishments, and interactions with others
AV 6.1.1.2	- monitor decision-making
AV 6.1.1.3	- develop an understanding of SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) and apply strategy in all classes

<b>Goal Development</b>	<b>Standard 2:</b> The student uses multiple strategies to set and monitor goals.
	The student will:
AV 6.1.2.1	- read short biographies that focus on goal setting
AV 6.1.2.2	- understand how to set goals using GPA (Goal, Plan, Action) outline
AV 6.1.2.3	- practice setting intermediate and short-range goals with GPA's, projects, reading assignments, and/or homework
AV 6.1.2.4	- create an academic 6 year plan for secondary education
AV 6.1.2.5	- understand how to calculate grade point average
AV 6.1.2.6	- set academic and personal goals for success and monitor goals at the end of each grading period
AV 6.1.2.7	- monitor guidelines of AVID requirements in school contract order to remain above minimum requirements
AV 6.1.2.8	- reflect on personal accomplishments and achievements

## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student develops and maintains organizational and time management skills
	The student will:
AV 6.2.1.1	- develop and maintain an organized binder as an educational tool, divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other academically useful materials
AV 6.2.1.2	- keep calendars and/or planner for each class which show assignments
AV 6.2.1.3	- create an academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes

<b>Note-Taking</b>	<b>Standard 2:</b> The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 6.2.2.1	- understand the history of the Cornell Note-Taking method
AV 6.2.2.2	- develop understanding of the organization of the left column notes for main ideas and questions
AV 6.2.2.3	- develop understanding of the organization of the right column notes
AV 6.2.2.4	- develop understanding of the summary in Cornell Note-Taking
AV 6.2.2.5	- utilize Cornell Note-Taking methods in most classes

<b>Inquiry and Collaboration</b>	<b>Standard 3:</b> The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:

AV 6.2.3.1	- participate in team building lessons to learn about valuing and effectively working with others
AV 6.2.3.2	- establish a foundational understanding for collaborative tutorial skills
AV 6.2.3.3	- participate in academic tutorials with peers as group members, and college tutors as facilitators, twice per week
AV 6.2.3.4	- develop an awareness of Costa's Levels of questions and/or Bloom's Taxonomy
AV.6.2.3.5	- create higher level questions, and bring them to academic tutorials to seek support and clarification
AV.6.2.3.6	- develop inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs

<b>Research and Technology Skills</b>	<b>Standard 4:</b> The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 6.2.4.1	- use technology in assignments and presentations

<b>Test Preparation</b>	<b>Standard 5:</b> The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV.6.2.5.1	- develop an understanding of how to prepare for content area final exams focusing on before, during and after an exam

### Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

<b>Guest Speakers</b>	<b>Standard 1:</b> The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 6.3.1.1	- use skills of listening during presentations by guest speakers regarding career preparation and attendance at

	four-year colleges and universities
AV 6.3.1.2	- write to reflect on their learning from guest speaker presentations

<b>Field Trips</b>	<b>Standard 2:</b> The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 6.3.2.1	- use skills of listening and viewing during experiences visiting a career/technical education center or community college
AV 6.3.2.2	- use skills of listening and viewing during experiences visiting a cultural/arts venue
AV 6.3.2.3	- write to reflect on their learning from field trip experience(s)

<b>Research</b>	<b>Standard 3:</b> The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 6.3.3.1	- use technology to understand differences in post-secondary institutions to include but not limited to the following: community college, state colleges and universities, independent/private colleges, technical or vocational schools and the armed forces.
AV 6.3.3.2	- use technology to research a college/university within Florida.

## Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

<b>The Writing Process</b>	<b>Standard 1:</b> The student develops an understanding of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
----------------------------	--

	The student will:
AV 6.4.1.1	- use prewriting techniques to brainstorm ideas for writing
AV 6.4.1.2	- revise and edit drafts of writing for themselves and classmates
AV 6.4.1.3	- publish final versions of writing for the student portfolio
AV 6.4.1.4	- evaluate the stages of the writing process for various assignments
AV 6.4.1.5	- complete writing assignments that include, but are not limited to: a narrative essay, an expository essay and a memoir

<b>Writing Application</b>	<b>Standard 2:</b> The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:
AV 6.4.2.1	- understand strategies to write effective paragraphs
AV 6.4.2.2	- apply strategies to build and expand on vocabulary/word choice

<b>Reflective Writing</b>	<b>Standard 1:</b> The student develops understanding of writing about learning in all content classes
	The student will:
AV 6.4.3.1	- write neat and complete notes with summaries
AV 6.4.3.2	- write weekly learning logs representing learning from all content areas

## Strand 5: Reading

Students will develop cross curricular reading skills.

<b>Literary Analysis</b>	<b>Standard 2:</b> The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 6.5.2.1	- read and discuss various examples of text including, but not limited to, articles from magazines and newspapers
AV 6.5.2.2	- use multiple reading strategies including, but not limited to, marking the text and numbering paragraphs to better understand text
AV 6.5.2.3	- determine the main idea of grade appropriate text



AV 6.5.2.4	- summarize informational text
------------	--------------------------------

## Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

<b>Speaking</b>	<b>Standard 1:</b> The student understands verbal and non-verbal communication
	The student will:
AV 6.6.1.1	- understand terminology associated with public speaking
AV 6.6.1.2	- develop awareness of non-verbal communication when speaking
AV 6.6.1.3	- practice monitoring word choice when speaking
AV 6.6.1.4	- practice speaking in front of small groups
AV 6.6.1.5	- participate in impromptu speeches

**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700120

**Course Title:** M/J AVID II

**A. Major Concepts/Content.** Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID 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, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Expand knowledge of the AVID mission and AVID student expectations
- Utilize reading strategies with focus on pre-reading and prior knowledge
- Participate in small group tutorials facilitated by college tutors two times weekly
- Apply methods for enhancing the tutorial process with focus on debriefing
- Apply strategies to arrange class materials and maintain organization
- Increase usage of Cornell Notes with focus on summarization and review
- Continue practice with regular utilization of Costa's Levels of Questions
- Apply methods to effectively manage time with emphasis on use of planner
- Complete learning style inventories and analyze results
- Refine methods for test-taking
- Create and refine complex academic and personal goals and 6-year plans
- Attend a field trip to a university or college
- Complete service learning at a feeder elementary school
- Complete weekly written reflections based on learning in content classes
- Refine and analyze philosophical chairs with focus on debriefing
- Write to inform with topics that include, but are not limited to:
  - college
  - public service announcements
  - autobiographical incidents
- Apply strategies from writing lessons on the following topics:
  - effective conclusions

- grammar
- capitalization
- word choice
- prompt writing
- the writing process
- Participate in class lectures from guest speakers from the school, community, and/or college(s)
- Refine work in Socratic Seminars by:
  - annotating text
  - students being permitted to choose articles, as appropriate
- Build awareness on the value of post-secondary education
- Use technology to continue research of careers and/or college
- Refine public speaking skills by use of impromptu speeches
- Prepare, revise and evaluate speeches
- Calculate and evaluate grade point average, and set GPA goals
- Reflect on academic performance from use of the AVID student portfolio
- Participate in ongoing teambuilding and motivational activities
- Increase awareness of service opportunities within the school and community

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

# Grade 7

<b>AV.</b>	<b>7.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

## Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

## Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

## Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Reflective Writing

Standard 4: Writing Conventions

## Strand 5: Reading

Standard 2: Literary Analysis

## Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

## Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

<b>Self Awareness</b>	<b>Standard 1:</b> The student develops the abilities to make appropriate decisions
	The student will:
AV 7.1.1.1	- analyze self evaluations about learning styles, emotions and personal behavior
AV 7.1.1.2	- differentiate three learning styles (auditory, visual, and kinesthetic)
AV 7.1.1.3	- evaluate personal time management habits and monitor effectiveness accordingly
AV 7.1.1.4	- utilize SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) in all classes
AV 7.1.1.5	- recognize and share personal accomplishments
AV 7.1.1.6	- understand the values of a high school/college education

<b>Goal Development</b>	<b>Standard 2:</b> The student uses multiple strategies to set and monitor goals
	The student will:
AV 7.1.2.1	- understand the difference between goals and wishes
AV 7.1.2.2	- differentiate and write three types of goals: long range, mid-range, and short-range
AV 7.1.2.3	- identify goals for attending a college and/or university
AV 7.1.2.4	- review and refine academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for 8 <sup>th</sup> grade courses
AV 7.1.2.5	- calculate grade point average and set academic and personal goals for success and monitor goals at the end of each grading period
AV 7.1.2.6	- create and monitor monthly goals
AV 7.1.2.7	- monitor guidelines of AVID requirements in school contract in order to remain above minimum requirements
AV 7.1.2.8	- identify barriers in goal setting and how to confront those barriers (ex: procrastination)

## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student develops and maintains organizational and time management skills
	The student will:
AV 7.2.1.1	- regularly maintain and monitor use of an organized binder as an educational tool, <i>divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other useful educational tools</i> and understand the importance of the binder
AV 7.2.1.2	- reorganize binder at the end of each grading period
AV 7.2.1.3	- utilize a calendar, planner and/or agenda for each class which show when assignments are due, completed and submitted, and the grade each assignment received
AV 7.2.1.4	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes
AV 7.2.1.5	- complete reflections and present on contributions to academic portfolio

<b>Note-Taking</b>	<b>Standard 2:</b> The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 7.2.2.1	- understand the format of the Cornell Note-Taking System
AV 7.2.2.2	- understand how to identify important points, use abbreviations, and use shortcuts in the right column of Cornell notes
AV 7.2.2.3	- write effective summaries for Cornell notes
AV 7.2.2.4	- write Cornell notes for each class on a weekly basis
AV 7.2.2.5	- understand how to utilize Cornell notes as a study tool

<b>Inquiry and</b>	<b>Standard 3:</b> The student examines and refines collaborative
--------------------	---

**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700125

**Course Title:** M/J AVID II & Career Planning

**A. Major Concepts/Content.** Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID 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, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Expand knowledge of the AVID mission and AVID student expectations
- Utilize reading strategies with focus on pre-reading and prior knowledge
- Participate in small group tutorials facilitated by college tutors two times weekly
- Apply methods for enhancing the tutorial process with focus on debriefing
- Apply strategies to arrange class materials and maintain organization
- Increase usage of Cornell Notes with focus on summarization and review
- Continue practice with regular utilization of Costa's Levels of Questions
- Apply methods to effectively manage time with emphasis on use of planner
- Complete learning style inventories and analyze results
- Refine methods for test-taking
- Create and refine complex academic and personal goals and 6-year plans
- Attend a field trip to a university or college
- Complete service learning at a feeder elementary school
- Complete weekly written reflections based on learning in content classes
- Refine and analyze philosophical chairs with focus on debriefing
- Write to inform with topics to include, but not limited to:
  - college
  - public service announcements
  - autobiographical incidents
- Apply strategies from writing lessons on the following topics:
  - effective conclusions

- grammar
- capitalization
- word choice
- prompt writing
- the writing process
- Participate in class lectures from guest speakers from the school, community, and/or college(s)
- Refine work in Socratic seminars by:
  - annotating text
  - permitting students to choose articles, as appropriate
- Build awareness on the value of post-secondary education
- Use technology to continue research of careers and/or college
- Refine public speaking skills by use of impromptu speeches
- Prepare, revise and evaluate speeches
- Calculate and evaluate Grade Point Average, and set GPA goals
- Reflect on academic performance from use of the AVID student portfolio
- Participate in ongoing teambuilding and motivational activities
- Increase awareness of service opportunities within the school and community

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

[There are many college and career awareness, planning, and readiness concepts and activities within this course. This framework and content allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.](#)



**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

# Grade 7

<b>AV.</b>	<b>7.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

## Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

## Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

## Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Reflective Writing

Standard 4: Writing Conventions

## Strand 5: Reading

Standard 2: Literary Analysis

## Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

## Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

<b>Self Awareness</b>	<b>Standard 1:</b> The student develops the abilities to make appropriate decisions
	The student will:
AV 7.1.1.1	- analyze self evaluations about learning styles, emotions and personal behavior
AV 7.1.1.2	- differentiate three learning styles (auditory, visual, and kinesthetic)
AV 7.1.1.3	- evaluate personal time management habits and monitor effectiveness accordingly
AV 7.1.1.4	- utilize SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) in all classes
AV 7.1.1.5	- recognize and share personal accomplishments
AV 7.1.1.6	- understand the values of a high school/college education

<b>Goal Development</b>	<b>Standard 2:</b> The student uses multiple strategies to set and monitor goals
	The student will:
AV 7.1.2.1	- understand the difference between goals and wishes
AV 7.1.2.2	- differentiate and write three types of goals: long range, mid-range, and short-range
AV 7.1.2.3	- identify goals for attending a college and/or university
AV 7.1.2.4	- review and refine academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for 8 <sup>th</sup> grade courses
AV 7.1.2.5	- calculate grade point and set academic and personal goals for success and monitor goals at the end of each grading period
AV 7.1.2.6	- create and monitor monthly goals
AV 7.1.2.7	- monitor guidelines of AVID requirements in school contract in order to maintain minimum requirements
AV 7.1.2.8	- identify barriers in goal setting and how to confront those barriers (ex: procrastination)

## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student develops and maintains organizational and time management skills
	The student will:
AV 7.2.1.1	- regularly maintain and monitor use of an organized binder as an educational tool, <i>divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other useful educational tools</i> and understand the importance of the binder
AV 7.2.1.2	- reorganize binder at the end of each grading period
AV 7.2.1.3	- utilize a calendar, planner and/or agenda for each class which show when assignments are due, completed and submitted, and the grade each assignment received
AV 7.2.1.4	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes
AV 7.2.1.5	- complete reflections and present on contributions to academic portfolio

<b>Note-Taking</b>	<b>Standard 2:</b> The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 7.2.2.1	- understand the format of the Cornell Note-Taking System
AV 7.2.2.2	- understand how to identify important points, use abbreviations, and use shortcuts in the right column of Cornell notes
AV 7.2.2.3	- write effective summaries for Cornell notes
AV 7.2.2.4	- write Cornell notes for each class on a weekly basis
AV 7.2.2.5	- understand how to utilize Cornell notes as a study tool

<b>Inquiry and</b>	<b>Standard 3:</b> The student examines and refines collaborative
--------------------	---

<b>Collaboration</b>	and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 7.2.3.1	- foster trust building skills by working with partners to complete a specified task
AV 7.2.3.2	- enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
AV 7.2.3.3	- Understand and utilize 10 Steps in the Tutorial Process
AV 7.2.3.4	- Understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
AV 7.2.3.5	- deepen understanding of Costa's Levels of questions and/or Bloom's Taxonomy
AV 7.2.3.6	- develop content specific higher level questions in order to actively participate in academic tutorials
AV 7.2.3.7	- participate in group discussions and reflections based on collaborative work
AV 7.2.3.8	- refine inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs
AV 7.2.3.9	- differentiate philosophical chairs and Socratic seminars
AV 7.2.3.10	- actively participate in and evaluate the process of philosophical chairs and/or Socratic seminars, selecting topics/articles as appropriate

<b>Research and Technology Skills</b>	<b>Standard 4:</b> The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 7.2.4.1	- use technology in assignments and presentations, particularly in response to guest speaker presentations, field trip experiences and final drafts of writing assignments

<b>Test Preparation</b>	<b>Standard 5:</b> The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV 7.2.5.1	- identify and reflect on particular problems in preparing for or taking tests

AV 7.2.5.2	- identify and distinguish strategies to study for different types of exams (to include but not limited to the following: matching, true-false, multiple-choice, vocabulary and essay tests)
------------	--

<b>Community and School Involvement</b>	<b>Standard 6:</b> The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 7.2.6.1	- be exposed to a variety of school activities/clubs and community service opportunities throughout the year

### Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

<b>Guest Speakers</b>	<b>Standard 1:</b> The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 7.3.1.1	- choose guest speakers that represent careers of interest, and prepare questions for the speakers prior to their visit when appropriate
AV 7.3.1.2	- use skills of listening during presentations by guest speakers from the school, community and college that focus on the value of post-secondary education and choosing a college
AV 7.3.1.3	- draft, peer-edit, revise and create a final draft of a thank-you letter to guest speakers

<b>Field Trips</b>	<b>Standard 2:</b> The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 7.3.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year, feeder high school for a

AV 7.3.2.2	- use skills of listening and viewing during field trip experiences

<b>Research</b>	<b>Standard 3:</b> The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 7.3.3.1	- use technology to research careers of interest
AV 7.3.3.2	- use technology to research colleges of interest
AV 7.3.3.3	- prepare for and conduct a career interview on the profession of their choice
AV 7.3.3.4	- research various careers, comparing salaries and qualifications

## Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

<b>The Writing Process</b>	<b>Standard 1:</b> The student develops an understanding of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 7.4.1.1	- use graphic organizers and quickwrites to prepare for writing assignments
AV 7.4.1.2	- revise and edit drafts of writing for themselves and classmates
AV 7.4.1.3	- publish final versions of writing for the student portfolio
AV 7.4.1.4	- evaluate the stages of the writing process for various assignments

<b>Writing Application</b>	<b>Standard 2:</b> The student develops an understanding of strategies used to write effective paragraphs and essays
----------------------------	--

	The student will:
AV 7.4.2.1	- write paragraphs that include a stated or implied topic sentence, supporting sentences that focus on main idea, details that are in logical order, transitions that tie information together and a concluding statement at the end.
AV 7.4.2.2	- understand the structure of an essay
AV 7.4.2.3	- practice constructing an essay that includes an introduction, body paragraph(s) and conclusion
AV 7.4.2.4	- apply strategies to build and expand on vocabulary/word choice
AV 7.4.2.5	- apply strategies to develop ideas and use specific details
AV 7.4.2.6	- practice writing descriptive sentences with varied structure
AV 7.4.2.7	- complete essays to inform on the following topics but not limited to: topic of choice related to college or public service announcement, informational essay
AV 7.4.2.8	- analyze prompts in order to effectively respond to writing assignments

<b>Reflective Writing</b>	<b>Standard 3:</b> The student develops an understanding of writing about learning in all content classes
	The student will:
AV 7.4.3.1	- write neat and complete notes with summaries
AV 7.4.3.2	- increase awareness of their own learning process by making personal connections to content learned
AV 7.4.3.3	- use a variety of models to complete weekly learning logs that include their thoughts, reactions and responses to class lectures, videos, or discussions that represent all content classes in their schedule
AV 7.4.3.4	- write self-reflections on experiences, presentations and speeches
AV 7.4.3.5	- draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

<b>Writing Conventions</b>	<b>Standard 4:</b> The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 7.4.4.1	- effectively use pronouns in writing
AV 7.4.4.2	- use proper capitalization in writing
AV 7.4.4.3	- use common editing marks during the editing process

## Strand 5: Reading



**Students will develop cross curricular reading skills.**

<b>Literary Analysis</b>	<b>Standard 2:</b> The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 7.5.2.1	- use multiple reading strategies including but not limited to marking the text, annotating text and numbering paragraphs to better understand text while reading
AV 7.5.2.2	- read and discuss various examples of text, including but not limited to articles from magazines and newspapers
AV 7.5.2.3	- determine the main idea of grade appropriate text
AV 7.5.2.4	- summarize informational text

## **Strand 6: Communication**

**Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.**

<b>Speaking</b>	<b>Standard 1:</b> The student understands verbal and non-verbal communication
	The student will:
AV 7.6.1.1	- understand terminology associated with public speaking
AV 7.6.1.2	- develop awareness of non-verbal communication when speaking
AV 7.6.1.3	- practice varying word choice and tone when speaking
AV 7.6.1.4	- differentiate formal and informal speech
AV 7.6.1.5	- participate in impromptu speeches to build confidence in public speaking
AV 7.6.1.6	- draft, edit, revise and present written speeches on varied topics

<b>Listening</b>	<b>Standard 2:</b> The student effectively applies listening strategies
	The student will:
AV 7.6.2.1	- evaluate speeches
AV 7.6.2.2	- give feedback on oral language activities
AV 7.6.2.3	- create rubrics to evaluate speeches

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700130

**Course Title:** M/J AVID III

**A. Major Concepts/Content.** Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID 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, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Expand knowledge of AVID and use of SLANT, with a focus on WICR (Writing, Inquiry, Collaboration and Reading)
- Participate in small group tutorials facilitated by college tutors two times each week
- Expand reading strategies with focus on pre, during and post-reading
- Apply pre-reading strategies that emphasize the following:
  - Accessing prior knowledge
  - Reading for a purpose
- Apply during-reading strategies that focus on:
  - Understanding inferences
  - Determining main idea
  - Persuasive text
- Complete weekly reflections on learning in academic classes
- Refine methods for enhancing the tutorial process with focus on creating content specific higher level questions
- Refine strategies to arrange class materials and manage time, using calendars and/or agendas
- Apply lessons from writing effective paragraphs and essays that focus on:
  - Clichés

- Detailed sentences
- Supporting details
- Active/passive voice
- Using quotations and citing sources
- Write for a variety of purposes, including but not limited to:
  - Editorials
  - Advertisements
  - Writing to persuade
  - Poetry
  - Timed writing
  - Essays
  - Writing to reflect on academic learning
- Use technology to extend career and college exploration
- Participate in a field trip to the local feeder high school, and a college or university
- Participate in class lectures from guest speakers with focus on careers in education, careers in business, community involvement, and preparation for high school
- Be given resources to understand and cope with the transition to high school
- Prepare, revise and evaluate speeches
  - “Speak to Inform”
- Analyze test taking skills and problems
- Participate in philosophical chairs with student-written topics
- Expand on Cornell Notes with focus on summarization techniques
- Evaluate time management
- Participate in learning style inventories and analysis
- Create and monitor academic, social, and personal goals and six-year plans
- Participate in Socratic seminars and suggest articles as appropriate
- Participate in a college-entrance exam practice and testing
- Collaborate with peers to form study groups for exams
- Refine public speaking by use of impromptu speeches
- Evaluate individual Grade Point Averages
- Reflect on academic performance in AVID portfolio
- Participate in ongoing teambuilding and motivational activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

<b>AV.</b>	<b>8.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Standard 6: Ownership of Learning

Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Standard 4: College Entrance Testing

Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Writing Conventions

Standard 4: Reflective Writing

Strand 5: Reading

Standard 1: Vocabulary

Standard 2: Literary Analysis

Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

## **Strand 1: Goal Setting**

**Students will develop strategies to identify and fulfill personal and academic goals.**

<b>Self Awareness</b>	<b>Standard 1:</b> The student develops the abilities to make appropriate decisions
	The student will:
AV 8.1.1.1	- recognize and explain their goals, successes and personal characteristics with classmates
AV 8.1.1.2	- utilize SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) in all classes
AV 8.1.1.3	- discuss views and opinions about the transition to high school
AV 8.1.1.4	- understand the values of a high school/college education
AV 8.1.1.5	- reflect and share experiences on their plans to be successful in high school
AV 8.1.1.6	- complete a career interest inventory to determine potential career opportunities that align with interests
AV 8.1.1.7	- describe their ideal career to include important parts of the career
AV 8.1.1.8	- analyze learning style inventories

<b>Goal Development</b>	<b>Standard 2:</b> The student will use multiple strategies to set and monitor goals
	The student will:
AV 8.1.2.1	- discuss and monitor guidelines of AVID requirements in school contract order to remain above minimum requirements
AV 8.1.2.2	- create written and visual depictions of long-term, mid-range and short-range goals and post in the classroom
AV 8.1.2.3	- re-affirm goals for attending a college and/or university by adding descriptions to action plans
AV 8.1.2.4	- revisit academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for ninth grade courses
AV 8.1.2.5	- calculate grade point average and set academic and personal goals for success, and monitor goals at the end of each grading period
AV 8.1.2.6	- set short-range goals around projects and/or required reading
AV 8.1.2.7	- create and monitor a goal setting outline to achieve personal ,physical, or social goals

AV 8.1.2.8	- select an honors course in high school and write an action plan that would be needed to enroll in that course
------------	---

## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student develops and maintains organizational and time management skills
	The student will:
AV 8.2.1.1	- regularly maintain and monitor use of an organized binder as an educational tool, divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other useful educational tools and understand the importance of the binder
AV 8.2.1.2	- reorganize binder at the end of each grading period
AV 8.2.1.3	- utilize a calendar, planner and/or agenda for each class and create a system to show when assignments are due, completed and submitted, and the grade each assignment received
AV 8.2.1.4	- reflect, process and analyze on their successes and challenges in developing time management skills from prior years on a monthly basis
AV 8.2.1.5	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes
AV 8.2.1.6	- complete reflections and present on contributions to academic portfolio

<b>Note-Taking</b>	<b>Standard 2:</b> The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 8.2.2.1	- review and utilize the components of the Cornell Note-Taking System
AV 8.2.2.2	- understand the value of reviewing notes and writing questions in the left column of notes



AV 8.2.2.3	- identify important points, use abbreviations, and use shortcuts in the right column of Cornell notes
AV 8.2.2.4	- write effective summaries for Cornell notes
AV 8.2.2.5	- write Cornell notes for each class, including AVID, on a weekly basis and acquire knowledge of expectations of usage from each teacher
AV 8.2.2.6	- improve on quality of information in Cornell Notes to maximize use as a study tool for exams

<b>Inquiry and Collaboration</b>	<b>Standard 3:</b> The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 8.2.3.1	- continue to foster trust building skills by working with classmates
AV 8.2.3.2	- enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
AV 8.2.3.3	- refine the 10 Steps in the Tutorial Process
AV 8.2.3.4	- understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
AV 8.2.3.5	- recognize and create questions based on Costa's Levels of Questioning and/or Bloom's Taxonomy
AV 8.2.3.6	- develop content specific higher level questions in order to actively participate in academic tutorials based on analysis of academic grades and needs
AV 8.2.3.7	- participate in group discussions and reflections based on collaborative work
AV 8.2.3.8	- refine inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs
AV 8.2.3.9	- actively participate in and evaluate the process of philosophical chairs and/or Socratic seminars and select articles and topics as appropriate

<b>Research and Technology Skills</b>	<b>Standard 4:</b> The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 8.2.4.1	- use technology in assignments and presentations, particularly in response to guest speaker presentations,

	field trip experiences and writing assignments
--	--

<b>Test Preparation</b>	<b>Standard 5:</b> The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV 8.2.5.1	- identify and reflect on personal challenges in preparing for or taking tests, specifically in advanced and honors courses
AV 8.2.5.2	- utilize strategies to prepare for different types of exams

<b>Community and School Involvement</b>	<b>Standard 6:</b> The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 8.2.6.1	- actively participate in leadership activities that include but are not limited to; mentoring, community events, service learning, clubs, athletic teams and/or groups within the school

<b>Ownership of Learning</b>	<b>Standard 7:</b> The student takes ownership of personal learning and actions in order to become a successful student
	The student will:
AV 8.2.7.1	- regularly take Cornell Notes in classes other than the AVID elective, particularly without being instructed
AV 8.2.7.2	- regularly use Cornell Notes as a study/learning tool both inside and outside of class(es)
AV 8.2.7.3	- understand and utilize the WICR strategies in classes other than the AVID elective, expressing ownership of academic behaviors
AV 8.2.7.4	- understand the consequences of their work ethic regarding expectations in high school and college
AV 8.2.7.5	- exhibit positive behaviors to others, serving as a role model for their peers

### Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

<b>Guest Speakers</b>	<b>Standard 1:</b> The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 8.3.1.1	- prepare for guest speaker presentations by creating questions for the speakers prior to their visit
AV 8.3.1.2	- use skills of listening during presentations by guest speakers that focus on careers in education, careers in business, community involvement, public speaking, and preparation for high school
AV 8.3.1.3	- draft, peer-edit, revise and create a final draft of a letter and/or project to appreciation to guest speakers

<b>Field Trips</b>	<b>Standard 2:</b> The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 8.3.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year, feeder high school for a shadow day an AVID student, feeder elementary to discuss AVID
AV 8.3.2.2	- use skills of listening and viewing during field trip experiences
AV 8.3.2.3	- draft, edit, revise and create final draft of writing that reflects on learning from field trip experience

<b>Research</b>	<b>Standard 3:</b> The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 8.3.3.1	- understand differences between jobs and careers
AV 8.3.3.2	- use the Internet to analyze a career-related website
AV 8.3.3.3	- utilize email, when appropriate, to interview a person regarding a specific career
AV 8.3.3.4	- use the Internet to conduct research projects to include: career exploration project based on individual interest,

	understanding and transitioning to high school and current events related to colleges and universities
AV 8.3.3.5	- use the Internet to conduct research in preparation for speeches and essays

<b>College Admissions Testing</b>	<b>Standard 4:</b> The student develops test-taking skills required for participation in college admissions testing
	The student will:
AV 8.3.4.1	- take practice exams of EXPLORE, Readistep, PSAT, and/or PLAN
AV 8.3.4.2	- participate in an official administration of EXPLORE, Readistep, PSAT or PLAN
AV 8.3.4.3.	- develop a personal action plan based upon analysis of practice and official test results

## Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

<b>The Writing Process</b>	<b>Standard 1:</b> The student understands of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 8.4.1.1	- use graphic organizers and quickwrites to prepare for writing assignments
AV 8.4.1.2	- revise and edit drafts of writing for themselves and classmates
AV 8.4.1.3	- publish final versions of writing for the student portfolio
AV 8.4.1.4	- evaluate the stages of the writing process for various assignments

<b>Writing Application</b>	<b>Standard 2:</b> The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:

AV 8.4.2.1	- refine skill of writing effective paragraphs that include a stated or implied topic sentence, supporting sentences that focus on main idea, details that are in logical order, transitions that tie information together and a concluding statement at the end
AV 8.4.2.2	- understand the structure of an essay
AV 8.4.2.3	- correctly integrate quotes while citing sources appropriately
AV 8.4.2.4	- apply strategies to build and expand on vocabulary/word choice that involve using clichés in writing
AV 8.4.2.5	- utilize active and passive voice in writing assignments, as appropriate
AV 8.4.2.6	- include descriptive sentences in pieces of writing
AV 8.4.2.7	- complete writing assignments on the following topics but not limited to: persuasive essays, editorials, advertisements

<b>Reflective Writing</b>	<b>Standard 3:</b> The student develops understanding of writing about learning in all content classes
	The student will:
AV 8.4.3.1	- understand and use characteristics of effective summaries
	- evaluate summaries using rubrics and checklists
AV 8.4.3.2	- increase awareness of their own learning process by making personal connections to content learned
AV 8.4.3.3	- enhance weekly learning logs that include their thoughts, reactions and responses to class lectures, videos, or discussions with focus on applying concepts learned to their life and future
AV 8.4.3.4	- write detailed reflections on experiences, presentations and speeches

<b>Writing Conventions</b>	<b>Standard 4:</b> The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 8.4.4.1	- effectively use pronouns in writing
AV 8.4.4.2	- use proper capitalization in writing
AV 8.4.4.3	- use common editing marks during the editing process
AV 8.4.4.4	- use quotations and cite sources

## Strand 5: Reading

**Students will develop cross curricular reading skills.**

<b>Vocabulary</b>	<b>Standard 1:</b> The student develops cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary
	The student will:
AV 8.5.1.1	- understand how to use context clues in interpreting new vocabulary

<b>Literary Analysis</b>	<b>Standard 2:</b> The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 8.5.2.1	- understand and use pre-reading strategies to build background knowledge of unfamiliar texts
AV 8.5.2.2	- utilize strategies to identify author's purpose and reading for a specific purpose
AV 8.5.2.3	- use multiple reading strategies including but not limited to marking the text and annotating text to better understand texts while reading
AV 8.5.2.4	- build understanding of drawing inferences from texts
AV 8.5.2.5	- read and discuss various examples of text, including but not limited to articles from fiction and non-fiction
AV 8.5.2.6	- understand use of persuasive techniques in advertisements and writing
AV 8.5.2.7	- identify and discuss traits of voice found in literature
AV 8.5.2.8	- determine the main idea of grade appropriate text
AV 8.5.2.9	- summarize informational text

## **Strand 6: Communication**

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

<b>Speaking</b>	<b>Standard 1:</b> Understand verbal and non-verbal communication
	The student will:
AV 8.6.1.1	- use terminology associated with public speaking
AV 8.6.1.2	- develop awareness of non-verbal communication when

	speaking
AV 8.6.1.3	- practice varying word choice when speaking
AV 8.6.1.4	- differentiate formal and informal speech
AV 8.6.1.5	- utilize varied voice in presentations
AV 8.6.1.6	- draft, edit, revise and present a speech to inform (any topic) using visual aids in final presentation(s)
AV 8.6.1.7	- utilize their speaking skills in communicating with teachers, counselors and administrators regarding their learning, academic performance and goals

<b>Listening</b>	<b>Standard 2:</b> The student effectively applies listening strategies
	The student will:
AV 8.6.2.1	- evaluate speeches
AV 8.6.2.2	- give feedback on oral language activities
AV 8.6.2.3	- create rubrics to evaluate speeches

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700135

**Course Title:** M/J AVID III & Career Planning

**A. Major Concepts/Content.** Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID 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, motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Expand knowledge of AVID and use of SLANT, with a focus on WICR (Writing, Inquiry, Collaboration and Reading)
- Participate in small group tutorials facilitated by college tutors two times each week
- Expand reading strategies with focus on pre, during and post-reading
- Apply pre-reading strategies that emphasize the following:
  - Accessing prior knowledge
  - Reading for a purpose
- Apply during-reading strategies that focus on:
  - Understanding inferences
  - Determining main idea
  - Persuasive text
- Complete weekly reflections on learning in academic classes
- Refine methods for enhancing the tutorial process with focus on creating content specific higher level questions
- Refine strategies to arrange class materials and manage time, using calendars and/or agendas
- Apply lessons from writing effective paragraphs and essays that focus on:
  - Clichés



- Detailed sentences
- Supporting details
- Active/passive voice
- Using quotations and citing sources
- Write for a variety of purposes, including but not limited to:
  - Editorials
  - Advertisements
  - Writing to persuade
  - Poetry
  - Timed writing
  - Essays
  - Writing to reflect on academic learning
- Use technology to extend career and college exploration
- Participate in a field trip to the local feeder high school, and a college or university
- Participate in class lectures from guest speakers with focus on careers in education, careers in business, community involvement, and preparation for high school
- Be given resources to understand and cope with the transition to high school
- Prepare, revise and evaluate speeches
  - “Speak to Inform”
- Analyze test taking skills and problems
- Participate in philosophical chairs with student-written topics
- Expand on Cornell Notes with focus on summarization techniques
- Evaluate time management
- Participate in learning style inventories and analysis
- Create and monitor academic, social, and personal goals and six-year plans
- Participate in Socratic seminars and suggest articles as appropriate
- Participate in a college-entrance exam practice and testing
- Collaborate with peers to form study groups for exams
- Refine public speaking by use of impromptu speeches
- Evaluate individual Grade Point Averages
- Reflect on academic performance in AVID portfolio
- Participate in ongoing teambuilding and motivational activities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

There are many college and career awareness, planning, and readiness concepts and activities within this course. This framework and content allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

# Grade 8

<b>AV.</b>	<b>8.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

## Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Standard 6: Ownership of Learning

## Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Standard 4: College Entrance Testing

## Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Writing Conventions

Standard 4: Reflective Writing

## Strand 5: Reading

Standard 1: Vocabulary

Standard 2: Literary Analysis

## Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

## Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

<b>Self Awareness</b>	<b>Standard 1:</b> The student develops the abilities to make appropriate decisions
	The student will:
AV 8.1.1.1	- recognize and explain their goals, successes and personal characteristics with classmates
AV 8.1.1.2	- utilize SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) in all classes
AV 8.1.1.3	- discuss views and opinions about the transition to high school
AV 8.1.1.4	- understand the values of a high school/college education
AV 8.1.1.5	- reflect and share experiences on their plans to be successful in high school
AV 8.1.1.6	- complete a career interest inventory to determine potential career opportunities that align with interests
AV 8.1.1.7	- describe their ideal career to include important parts of the career
AV 8.1.1.8	- analyze learning style inventories

<b>Goal Development</b>	<b>Standard 2:</b> The student will use multiple strategies to set and monitor goals
	The student will:
AV 8.1.2.1	- discuss and monitor guidelines of AVID requirements in school contract in order to remain above minimum requirements
AV 8.1.2.2	- create written and visual depictions of long-term, mid-range and short-range goals and post in the classroom
AV 8.1.2.3	- re-affirm goals for attending a college and/or university by adding descriptions to action plans
AV 8.1.2.4	- revisit academic six-year plan for secondary education with teachers, parents and guidance counselors, especially during registration for ninth grade courses
AV 8.1.2.5	- calculate grade point average and set academic and personal goals for success and monitor goals at the end of each grading period
AV 8.1.2.6	- set short-range goals around projects and/or required

	reading
AV 8.1.2.7	- create and monitor a goal setting outline to achieve personal ,physical, or social goals
AV 8.1.2.8	- select an honors course in high school and write an action plan that would be needed to enroll in that course

## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student develops and maintains organizational and time management skills
	The student will:
AV 8.2.1.1	- regularly maintain and monitor use of an organized binder as an educational tool, divided by subjects, which includes a pouch of pens, pencils, highlighters, calculator, and other useful educational tools and understand the importance of the binder
AV 8.2.1.2	- reorganize binder at the end of each grading period
AV 8.2.1.3	- utilize a calendar, planner and/or agenda for each class and create a system to show when assignments are due, completed and submitted, and the grade each assignment received
AV 8.2.1.4	- reflect, process and analyze on their successes and challenges in developing time management skills from prior years on a monthly basis
AV 8.2.1.5	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes
AV 8.2.1.6	- complete reflections and present on contributions to academic portfolio

<b>Note-Taking</b>	<b>Standard 2:</b> The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 8.2.2.1	- review and utilize the components of the Cornell Note-

	<b>Taking System</b>
AV 8.2.2.2	- understand the value of reviewing notes and writing questions in the left column of notes
AV 8.2.2.3	- identify important points, use abbreviations, and use shortcuts in the right column of Cornell notes
AV 8.2.2.4	- write effective summaries for Cornell notes
AV 8.2.2.5	- write Cornell notes for each class, including AVID, on a weekly basis and acquire knowledge of expectations of usage from each teacher
AV 8.2.2.6	- improve on quality of information in Cornell Notes to maximize use as a study tool for exams

<b>Inquiry and Collaboration</b>	<b>Standard 3:</b> The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 8.2.3.1	- continue to foster trust building skills by working with classmates
AV 8.2.3.2	- enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
AV 8.2.3.3	- refine the 10 Steps in the Tutorial Process
AV 8.2.3.4	- understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
AV 8.2.3.5	- recognize and create questions based on Costa's Levels of Questioning and/or Bloom's Taxonomy
AV 8.2.3.6	- develop content specific higher level questions in order to actively participate in academic tutorials based on analysis of academic grades and needs
AV 8.2.3.7	- participate in group discussions and reflections based on collaborative work
AV 8.2.3.8	- refine inquiry, listening, and oral communication skills through a variety of activities including tutorials, presentations, Socratic seminars, and philosophical chairs
AV 8.2.3.9	- actively participate in and evaluate the process of philosophical chairs and/or Socratic seminars and select articles and topics as appropriate

<b>Research and Technology Skills</b>	<b>Standard 4:</b> The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
---------------------------------------	---

	The student will:
AV 8.2.4.1	- use technology in assignments and presentations, particularly in response to guest speaker presentations, field trip experiences and writing assignments

<b>Test Preparation</b>	<b>Standard 5:</b> The student develops test-taking skills for core classes and college entrance examinations
	The student will:
AV 8.2.5.1	- identify and reflect on personal challenges in preparing for or taking tests, specifically in advanced and honors courses
AV 8.2.5.2	- utilize strategies to prepare for different types of exams

<b>Community and School Involvement</b>	<b>Standard 6:</b> The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 8.2.6.1	- actively participate in leadership activities that include but are not limited to; mentoring, community events, service learning, clubs, athletic teams and/or groups within the school

<b>Ownership of Learning</b>	<b>Standard 7:</b> The student takes ownership of personal learning and actions in order to become a successful student
	The student will:
AV 8.2.7.1	- regularly take Cornell Notes in classes other than the AVID elective, particularly without being instructed
AV 8.2.7.2	- regularly use Cornell Notes as a study/learning tool both inside and outside of class(es)
AV 8.2.7.3	- understand and utilize the WICR strategies in classes other than the AVID elective, expressing ownership of academic behaviors
AV 8.2.7.4	- understand the consequences of their work ethic regarding expectations in high school and college
AV 8.2.7.5	- exhibit positive behaviors to others, serving as a role model for their peers

## Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

<b>Guest Speakers</b>	<b>Standard 1:</b> The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 8.3.1.1	- prepare for guest speaker presentations by creating questions for the speakers prior to their visit
AV 8.3.1.2	- use skills of listening during presentations by guest speakers that focus on careers in education, careers in business, community involvement, public speaking, and preparation for high school
AV 8.3.1.3	- draft, peer-edit, revise and create a final draft of a letter and/or project to appreciation to guest speakers

<b>Field Trips</b>	<b>Standard 2:</b> The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 8.3.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year, feeder high school for a shadow day an AVID student, feeder elementary to discuss AVID
AV 8.3.2.2	- use skills of listening and viewing during field trip experiences
AV 8.3.2.3	- draft, edit, revise and create final draft of writing that reflects on learning from field trip experience

<b>Research</b>	<b>Standard 3:</b> The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 8.3.3.1	- understand differences between jobs and careers
AV 8.3.3.2	- use the Internet to analyze a career-related website
AV 8.3.3.3	- utilize email, when appropriate, to interview a person regarding a specific career



AV 8.3.3.4	- use the Internet to conduct research projects to include: career exploration project based on individual interest, understanding and transitioning to high school and current events related to colleges and universities
AV 8.3.3.5	- use the Internet to conduct research in preparation for speeches and essays

<b>College Admissions Testing</b>	<b>Standard 4:</b> The student develops test-taking skills required for participation in college admissions testing
	The student will:
AV 8.3.4.1	- take practice exams of EXPLORE, Readistep, PSAT, and/or PLAN
AV 8.3.4.2	- participate in an official administration of EXPLORE, Readistep, PSAT or PLAN
AV 8.3.4.3.	- develop a personal action plan based upon analysis of practice and official test results

## Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

<b>The Writing Process</b>	<b>Standard 1:</b> The student understands of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 8.4.1.1	- use graphic organizers and quickwrites to prepare for writing assignments
AV 8.4.1.2	- revise and edit drafts of writing for themselves and classmates
AV 8.4.1.3	- publish final versions of writing for the student portfolio
AV 8.4.1.4	- evaluate the stages of the writing process for various assignments

<b>Writing Application</b>	<b>Standard 2:</b> The student develops an understanding of strategies used to write effective paragraphs and essays
----------------------------	--

	The student will:
AV 8.4.2.1	- refine skill of writing effective paragraphs that include a stated or implied topic sentence, supporting sentences that focus on main idea, details that are in logical order, transitions that tie information together and a concluding statement at the end
AV 8.4.2.2	- understand the structure of an essay
AV 8.4.2.3	- correctly integrate quotes while citing sources appropriately
AV 8.4.2.4	- apply strategies to build and expand on vocabulary/word choice that involve using clichés in writing
AV 8.4.2.5	- utilize active and passive voice in writing assignments, as appropriate
AV 8.4.2.6	- include descriptive sentences in pieces of writing
AV 8.4.2.7	- complete writing assignments on the following topics but not limited to: persuasive essays, editorials, advertisements

<b>Reflective Writing</b>	<b>Standard 3:</b> The student develops understanding of writing about learning in all content classes
	The student will:
AV 8.4.3.1	- understand and use characteristics of effective summaries
	- evaluate summaries using rubrics and checklists
AV 8.4.3.2	- increase awareness of their own learning process by making personal connections to content learned
AV 8.4.3.3	- enhance weekly learning logs that include their thoughts, reactions and responses to class lectures, videos, or discussions with focus on applying concepts learned to their life and future
AV 8.4.3.4	- write detailed reflections on experiences, presentations and speeches

<b>Writing Conventions</b>	<b>Standard 4:</b> The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 8.4.4.1	- effectively use pronouns in writing
AV 8.4.4.2	- use proper capitalization in writing
AV 8.4.4.3	- use common editing marks during the editing process
AV 8.4.4.4	- use quotations and cite sources

## Strand 5: Reading

Students will develop cross curricular reading skills.

<b>Vocabulary</b>	<b>Standard 1:</b> The student develops cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary
	The student will:
AV 8.5.1.1	- understand how to use context clues in interpreting new vocabulary

<b>Literary Analysis</b>	<b>Standard 2:</b> The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 8.5.2.1	- understand and use pre-reading strategies to build background knowledge of unfamiliar texts
AV 8.5.2.2	- utilize strategies to identify author's purpose and reading for a specific purpose
AV 8.5.2.3	- use multiple reading strategies including but not limited to marking the text and annotating text to better understand texts while reading
AV 8.5.2.4	- build understanding of drawing inferences from texts
AV 8.5.2.5	- read and discuss various examples of text, including but not limited to articles from fiction and non-fiction
AV 8.5.2.6	- understand use of persuasive techniques in advertisements and writing
AV 8.5.2.7	- identify and discuss traits of voice found in literature
AV 8.5.2.8	- determine the main idea of grade appropriate text
AV 8.5.2.9	- summarize informational text

## Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

<b>Speaking</b>	<b>Standard 1:</b> Understand verbal and non-verbal communication
-----------------	---

	The student will:
AV 8.6.1.1	- use terminology associated with public speaking
AV 8.6.1.2	- develop awareness of non-verbal communication when speaking
AV 8.6.1.3	- practice varying word choice when speaking
AV 8.6.1.4	- differentiate formal and informal speech
AV 8.6.1.5	- utilize varied voice in presentations
AV 8.6.1.6	- draft, edit, revise and present a speech to inform (any topic) using visual aids in final presentation(s)
AV 8.6.1.7	- utilize their speaking skills in communicating with teachers, counselors and administrators regarding their learning, academic performance and goals

<b>Listening</b>	<b>Standard 2:</b> The student effectively applies listening strategies
	The student will:
AV 8.6.2.1	- evaluate speeches
AV 8.6.2.2	- give feedback on oral language activities
AV 8.6.2.3	- create rubrics to evaluate speeches

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 9-12, Adult**

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700390

**Course Title:** AVID I

**Credit:** 1.0

**A. Major Concepts/Content.** AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course 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, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

**Students will be expected to:**

- Understand the AVID Mission and how WICR is used in their academics
- Regularly participate in academic tutorials to support their work in higher level content classes
- Utilize Costa's Levels of Questioning
- Learn and apply AVID skills, including note-taking, organization, time management, and goal setting
- Routinely utilize Cornell Note-taking methods
- Improve their oral communication skills through a variety of activities, including presentations, Socratic seminars and philosophical chairs
- Observe local school and community members who serve as guest speakers regarding topics such as careers, test preparation, goal setting, volunteering and GPA
- Participate in teambuilding lessons to learn about valuing and effectively working with others

- Complete self evaluations about conflict resolution, personal behavior, core values, learning styles, setting and following up on appropriate goals, exploring career paths, self advocacy, moral judgment, and time management
- Participate in writing to learn activities, including note-taking, summaries and weekly learning logs
- Understand how to analyze a prompt
- Understand how to determine and use active and passive voice
- Utilize MLA format in writing essays
- Utilize pre-writing, drafting, editing, revising, and publishing in the writing process
- Complete writing assignments that include but are not limited to:
  - an autobiography, explanation of life goals, press releases, writing to describe, character analysis, and thesis writing
- Learn to evaluate their own and others 'writing, using rubrics and scoring guides
- Prepare for finals and college entrance examinations, including the ACT/SAT
- Understand aspects of college/admissions requirements, cost of living, and financial aid
- Complete and present a Multi-Grade Level Portfolio of their work in AVID
- Utilize reading strategies to better understand complex text
- Utilize technology to complete final drafts of assignments and conduct research

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination I (AVID I) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID II, III and IV. Teachers must receive training from AVID Center to teach this course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

# Grade 9

<b>AV.</b>	<b>9.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Strand 1: Goal Setting

- Standard 1: Self Awareness
- Standard 2: Monitoring Goals
- Standard 3: Self Advocacy

## Strand 2: Academic Success Skills

- Standard 1: Organization
- Standard 2: Note-Taking
- Standard 3: Inquiry and Collaboration
- Standard 4: Research and Technology
- Standard 5: Test Preparation
- Standard 6: Community and School Involvement
- Standard 7: Ownership of Learning

## Strand 3: College Awareness

- Standard 1: Guest Speakers
- Standard 2: Field Trips
- Standard 3: Research
- Standard 4: College Entrance Testing
- Standard 5: College Admission

## Strand 4: Writing

- Standard 1: The Writing Process
- Standard 2: Writing Application
- Standard 3: Reflective Writing
- Standard 4: Writing Conventions

## Strand 5: Reading

- Standard 1: Vocabulary
- Standard 2: Literary Analysis

## Strand 6: Communication

- Standard 1: Speaking
- Standard 2: Listening

## Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

<b>Self Awareness</b>	<b>Standard 1:</b> The student develops a self awareness around interests, talents, and abilities
	The student will:
AV 9.1.1.1	- complete self evaluations about conflict resolution, time management, personal behavior, core values, learning styles, career path and/or self advocacy
AV 9.1.1.2	- gather information and insight into a variety of community guest speakers, which discuss various aspects of their careers
AV 9.1.1.3	- monitor behavior and academic performance to align with AVID contract requirements

<b>Goal Development</b>	<b>Standard 2:</b> The student uses multiple strategies to set and monitor goals
	The student will:
AV 9.1.2.1	- create short, mid, and long term goals that support academic and personal growth
AV 9.1.2.2	- review and revise their personal and academic goals during key times throughout the year
AV 9.1.2.3	- write an essay describing their goals for success in high school, including the steps needed to achieve those goals, and potential barriers to the meeting of those goals
AV 9.1.2.4	- discuss their goals in an oral presentation using organized information that integrates appropriate media in their presentation
AV 9.1.2.5	- examine academic strengths and weaknesses that will aid in their course selection patterns
AV 9.1.2.6	- participate in extra-curricular clubs, programs, and athletics to support their academic and personal development
AV 9.1.2.7	- create focused goals around college acceptance and the steps necessary to gain entrance



## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student refines their organizational and time management skills
	The student will:
AV 9.2.1.1	- refine their organization and neatness of their binder through on-going course support, peer discussion, and personal reflection and goal setting
AV 9.2.1.2	- assess their time usage, and create a time management plan which will allow for academic, extracurricular, and recreational activities
AV 9.2.1.3	- refine the use of organizational tools such as assignment logs, calendars, agendas, and planners
AV 9.2.1.4	- collect samples of their best work from their binder, to keep in a multi-year student portfolio
AV 9.2.1.5	- develop strategies to effectively utilize time during the tutorial process
AV 9.2.1.6	- develop strategies to plan for and complete projects for various classes (ex. backwards mapping)

<b>Note-Taking</b>	<b>Standard 2:</b> The student develops and refines note-taking skills utilizing the Cornell note-taking method for all academic classes, especially honors, AP, IB, DE, and AICE classes
	The student will:
AV 9.2.2.1	- develop mastery of the organization of the right column notes, including: formal/informal outlines, graphic organizers, mind maps(webs), and abbreviations
AV 9.2.2.2	- refine questions on the left side utilizing Costa's Higher Level of Thinking skills as a means to increase the rigor of their study questions
AV 9.2.2.3	- review and refine their notes using the revision checklist to identify key terms, main ideas, informational gaps, important concepts, and points of confusion
AV 9.2.2.4	- analyze their notes during the tutorial process to support student questioning and gathering of key learnings
AV 9.2.2.5	- reflect on their understanding and usage of Cornell Notes as a means to increase their effectiveness of the note-

	taking process
--	----------------

<b>Inquiry and Collaboration</b>	<b>Standard 3:</b> The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 9.2.3.1	- develop positive peer interaction skills through group norming and reflective discussions following collaborative activities
AV 9.2.3.2	- participate in team building lessons to learn about valuing and effectively working with others
AV 9.2.3.3	- refine collaborative tutorial skills through tutor led discussions following tutorial sessions
AV 9.2.3.4	- improve oral and communication skills through a variety of activities including presentations, Socratic seminars, and philosophical chairs
AV 9.2.3.5	- write higher level questions for and participate in rigorous tutorials, twice per week, to support work in higher level courses
AV 9.2.3.6	- regularly participate in academic tutorials to support their work in higher level content classes

<b>Research and Technology Skills</b>	<b>Standard 4:</b> The student refines research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 9.2.4.1	- use technology in assignments and presentations, using standardized citation styles to cite sources
AV 9.2.4.2	- incorporate sources, after evaluating for validity, in order to support claims
AV 9.2.4.3	- utilize digital tools for publication, communication, and productivity
AV 9.2.4.4	- utilize technology to complete final drafts of assignments and conduct research

<b>Test Preparation</b>	<b>Standard 5:</b> The student develops test-taking skills for core classes
	The student will:
AV 9.2.5.1	- identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in

	test preparation
AV 9.2.5.2	- utilize notes after the test to determine what was missed on the test, and where potential gaps in their notes might exist
AV 9.2.5.3	- learn to effectively manage test anxiety

<b>Community and School Involvement</b>	<b>Standard 6:</b> The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 9.2.6.1	- be exposed to a variety of school activities/clubs and community service opportunities at the beginning of the year
AV 9.2.6.2	- track the number of community and school service hours in a multi-year student portfolio
AV 9.2.6.3	- become active in at least one school or community service project/activity
AV 9.2.6.4	- discuss participation in seasonal school activities such as sports or community service opportunities
AV 9.2.6.5	- research, brainstorm, and determine a service learning project to participate in as a class

<b>Ownership of Learning</b>	<b>Standard 7:</b> The student takes ownership of personal learning and actions in order to become a successful student
	The student will:
AV 9.2.7.1	- create positive peer connections for independent study groups and content questions
AV 9.2.7.2	- seek opportunities outside of the classroom to ask questions and clarify thinking
AV 9.2.7.3	- understand the role of AVID students and display characteristics on a regular basis
AV 9.2.7.4	- learn to successfully resolve conflicts and disputes
AV 9.2.7.5	- develop self confidence and understanding about personal learning styles
AV 9.2.7.6	- present portfolio of personal academic work at the end of the year to peers

## Strand 3: College Awareness

The student develops college awareness withing a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

<b>Guest Speakers</b>	<b>Standard 1:</b> The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 9.3.1.1	- prepare for guest speaker presentations by creating questions for the speakers prior to their visit
AV 9.3.1.2	- rotate students to greet and escort guest speakers to the class
AV 9.3.1.3	- use skills of listening and note-taking during presentations by guest speakers that focus on topics such as careers, test preparation, goal setting, volunteering, GPA, and descriptions
AV 9.3.1.4	- draft, peer-edit, revise and create a final draft and of a letter and/or project to appreciation to guest speakers

<b>Field Trips</b>	<b>Standard 2:</b> The student develops increased awareness of colleges and careers through participation in field trips.
	The student will:
AV 9.3.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year
AV 9.3.2.2	- use skills of listening and note-taking skills during field trip experiences
AV 9.3.2.3	- draft, edit, revise and create final draft of writing that reflects on learning from field trip experiences

<b>College Admissions Testing</b>	<b>Standard 3:</b> The student prepares for and practices taking college admission tests
	The student will:
AV 9.3.3.1	- take and analyze the results from a PLAN and/or PSAT test
AV 9.3.3.2	- become proficient in Algebra I and Geometry, at a minimum, in order to perform successfully on math portions of college admission tests
AV 9.3.3.3	- enhance those skills developed in subject area core

	classes, especially in across the curriculum reading and vocabulary, that improve ability to be successful on college admission tests
AV 9.3.3.4	- develop word attack skills by reviewing roots, prefixes, and suffixes, and ACT and SAT® word lists
AV 9.3.3.5	- collaboratively problem solve PSAT/PLAN test prep items

<b>College and Career Research</b>	<b>Standard 4:</b> The students increases proficiency in matching personal strengths to college and career choices to potential career choices to narrow down college going options
	The student will:
AV 9.3.4.1	- participate in career awareness tests and activities to help build self awareness of strength
AV 9.3.4.2	- research a career of interest, based upon career values
AV 9.3.4.3	- research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of their choice

## Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

<b>Writing Process</b>	<b>Standard 1:</b> Students develops proficiency in “Writing to Learn” across the curriculum
	The student will:
AV 9.4.1.1	- utilize pre-writing, drafting, editing, revising, and publishing in the writing process
AV 9.4.1.2	- use organizational strategies and tools to aid in the development of essays
AV 9.4.1.3	- participate in reader response groups to revise and edit their writing

<b>Writing Application</b>	<b>Standard 2:</b> The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:

AV 9.4.2.1	- write a thesis for persuasive and expository texts
AV 9.4.2.2	- complete writing assignments that include, but not limited to, an autobiography, explanation of goals for success in high school, press releases, thesis writing, and a career of interest
AV 9.4.2.3	- differentiate active and passive voice within writing
AV 9.4.2.4	- use MLA format in writing assignments
AV 9.4.2.5	- evaluate their own and others' writing, using rubrics and scoring guides
AV 9.4.2.6	- develop strategies to write creative introductions and conclusions
AV 9.4.2.7	- practice preparing for and responding to timed writing prompts

<b>Reflective Writing</b>	<b>Standard 3:</b> The student develops proficiency in “Writing to Learn” across the curriculum.
	The student will:
AV 9.4.3.1	- participate in writing to learn activities including note-taking, summaries and weekly learning logs
AV 9.4.3.2	- write to reflect on participation and experiences as a learner from tutorials and other assignments and/or experiences
AV 9.4.3.3	- write a letter to incoming freshmen about successfully surviving ninth grade

<b>Writing Conventions</b>	<b>Standard 4:</b> The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 9.4.4.1	- revise sentence structure to incorporate varied sentence structure, appropriate punctuation, and word usage
AV 9.4.4.2	- increase their ability to incorporate descriptions into their writing style

## Strand 5: Reading Skills

Students will develop cross curricular reading skills.

<b>Vocabulary</b>	<b>Standard 1:</b> The student develops cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary
-------------------	--

	The student will:
AV 9.5.1.1	- understand how to use context clues in interpreting new vocabulary
AV 9.5.1.2	- incorporate new words garnered from reading into their academic speech and writing

<b>Literary Analysis</b>	<b>Standard 2:</b> The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 9.5.2.1	- understand and use pre-reading strategies to build background knowledge of unfamiliar texts
AV 9.5.2.2	- use rereading strategies to recall critical concepts during discussions and essay writing
AV 9.5.2.3	- use multiple reading strategies including but not limited to marking the text and annotating text to identify claims and connect ideas
AV 9.5.2.4	- write questions during reading to identify what the author is saying, determine purpose of the text, or call out key points of agreement/disagreement
AV 9.5.2.5	- read and discuss various examples of text, including but not limited to articles from fiction and non-fiction
AV 9.5.2.6	- connect prior knowledge to topic as a pre-reading strategy
AV 9.5.2.7	- understand how to analyze a prompt

## Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

<b>Speaking</b>	<b>Standard 1:</b> The student understands verbal and non-verbal communication
	The student will:
AV 9.6.1.1	- practice impromptu speeches on a variety of topics
AV 9.6.1.2	- work in collaborative groups to present learning to the class following hands on activities
AV 9.6.1.3	- practice varying word choice when speaking
AV 9.6.1.4	- differentiate formal and informal speech
AV 9.6.1.5	- utilize varied voice in presentations
AV 9.6.1.6	- integrate effective public speaking terminology

AV 9.6.1.7	- improve speaking skills in philosophical chairs and Socratic seminars
------------	---

<b>Listening</b>	<b>Standard 2:</b> The student effectively applies listening strategies.
	The student will:
AV 9.6.2.1	- record key information in Cornell Note format
AV 9.6.2.2	- give feedback on student presentations, focusing both on presentation strengths and weaknesses

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.



**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 9-12, Adult**

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700400

**Course Title:** AVID II

**Credit:** 1.0

**A. Major Concepts/Content.** AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course 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, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students will be expected to:

- Understand the AVID Mission and utilize WICR strategies and SLANT
- Continue to refine use of Cornell Note taking methods and Costa's Level of Questioning
- Participate in academic tutorials to support their work in higher level content classes
- Apply AVID skills, including note-taking, organization, time management, and goal setting
- Improve oral communication skills through a variety of activities, including presentations, Socratic seminar, tutorials and philosophical chairs
- Participate in writing activities, including but not limited to note-taking, learning logs, essay writing, timed writing, analyzing prompts, and the utilization of the writing process
- Complete writing assignments that include:
  - Argument Essay

- Refinement of Life Goals, discussing specific goals for high school as preparation for college
- Problem-Solution-Analysis
- Continue to evaluate writing, using rubrics and scoring guides
- Continue to prepare for college entrance examinations, including the PLAN, PSAT, SAT®, SAT® Subject, and ACT
- Practice completing college applications
- Complete and present a Multi-Grade Level Portfolio of their work in AVID
- Regularly participate in collaborative activities
- Complete self-reflections on previous academic learning experiences, goals, accomplishments, leadership, and refinement of academic plans
- Use technology for research options for colleges and careers based on personal interests, service learning
- Participate in a college field trip, and a field trip with a career focus
- Understand, practice and use academic vocabulary
- Utilize test taking strategies to prepare for mid-terms and final exams
- Participate in service learning

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination II (AVID II) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID III and IV. Teachers must receive training from AVID Center to teach this course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

# Grade 10

<b>AV.</b>	<b>10.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

## Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Standard 6: Community and School Involvement

Standard 7: Ownership of Learning

## Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Standard 4: College Entrance Testing

Standard 5: College Admission

## Strand 4: Writing Process and Application

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Reflective Writing

Standard 4: Writing Conventions

## Strand 5: Reading

Standard 1: Vocabulary

Standard 2: Literary Analysis

## Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening

## Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

<b>Self Awareness</b>	<b>Standard 1:</b> The student raises awareness of interests, talents, abilities
	The student will:
AV 10.1.1.1	- Reassess previous years interests and pursuits in order to realign current activities to further develop abilities
AV 10.1.1.2	- Assess areas of weakness, and develop plans to address those weaknesses

<b>Goal Development</b>	<b>Standard 2:</b> The student plans and refines goals for ongoing personal and academic development
	The student will:
AV 10.1.2.1	- examine academic strengths that will aid in their course selection patterns, especially around honors and AP courses
AV 10.1.2.2	- reassess six-year academic plan to evaluate progress toward meeting all college entrance requirements upon high school graduation. Additionally, adapt their plans if any courses need to be retaken due to low academic grades
AV 10.1.2.3	- continue in extra-curricular clubs, programs, and athletics of interest to demonstrate commitment, in addition seeking out positions of leadership such as club officers or captains
AV 10.1.2.4	- reassess short, mid, and long term goals that will continue to insure their academic and personal growth
AV 10.1.2.5	- review and revise their personal and academic goals specifically those dealing with college and career aspirations during key times throughout the year
AV 10.1.2.6	- set and monitor goals around community service, extracurricular activity involvement, and academic testing

## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to and success in four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student develops and maintains organizational and time management skills
	The student will:
AV 10.2.1.1	- reassess their time usage, and create a time management plan which will allow for academic, extracurricular, and recreational activities, to examine where new time commitments can be made and others removed
AV 10.2.1.2	- refine their organization and neatness of binder through on-going course support, peer discussion, and personal reflection and goal setting
AV 10.2.1.3	- refine the use of organizational tools such as assignment logs, calendars, agendas, and planners
AV 10.2.1.4	- continuously add to and reflect on multi-grade level portfolio throughout the school year

<b>Note-Taking</b>	<b>Standard 2:</b> The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 10.2.2.1	- utilize notes as an ongoing learning tool, with a focus on refining note-taking skills to further support study habits
AV 10.2.2.2	- refine notes using marking the text strategies to call out main topics and key ideas
AV 10.2.2.3	- summarize notes, with an emphasis on higher level summaries, focusing on comparison, application, and analysis
AV 10.2.2.4	- analyze their notes during the tutorial process to support student questioning and gathering of key learning
AV 10.2.2.5	- refine a note-taking style which supports the usage of abbreviations, to increase the speed with which they can take accurate notes

<b>Inquiry and Collaboration</b>	<b>Standard 3:</b> The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 10.2.3.1	- develop positive peer interaction skills through group norming and reflective discussions following collaborative activities
AV 10.2.3.2	- focus on academic language skills that will develop strong peer-instructor relationships
AV 10.2.3.3	- refine collaborative tutorial skills through tutor led

	discussions following tutorial sessions with a focus on higher level questioning
AV 10.2.3.4	- improve inquiry and oral communication skills through a variety of activities including presentations, Socratic seminars, tutorials, and philosophical chairs
AV 10.2.3.5	- regularly participate in academic tutorials to support their work in higher level content classes and college entrance exam preparation
AV 10.2.3.6	- practice using encouragement and positive affirmations with peers

<b>Research and Technology Skills</b>	<b>Standard 4:</b> The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 10.2.4.1	- use technology in assignments and presentations, using standardized citation styles to cite sources
AV 10.2.4.2	- incorporate and cite sources utilizing proper MLA format
AV 10.2.4.3	- utilize digital tools for publication, communication, and productivity
AV 10.2.4.4	- utilize technology to complete final drafts of assignments and conduct research
AV 10.2.4.5	- use technology to share, store, and collaborate on projects

<b>Test Preparation</b>	<b>Standard 5:</b> The student develops test-taking skills for core classes
	The student will:
AV 10.2.5.1	- utilize strategies for various types of tests in preparation for midterm and final exams
AV 10.2.5.2	- use graded assessments to identify and reflect on academic weakness and determine study and test-taking strategies that will aid in test preparation
AV 10.2.5.3	- utilize notes after the tests to reexamine incorrect items on the tests, and where potential gaps in their notes might exist

<b>Community and School Involvement</b>	<b>Standard 6:</b> The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
---	---

	The student will:
AV 10.2.6.1	- determine which school activities/clubs and community service opportunities they wish to continue to be a part of during their high school career
AV 10.2.6.2	- track the number of community and school service hours in a multi-year student portfolio
AV 10.2.6.3	- become active in at least one school or community service project/activity, and pursue leadership positions where appropriate
AV 10.2.6.4	- discuss seasonal school activities such as sports or community service opportunities
AV 10.2.6.5	- choose a manageable problem within their school and community and work together to choose a solution and a plan of action to complete

<b>Ownership of Learning</b>	<b>Standard 7:</b> The student takes ownership of personal learning and actions in order to become a successful student
	The student will:
AV 10.2.7.1	- build upon positive peer connections for independent study groups and content questions
AV 10.2.7.2	- seek opportunities outside of the classroom to ask questions and clarify thinking
AV 10.2.7.3	- understand the role of AVID students and display characteristics on a regular basis
AV 10.2.7.4	- demonstrate the ability to successfully resolve conflicts and disputes
AV 10.2.7.5	- develop self confidence and work to align learning strategies to personal learning styles
AV 10.2.7.6	- present portfolio of personal academic work at the end of the year to peers, using peer feedback and suggestions for improvement

### Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

<b>Guest Speakers</b>	<b>Standard 1:</b> The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:

AV 10.4.1.1	- generate areas of interest around both potential college speakers and careers speakers
AV 10.4.1.2	- practice strong usage of academic language through well thought out questions that clarify or will lead to greater depth of knowledge
AV 10.4.1.3	- practice listening and note-taking skills from guest speakers from both the school and community
AV 10.4.1.4	- write letters of appreciation to guest speakers, making sure to reflect on and express learning within the document

<b>Field Trips</b>	<b>Standard 2:</b> The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 10.4.2.1	- participate in field trips to include but not limited to the following: one or two college/university visits that are different from previous year, including time spent with admissions counselors, and a field trip that has a career focus
AV 10.4.2.2	- track thoughts and potential attendance of the college/university through Cornell notes, learning logs, and/or reflective essays
AV 10.4.2.3	- meet set minimum grade and behavior criteria (as determined by the school) in order to attend the field trips

<b>Research</b>	<b>Standard 3:</b> The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 10.4.3.1	- narrow down potential colleges/universities where they will apply, choosing campuses that fit their personalities, academic interests, and goals
AV 10.4.3.2	- use technology to conduct college research on a campus of interest, which will be utilized in a research paper and/or class presentations
AV 10.4.3.3	- sign up for ongoing information regarding admissions and potential scholarships from colleges/universities of interest
AV 10.4.3.4	- attend college awareness activities, when available
AV 10.4.3.5	- conduct career research to help them identify and evaluate their career interests and align their goals with the career requirements



<b>College Entrance Testing</b>	<b>Standard 4:</b> The student develops test-taking skills required for participation in college admissions testing
	The student will:
AV 10.4.4.1	- prepare for, take and analyze the results for the PSAT and/or PLAN tests
AV 10.4.4.2	- focus on test-taking strategies to help them determine correct answers on high stakes tests
AV 10.4.4.3	- develop word attack skills by reviewing roots, prefixes, and suffixes, and ACT and SAT® word lists
AV 10.4.4.4.	- understand the differences between various college entrance tests

<b>College Admission</b>	<b>Standard 5:</b> The student increases understanding of requirements for applications to colleges and universities
	The student will:
AV 10.4.5.1	- prepare for college admissions by aligning course selection and taking required college entrance exams
AV 10.4.5.2	- practice completing college applications with all necessary personal and academic information needed

## Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

<b>The Writing Process</b>	<b>Standard 1:</b> The student develops an understanding of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 10.4.1.1	- practice strategies for pre-writing in response to various prompts for both timed writing and process writing
AV 10.4.1.2	- utilize all stages of the writing process
AV 10.4.1.3	- utilize rubrics to evaluate self and peer work

<b>Writing Application</b>	<b>Standard 2:</b> The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:
AV 10.4.2.1	- brainstorm and develop a well organized essay under timed writing conditions
AV 10.4.2.2	- properly integrate and cite quotations from literary or historical references into essay writings and research papers
AV 10.4.2.3	- expand vocabulary, especially those utilized on SAT testing, and properly incorporate them into writings to vary word usage
AV 10.4.2.4	- complete writing assignments on the following topics but not limited to: an argument, refining life goals as it relates to analyzing goals and high school in preparation for college, a problem-solution analysis research paper, and a career research paper
AV 10.4.2.5	- seek to clarify the audience, purpose, and form to match with writing assignment objectives

<b>Reflective Writing</b>	<b>Standard 3:</b> The student develops understanding of writing about learning in all content classes
	The student will:
AV 10.4.3.1	- complete weekly written learning logs, in a variety of formats, to gain a clear understanding of learning gained in all content classes
AV 10.4.3.2	- complete reflections on previous academic learning experiences, goals, accomplishments, leadership, refinement of goals, and field trips/guest speaker(s)

<b>Writing Conventions</b>	<b>Standard 4:</b> The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 10.4.4.1	- utilize active rather than a passive voice in all of their writing
AV 10.4.4.2	- learn and utilize the proper method for incorporating quotes into writing
AV 10.4.4.3	- increase their ability to incorporate “showing writing” into their writing style

## Strand 5: Reading

Students will develop cross curricular reading skills.

<b>Vocabulary</b>	<b>Standard 1:</b> The student develops cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary
	The student will:
AV 10.5.1.1	- develop interpretation skills using root word, prefix, and suffix
AV 10.5.1.2	- track new words gained during reading or word lists through word walls

<b>Literary Analysis</b>	<b>Standard 2:</b> The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 10.5.2.1	- learn to determine purpose of reading, in order to correctly choose a proper method of reading
AV 10.5.2.2	- mark texts to track their understanding of the text and questions about the reading
AV 10.5.2.3	- utilize charting of the text to track various points of view, and opposing claims
AV 10.5.2.4	- utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic seminars and philosophical chair discussions
AV 10.5.2.5	- read and discuss various examples of text, including but not limited to articles from fiction and non-fiction
AV 10.5.2.6	- utilize note-taking skills as a learning tool for textbook reading

## Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

<b>Speaking</b>	<b>Standard 1:</b> The student understands verbal and non-verbal communication
	The student will:

AV 10.6.1.1	- develop awareness of vocal pauses when speaking in public
AV 10.6.1.2	- practice vocal projection during formal presentations as well as informal speaking such as Socratic discussions and questioning during class
AV 10.6.1.3	- utilize non-verbal gestures during formal presentations
AV 10.6.1.4	- incorporate appropriate technology and visual aids during presentation to increase effectiveness
AV 10.6.1.5	- practice speaking in various settings such as formal, informal speeches, classroom, practice job interviews, and career research

<b>Listening</b>	<b>Standard 2:</b> The student effectively applies listening strategies
	The student will:
AV 10.6.2.1	- provide fellow students feedback on strengths and weaknesses of speaking
AV 10.6.2.2	- record key learning using Cornell notes

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700410

**Course Title:** AVID III

**Credit:** 1.0

**Major Concepts/Content.** AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize 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.

AVID III 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. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project that is presented in the senior year. 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 post-secondary plans.

Students will be expected to:

- Participate in academic tutorial groups to support coursework in honors, AP, IB, DE, and AICE courses
- Refine tools and strategies to successfully arrange class materials for optimal use

- Review four-year college admission guidelines and requirements
- Set up and follow up on appropriate goals, including Grade Point Averages
- Prepare for and participate in college entrance exams and/or AP/IB/AICE/DE exams
- Prepare a resume, college admissions essay and personal statement
- Gain experience completing college applications
- Utilize technology to explore colleges and careers
- Formulate and ask questions and take notes during guest speaker presentations (college admissions officers, financial aid advisor, current college students/AVID graduates, professionals from various careers)
- Analyze prompts and films
- Study college financing plans
- Update progress toward college entrance requirements
- Learn to analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical document
- Demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions
- Develop various strategies to respond to a text including annotating a text, learning logs, and developing double entry journals and summaries
- Develop their ability to relate prior knowledge to new information and make connections to related topics of information
- Develop their ability to write well-organized essays that are consistently coherent and logically developed
- Continue to learn to effectively summarize ideas contained in a text
- Develop skill in writing short answer response essays, including timed essays
- Participate in research projects that extend their knowledge of a particular topic and develop and support their own ideas and opinions
- Participate in discussions, presenting their ideas in a clear and articulate manner
- Listen to and respond to the ideas of others
- Develop their skills in research techniques
- Productively participate in both individual and group projects and discussions
- Improve their oral communication skills through presentations and discussions
- Learn to evaluate their own and others' writing, using rubrics and scoring guides
- Learn specific strategies to navigate the college admission process by engaging in a variety of activities and tasks
- Complete and present a Multi-Grade Level Portfolio of their work in AVID

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination III (AVID III) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID IV. Teachers must receive training from AVID Center to teach this course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

# Grade 11

<b>AV.</b>	<b>11.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

## Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Standard 6: Community and School Involvement

Standard 7: Ownership of Learning

## Strand 3: College Awareness

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Standard 4: College Entrance Testing

Standard 5: College Admission

## Strand 4: Writing

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Reflective Writing

Standard 4: Writing Conventions

## Strand 5: Reading

Standard 1: Vocabulary

Standard 2: Literary Analysis

## Strand 6: Communication

Standard 1: Speaking

Standard 1: Listening



## Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

<b>Self Awareness</b>	<b>Standard 1:</b> The student becomes aware of interests, talents, abilities
	The student will:
AV 11.1.1.1	- determine academic areas of strength and choose to enroll in at least one *AP, IB, AICE, or DE courses
AV 11.1.1.2	- examine potential career paths that align with abilities, talents, and interests

\*AP: Advanced Placement, IB: International Baccalaureate, AICE: Advanced International Certificate of Education, DE: Dual Enrollment

<b>Goal Development</b>	<b>Standard 2:</b> The student refines plans for ongoing personal and academic development
	The student will:
AV 11.1.2.1	- reflect upon previous year's goals, and discuss successes and challenges of reaching those goals
AV 11.1.2.2	- set up and follow up on appropriate short and midterm goals, including grade point average
AV 11.1.2.3	- reflect upon previous year's long term goal and revise as necessary, focusing on specific goals to planning for college and a career
AV 11.1.2.4	- break goals into appropriate action steps
AV 11.1.2.5	- create living document with written goals to use throughout the year
AV 11.1.2.6	- refine six year plan, based on past course grades and continued development of skills and interests

## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student develops and maintains organizational and time management skills
	The student will:
AV 11.2.1.1	- reassess time requirements, beginning with academic needs for the year (especially AP, IB, AICE, or DE courses), then consider where extracurricular and

	recreational activities will fit
AV 11.2.1.2	- adjust commitments to ensure that sufficient time is available to meet academic goals
AV 11.2.1.3	- refine the use of organizational tools, such as assignment logs, calendars, agendas, and planners, consider color coding to distinguish types of tasks
AV 11.2.1.4	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, high school teachers as a living collection of the students best work, which will culminate in a multi-year demonstration of student growth
AV 11.2.1.5	- reflect at the end of 11 <sup>th</sup> grade about summer priorities, next year's time commitment, and potential to successfully navigate all courses, especially AP, IB, AICE, or DE coursework, successfully

<b>Note-Taking</b>	<b>Standard 2:</b> The student refines note-taking skills utilizing the Cornell note-taking method for all academic classes
	The student will:
AV 11.2.2.1	- refine content on notes as they gain new understanding through reading textbook(s), tutorial sessions, study groups, and discussions with the teacher/peers
AV 11.2.2.2	- utilize color coding as a means to distinguish critical/common ideas
AV 11.2.2.3	- 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
AV 11.2.2.4	- refine study questions on the left side of notes to insure that they will generate higher level thinking as they recall information on the right
AV 11.2.2.5	- review and refine content on notes focusing on: unimportant information, key information, potential test questions

<b>Inquiry and Collaboration</b>	<b>Standard 3:</b> The student uses collaborative and soft skills while using the inquiry process to enhance learning
	The student will:
AV 11.2.3.1	- refine collaborative group study skills during academic tutorials so that students are able to form groups independently for each core class, especially around AP, IB, AICE, or DE courses

AV 11.2.3.2	- consider peer tutoring in after-school programs or at surrounding middle schools
AV 11.2.3.3	- form collaborative groups for community service projects
AV 11.2.3.4	- develop positive peer relationships, especially with those taking advanced coursework
AV 11.2.3.5	- form research teams, with discussion on group norming and expectations

<b>Research and Technology Skills</b>	<b>Standard 4:</b> The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 11.2.4.1	- expand proficiency with technological learning tools, especially advanced features of MS Word, PowerPoint, and video editing software
AV 11.2.4.2	- focus on a leader, as the means to do in-depth research project, where the student utilizes books, Internet, and primary source documents
AV 11.2.4.3	- determine validity and applicability of information gathered on the Internet
AV 11.2.4.4	- utilize commonly adhered to practices around e-mail etiquette

<b>Test Preparation</b>	<b>Standard 5:</b> The student develops test-taking skills for core classes
	The student will:
AV 11.2.5.1	- discuss with core content teachers, study and test-taking strategies that will support their efforts to prepare for exams
AV 11.2.5.2	- prepare for and participate in exams for rigorous coursework
AV 11.2.5.3	- analyze test results and bring missed questions to tutorials to discuss and solve with peer groups

<b>Community and School Involvement</b>	<b>Standard 6:</b> The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 11.2.6.1	- continue with select school activities/clubs and community

	service opportunities throughout the year
AV 11.2.6.2	- focus on leadership positions within school clubs where they have been a member for multiple years
AV 11.2.6.3	- track the number of community and school service hours in a multi-year student portfolio
AV 11.2.6.4	- ask for letters of recommendations from club advisors that they have established a strong relationship with
AV 11.2.6.5	- consider putting on their own community service activity within collaborative groups

<b>Ownership of Learning</b>	<b>Standard 7:</b> The student advocates for themselves and their community, through effectively communicating ideas with others
	The student will:
AV 11.2.7.1	- communicate effectively with teachers, counselors, and administrators to discuss areas of concern or a need for clarity
AV 11.2.7.2	- develop a sense of building community within their school, advocating for positive school change
AV 11.2.7.3	- serve as a mentor and role model to younger AVID students
AV 11.2.7.4	- regularly portray the expectations of an AVID student

### Strand 3: College Awareness

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

<b>Guest Speakers</b>	<b>Standard 1:</b> The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 11.3.1.1	- reflect upon the previous two years of guest speakers
AV 11.3.1.2	- formulate and ask questions during guest speaker presentations (college admissions officers, financial aid advisors, current college students and/or AVID graduates when possible, professionals from various careers)
AV 11.3.1.3	- utilize Cornell Notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools as a part of their multi-year portfolio
AV 11.3.1.4	- reflect upon guest speakers and areas on interest, possibly

	seeking opportunities to job shadow or potential internships in areas of interest
--	---

<b>Field Trips</b>	<b>Standard 2:</b> The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 11.3.2.1	- attend as many college/university visits as possible, with opportunities to sit in on college classes or attend a cultural event on campus
AV 11.3.2.2	- determine and plan the spring college/university field trip, including contacting of admissions counselors and student guides
AV 11.3.2.3	- reflect on course performance/GPA to determine which schools might best fit with areas of career interest
AV 11.3.2.4	- visit schools of interest independently during weekends or summer, to gain further exposure to post-secondary opportunities

<b>Research</b>	<b>Standard 3:</b> The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 11.3.3.1	- research and apply for college scholarships
AV 11.3.3.2	- research careers and post-secondary institutions via the Internet, gathering information about majors and atmosphere of the colleges/universities
AV 11.3.3.3	- determine which colleges/universities will best meet their academic pursuits by analyzing pros and cons
AV 11.3.3.4	- examine cost, and determine how financial aid, grants, scholarship, work study programs, and other funding sources can help meet those cost needs
AV 11.3.3.5	- examine FAFSA requirements, and determine appropriate action steps to meet deadlines

<b>College Entrance Testing</b>	<b>Standard 4:</b> The student develops test-taking skills required for participation in college admissions testing
	The student will:
AV 11.4.3.1	- prepare for and take the PSAT in the fall of their 11 <sup>th</sup> grade year

AV 11.4.3.2	- chart scores from PSAT/PLAN, monitoring areas of weakness and creation of a study plan to meet testing needs
AV 11.4.3.3	- prepare for and take the SAT and/or the ACT at least once during the Spring of their 11 <sup>th</sup> grade year
AV 11.4.3.4	- analyze test results, and develop a study plan during the spring and summer to prepare for testing during their 12 <sup>th</sup> grade year
AV 11.4.3.5	- analyze the structure and formatting of college entrance exams, and develop a test-taking plan that will lead to higher scores
AV 11.4.3.6	- take part with in-class college entrance sample questions, and discuss how best to approach solutions
AV 11.4.3.7	- examine other college entrance exams, such as those that would exempt them from college remediation coursework
AV 11.4.3.8	- track all personal test results and monitor scores in comparison to the requirements of colleges and universities of their choice

<b>College Admission</b>	<b>Standard 5:</b> The student increases understanding of requirements for applications to colleges and universities
	The student will:
AV 11.4.3.1	- track requirements for various postsecondary opportunities including average GPAs, SAT/ACT scores, extracurricular activities
AV 11.4.3.2	- organize all of their college exploration and admission materials in one place to track progress
AV 11.4.3.3	- regularly update activity information and prepare a resume
AV 11.4.3.4	- proactive writing personal statement essays and college applications

## Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

<b>The Writing Process</b>	<b>Standard 1:</b> The student develops an understanding of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
----------------------------	--

	The student will:
AV 11.4.1.1	- complete writing assignments that include, but not limited to, refining life goals with focus on goals replanted to planning for college and a career, a controversial issue, analysis of theme, and biographic writing on a historical leader
AV 11.4.1.2	- use a variety of rubrics to grade essays especially those used to grade essays for the SAT and other college admissions tests
AV 11.4.1.3	- publish final versions of writing for their student portfolio
AV 11.4.1.4	- analyze complex writing prompts, and organizing responses under timed writing conditions
	- write well-organized essays that are consistently coherent and logically developed

<b>Writing Application</b>	<b>Standard 2:</b> The student develops an understanding of strategies used to write effective paragraphs and essays
	The student will:
AV 11.4.2.1	- focus on expanding word choice in all aspects of their writing
AV 11.4.2.2	- support claims with properly cited quotations using MLA/APA style
AV 11.4.2.3	- properly plan for essays using advanced graphic organizers to call out key topics
AV 11.4.2.4	- incorporate transitions to improve flow within a paragraph and logically tie together academic argument
AV 11.4.2.5	- prepare an academic argument integrating fully developed claims
AV 11.4.2.6	- organize, monitor progress, and effectively manage time requirements surrounding complex writing assignments

<b>Reflective Writing</b>	<b>Standard 3:</b> The student uses a variety of methods of writing about learning in all content classes
	The student will:
AV 11.4.3.1	- utilize reflective logs as a means to evaluate study and note-taking habits and set subsequent goals to improve upon past learning
AV 11.4.3.2	- increase awareness of their learning and how various content areas are connected

AV 11.4.3.3	- reflect on academic performance, and independently adjust study habits and time management skills as needed
AV 11.4.3.4	- identify problem, and reflecting upon effective and practical solutions

<b>Writing Conventions</b>	<b>Standard 4:</b> The student develops a writing style that incorporates widely used and accepted grammatical devices or techniques
	The student will:
AV 11.4.4.1	- develop well constructed thesis statements, which properly captures the paper's topic
AV 11.4.4.2	- focus on improving sentences through word choice, and varying sentence structure
AV 11.4.4.3	- produce a friendly letter focusing on professional response, reflecting needs in college and professional careers

## Strand 5: Reading

Students will develop cross curricular reading skills.

<b>Vocabulary</b>	<b>Standard 1:</b> The student develops cross-curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary
	The student will:
AV 11.5.1.1	- relate new vocabulary to familiar words
AV 11.5.1.2	- infer word meaning using knowledge of advanced prefixes, suffixes, and root words
AV 11.5.1.3	- chart new words during reading of increasingly complex text
AV 11.5.1.4	- utilize concept mapping to determine word usage and various meanings

<b>Literary Analysis</b>	<b>Standard 2:</b> The student identifies and analyzes the basic facts and ideas in informational materials
	The student will:
AV 11.5.2.1	- effectively summarize sections of an argument, text or film



AV 11.5.2.2	- analyze an author's evidence in order to isolate key evidence, identify types of evidence being presented, and analyzing its value and impact on the argument
AV 11.5.2.3	- determine author's tone and voice
AV 11.5.2.4	- analyze philosophical and political arguments
AV 11.5.2.5	- focus on a three part source integration including source, paraphrase/direct quote, and comment about its relevance to the argument
AV 11.5.2.6	- analyze collegiate level writing prompts to determine purpose
AV 11.5.2.7	- determine how best to take notes or record information garnered from readings or films, especially those dealing with advanced content
AV 11.5.2.8	- analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents
AV 11.5.2.9	- make decisions about which note-taking and/or annotating methods will be most effective to record, review, and analyze critical information
AV 11.5.2.10	- demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions

## Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

<b>Speaking</b>	<b>Standard 1:</b> The student uses effective verbal and non-verbal communication
	The student will:
AV 11.6.1.1	- productively participate in group discussion, facilitating the discussion into deeper levels of thinking
AV 11.6.1.2	- improve oral communication through presentations and group discussions
AV 11.6.1.3	- refine formal public speaking skills and seamlessly incorporate various types of visual aids
AV 11.6.1.4	- design interview questions, and conduct interview with peers
AV 11.6.1.5	- draft and peer respond to Summer Institute speeches

<b>Listening</b>	<b>Standard 2:</b> The student uses listening skills as a method to gather information and to formulate clarifying questions
	The student will:
AV 11.6.2.1	- listen and respond to others ideas in both formal and informal settings
AV 11.6.2.2	- effectively summarize ideas contained within a presentation or discussion
AV 11.6.2.3	- critically evaluate and analyze oral presentations

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, Adult

**Subject Area:** Research and Critical Thinking

**Course Number:** 1700420

**Course Title:** AVID IV

**Credit:** 1.0

**A. Major Concepts/Content.** AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize 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. 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 IV is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted 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 post-secondary plans.

Students will be expected to:

- Participate and reflect on academic tutorials to support course work in honors and AP/IB/AICE/DE courses
- Refine tools and strategies to successfully arrange class materials for optimal use

- Complete and submit college applications, including personal statements and admissions essays
- Consistently monitor goals regarding the college application process
- Prepare for and participate in college entrance exams and/or AP/IB/AICE exams
- Utilize technology to explore scholarships and college admissions deadlines
- Submit scholarship applications and confirm college financing plans
- Update progress toward college entrance requirements
- Demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions
- Develop skills in reviewing, revising essays and speeches
- Develop various strategies to respond to a text
- Demonstrate an ability to articulate and refine a clear thesis on a topic, and identify, evaluate and use evidence to support their thesis
- Write well-organized essays that are consistently coherent and logically developed
- Effectively summarize ideas contained in a text
- Participate in a research project that focuses on a leader
- Participate in discussions, presenting their ideas in a clear and articulate manner
- Listen to and respond to the ideas of others
- Refine skills in research techniques
- Productively participate in both individual and group projects and discussions
- Improve their oral communication skills and leadership skills through a variety of means, including presentations and Socratic seminars
- Evaluate their own and others' writing, using rubrics and scoring guides
- Navigate the college admission process by engaging in a variety of activities and tasks
- Prepare, present and evaluate thesis papers around the topic of a selected a leader
- Complete and present a Multi-Grade Level Portfolio of their work in AVID

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Next Generation Sunshine State Standards benchmarks.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination IV (AVID IV) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

Some requirements in this course are not addressed in the Next Generation Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

# Grade 12

<b>AV.</b>	<b>12.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Strand 1: Goal Setting

Standard 1: Self Awareness

Standard 2: Monitoring Goals

## Strand 2: Academic Success Skills

Standard 1: Organization

Standard 2: Note-Taking

Standard 3: Inquiry and Collaboration

Standard 4: Research and Technology

Standard 5: Test Preparation

Standard 6: Community and School Involvement

Standard 7: Ownership of Learning

## Strand 3: College Preparation

Standard 1: Guest Speakers

Standard 2: Field Trips

Standard 3: Research

Standard 4: College Entrance Testing

Standard 5: College Admission

## Strand 4: Writing

Standard 1: The Writing Process

Standard 2: Writing Application

Standard 3: Reflective Writing

Standard 4: Writing Conventions

## Strand 5: Reading

Standard 1: Vocabulary

Standard 2: Literary Analysis

## Strand 6: Communication

Standard 1: Speaking

Standard 2: Listening

## Strand 1: Goal Setting

Students will develop strategies to identify and fulfill personal and academic goals.

<b>Self Awareness</b>	<b>Standard 1:</b> The student refines goals based on interests, talents, and abilities
	The student will:
AV 12.1.1.1	- reflect upon previous three years' goals, and determine successes and challenges in reaching those goals
AV 12.1.1.2	- design appropriate short and midterm goals, which take into account many of the critical aspects of senior year including college acceptance, GPA, college entrance testing, community service, and college level coursework
AV 12.1.1.3	- determine a new/revised long term goal (which will take 3-5 years to accomplish)
AV 12.1.1.4	- incorporate new goals into student portfolios
AV 12.1.1.5	- monitor progress towards achieving their goals throughout the school year
AV 12.1.1.6	- align course selection with identified interests and ability to aid in a smooth collegiate transition
AV 12.1.1.7	- apply for scholarships that align with interests, talents and abilities

<b>Goal Development</b>	<b>Standard 2:</b> The student refines plans for ongoing personal and academic development
	The student will:
AV 12.1.2.1	- continue developing academic strengths with the incorporation of college level courses, such as *AP, IB, AICE and DE, into their schedule with a focus on academic stretch
AV 12.1.2.2	- break goals into achievable action steps and monitor progress regularly
AV 12.1.2.3	- assess areas of potential weakness, and plan appropriately to break poor habits of mind
AV 12.1.2.4	- plan an end of the year celebration, focusing on college acceptance and scholarships
AV 12.1.2.5	- consistently monitor goals regarding the college application process
AV 12.1.2.6	- develop action steps to achieve desired scores on the SAT and ACT

\* AP: Advanced Placement, IB: International Baccalaureate, AICE: Advanced International Certificate of Education, DE: Dual Enrollment

## Strand 2: Academic Success Skills

Students will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities.

<b>Organization and Time Management</b>	<b>Standard 1:</b> The student develops and maintains organizational and time management skills.
	The student will:
AV 12.2.1.1	- refine organizational tools such as calendars, agendas, and planners with a consideration of utilizing technology to support organizational goals
AV 12.2.1.2	- reassess time requirements for academic, extracurricular and social responsibilities
AV 12.2.1.3	- develop and discuss plans when the academic work load is especially difficult
AV 12.2.1.4	- continue to add to academic portfolio collection that will culminate in a portfolio used by the students, parents, high school teachers as a living collection of the students best work, which has demonstrated student growth
AV 12.2.1.5	- plan for future time commitments in college, and discuss with both the teacher and college tutor
AV 12.2.1.6	- maximize tutorial time, prioritizing most critical questions based on analyzing academic performance
AV 12.2.1.7	- review deadlines and create a time management plan to accomplish academic tasks
AV 12.2.1.8	- track senior year tasks and responsibilities including exams, college applications, letters of recommendation, FAFSA, scholarships, and final transcripts

<b>Note-Taking</b>	<b>Standard 2:</b> The student develops and refines note-taking skills utilizing the Cornell Note-taking method for all academic classes
	The student will:
AV 12.2.2.1	- utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
AV 12.2.2.2	- adapt organization strategy of note-taking to meet required academic tasks such as lectures, lab work, reading, or collaborative work
AV 12.2.2.3	- utilize notes during in-class and independently formed study groups
AV 12.2.2.4	- personalize notations to call out key information while taking notes



AV 12.2.2.5	- refine content within notes as they gain new understanding through reading textbook(s), tutorial sessions, study groups, and discussions with teachers/peers
AV 12.2.2.6	- create notes which track reading and research effectively

<b>Inquiry and Collaboration</b>	<b>Standard 3:</b> The student examines and refines collaborative and soft skills, while using the inquiry process to enhance learning
	The student will:
AV 12.2.3.1	- refine collaborative group study skills in academic tutorials so that they are able to form groups independently for each core class, especially around college level courses
AV 12.2.3.2	- discuss informal study group norms and how to become an active member of a study team in a college setting
AV 12.2.3.3	- consider peer tutoring in after-school programs or at surrounding middle schools
AV 12.2.3.4	- develop positive peer relationships, especially with those taking advanced coursework
AV 12.2.3.5	- actively participate in Socratic seminars and philosophical chairs; taking on active leadership roles that result in higher levels of thinking and comprehension

<b>Research and Technology Skills</b>	<b>Standard 4:</b> The student uses research skills, including the use of appropriate technologies, in order to complete academic classes
	The student will:
AV 12.2.4.1	- integrate research and interviews into writing using citation circles
AV 12.2.4.2	- approach texts selectively, carefully taking notes or marking the text of those sections most relevant to the purpose
AV 12.2.4.3	- research a leader as a catalyst for change as a culminating research project using books, internet and other primary sources
AV 12.2.4.4	- create research logs tracking information for culminating research project
AV 12.2.4.5	- create a methodology section, which helps track and organize thoughts and process for writings
AV 12.2.4.6	- synthesize fragmented data to formulate coherent arguments

<b>Test Preparation</b>	<b>Standard 5:</b> The student develops test-taking skills for core classes
-------------------------	---

	The student will:
AV 12.2.5.1	- analyze test results to determine errors and point of confusion and utilize weekly tutorials to revisit those materials to ensure a clear understanding
AV 12.2.5.2	- work both collaboratively and in peer groups to prepare for mid-terms, finals and end-of course exams
AV 12.2.5.3	- seek clarification from instructors on exam format, timing and content in order to fully prepare for successful completion of assessments

<b>Community and School Involvement</b>	<b>Standard 6:</b> The student increases awareness of extracurricular activities, sports, campus clubs, and community service opportunities that will aid leadership development and school/community involvement
	The student will:
AV 12.2.6.1	- continue with selected school activities/clubs, seeking out positions of leadership
AV 12.2.6.2	- track the number of community and school service hours in a multi-year student portfolio
AV 12.2.6.3	- research and apply for potential scholarships associated with clubs, sports, and/or community involvement
AV 12.2.6.4	- ask for letters of recommendations from club/athletic advisors that they have established a strong relationship with
AV 12.2.6.5	- consider putting on their own community service/service learning activity within collaborative groups

<b>Ownership of Learning</b>	<b>Standard 7:</b> The student takes ownership of personal learning and actions in order to become a successful student
	The student will:
AV 12.2.7.1	- create positive peer connections for independent study groups and content questions
AV 12.2.7.2	- seek opportunities outside of the classroom to ask questions and clarify thinking
AV 12.2.7.3	- understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students
AV 12.2.7.4	- learn to successfully resolve conflicts and disputes
AV 12.2.7.5	- develop self confidence and understanding about personal learning styles
AV 12.2.7.6	- present portfolio of personal academic work at the end of the year to peers, emphasizing personal growth and successes

AV 12.2.7.7	- communicate effectively with teachers, counselors, and administrators to discuss areas of concern or a need for clarity
AV 12.2.7.8	- develop a sense of building community within their school, advocating for positive school change

## Strand 3: College Preparation

The student develops college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

<b>Guest Speakers</b>	<b>Standard 1:</b> The student develops increased awareness of colleges and careers through presentations from guest speakers
	The student will:
AV 12.3.1.1	- attend college awareness nights, where multiple post-secondary institutes are present, and gain information about institutions of interest
AV 12.3.1.2	- have at least one current college student as a guest speaker, with students pre-generating questions about campus life
AV 12.3.1.3	- utilize Cornell Notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools as a part of their multi-year portfolio
AV 12.3.1.4	- seek information from an array of guest speakers that provide expertise in the following areas: college admissions, financial aid and the FAFSA, college selection and scholarships

<b>Field Trips</b>	<b>Standard 2:</b> The student develops increased awareness of colleges and careers through participation in field trips
	The student will:
AV 12.3.2.1	- attend as many college/university visits early in the year; including listening to speakers from admissions who can focus on tips for college applications
AV 12.3.2.2	- determine and plan college/university field trips, including contacting admissions counselors and student guides
AV 12.3.2.3	- determine which schools might best fit with personality
AV 12.3.2.4	- attend a cultural event trip for the second half of the year (the theater, a play or a museum visit) and complete a written assignment
AV 12.3.2.5	- visit schools of interest independently during weekends or

	summer, to gain further exposure to post-secondary opportunities
--	--

<b>Research</b>	<b>Standard 3:</b> The student develops research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology
	The student will:
AV 12.3.3.1	- research college scholarships opportunities
AV 12.3.3.2	- research colleges/universities of interest, with a focus on finalizing their decision about which colleges they will apply to during fall and become aware of admissions deadlines
AV 12.3.3.3	- examine costs associated with attending a post-secondary institution and determine how financial aid, grants, scholarships, work study programs, and other funding sources can help meet those cost needs

<b>College Entrance Testing</b>	<b>Standard 4:</b> The student develops test-taking skills required for participation in college admissions testing
	The student will:
AV 12.3.4.1	- prepare for and take the SAT and/or ACT at least once during the Fall of their 12 <sup>th</sup> grade year
AV 12.3.4.2	- solve college entrance sample questions both independently and in groups, and discuss how best to approach solutions
AV 12.3.4.3	- execute the study plan during the fall in order to prepare for college entrance testing during their 12 <sup>th</sup> grade year
AV 12.3.4.4	- independently utilize online college testing study sites to practice for exams
AV 12.3.4.5	- familiarize themselves with the formatting of college entrance exams such as the SAT and ACT and college level credit exams, such as Advance Placement tests
AV 12.3.4.6	- use SAT and ACT results from junior year to determine areas of weakness and independently address them with online resources
AV 12.3.4.7	- track all testing results for input into college admission applications

<b>College Admissions</b>	<b>Standard 5:</b> The student develops understanding of requirements for applications to colleges and universities
	The student will:

AV 12.3.5.1	- selectively complete and submit college/university applications for schools of interest, including college admission essays within appropriate timeframe
AV 12.3.5.2	- research and prepare financial aid application
AV 12.3.5.3	- fulfill all course and grade requirements during senior year to remain eligible for college acceptance
AV 12.3.5.4	- create money management plans for college
AV 12.3.5.5	- ensure letters of recommendation are completed and submitted within appropriate timeframe

## Strand 4: Writing

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

<b>The Writing Process</b>	<b>Standard 1:</b> The student develops an understanding of all stages in the writing process to include prewriting, drafting, responsive reading, revising, editing, publishing and self-evaluating
	The student will:
AV 12.4.1.1	- complete writing assignments that include, but not limited to, a Personal Statement for College Admission, Explanation of Life Goals that includes specific approaches to the college admission and school selection process, and a Leadership Research Paper
AV 12.4.1.2	- use a variety of rubrics to grade essays especially those used to grade essays for the SAT and other college admissions tests
AV 12.4.1.3	- publish final versions of writing for their student portfolio
AV 12.4.1.4	- write well-organized essays that are consistently coherent and logically developed
AV 12.4.1.5	- write letters of advice to younger AVID students offering tips and advice
AV 12.4.1.6	- write timed in-class essays fashioned after those required for college entrance courses
AV 12.4.1.7	- participate in peer reviews of writing, gaining understanding on the perspectives of others

<b>Writing Application</b>	<b>Standard 2:</b> The student develops an understanding of strategies used to write effective paragraphs and essays
----------------------------	--

	The student will:
AV 12.4.2.1	- refine skills in research techniques and proper source integration into essays
AV 12.4.2.2	- evaluate the draft for development of ideas and content, organization, word choice, and sentence variation
AV 12.4.2.3	- create precision and interest by elaborating ideas through supporting details
AV 12.4.2.4	- write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary
AV 12.4.2.5	- analyze complex college level prompts and craft well designed arguments with fully developed claims and cited evidence
AV 12.4.2.6	- formulate well structured persuasive arguments in response to scholarship and grant essay prompts
AV 12.4.2.7	- understand and identify the audience, purpose and form for writing assignments

<b>Reflective Writing</b>	<b>Standard 3:</b> The student develops understanding of writing about learning in all content classes.
	The student will:
AV 12.4.3.1	- reflect upon research skills gained during the research project (Leaders as a Catalyst for Change), and how those skills will relate to post-secondary education
AV 12.4.3.2	- reflect on academic performance, and independently adjust study habits and time management skills as needed
AV 12.4.3.3	- reflect on connections between high school tutorials and their connection at the collegiate level
AV 12.4.3.4	- reflect on participation and knowledge gained from tutorials and other collaborative activities

<b>Writing Conventions</b>	<b>Standard 4:</b> The student demonstrates the ability to write effectively, using correct language conventions
	The student will:
AV 12.4.4.1	- focus on improving sentences through word choice, and varying sentence structure
AV 12.4.4.2	- utilize multiple structures commonly used at collegiate levels such as MLA/APA citations, source integration, and abstract writing
AV 12.4.4.3	- gather and organize disparate sources utilizing information to analyze, synthesize and compare/contrast arguments
AV 12.4.4.4	- create academic introductions through the incorporation of valuable background information, a “hook”, and well constructed thesis

## Strand 5: Reading

Students will develop cross curricular reading skills.

<b>Vocabulary</b>	<b>Standard 1:</b> Students will develop cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary
	The student will
AV 12.5.1.1	- chart new vocabulary and meaning gathered from texts
AV 12.5.1.2	- infer word meaning using knowledge of advanced prefixes, suffixes, and root words including words of Anglo-Saxon, Greek, and Latin origin

<b>Literary Analysis</b>	<b>Standard 2:</b> Students are able to identify and analyze the basic facts and ideas in informational materials
	The student will:
AV 12.5.2.1	- analyze authentic writing prompts, and formulate the organization of a response
AV 12.5.2.2	- pause to connect related parts of a text, drawing together various aspects of an argument
AV 12.5.2.3	- utilize three-part source integration including source, paraphrase/direct quote, and comment about its relevance to the argument
AV 12.5.2.4	- determine how best to take notes or record information garnered from readings and films, especially those dealing with advanced content
AV 12.5.2.5	- chart text, tracking key information and author's claims
AV 12.5.2.6	- identify the persona of the authors, finding elements of argument, and compare/contrast views of various authors
AV 12.5.2.7	- utilize selective and purpose driven reading to effectively approach full-length text

## Strand 6: Communication

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

<b>Speaking</b>	<b>Standard 1:</b> The student understands verbal and non-verbal communication
	The student will:
AV 12.6.1.1	- improve their oral communication and leadership skills through a variety of means, including presentation and Socratic Seminars
AV 12.6.1.2	- speak in a variety of public venues; such as middle school recruitment and middle school shadowing days at school
AV 12.6.1.3	- utilize opportunities to act as a cross-age tutor to lower grades, middle schools, or after-school programs
AV 12.6.1.4	- prepare for, conduct, and utilize interviews within research writing
AV 12.6.1.5	- present research findings on “A Leader as a Catalyst for Change” assignment, which is judged by a panel teachers, administrators, and parent volunteers

<b>Listening</b>	<b>Standard 2:</b> The student effectively applies listening strategies
	The student will:
AV 12.6.2.1	- evaluate their own and others’ speaking, using rubrics and scoring guides
AV 12.6.2.2	- listen and respond to others ideas in both formal and informal settings
AV 12.6.2.3	- clarify understanding of content through questioning

Certain skills and strategies for academic and personal success are essential to the AVID elective class. These include skills and strategies relating to organization, time management, note-taking, collaboration, attainment of goals, reading comprehension, inquiry, and both oral and written communication. Performing each of these with fidelity is key to success as a college ready student, and opportunities to advance oneself in each of these areas are woven into the AVID structure. The AVID elective teacher will provide review of these essential skills and strategies each year as needed to ensure student success. Students who are taking AVID for the first time will be provided an introduction to these concepts.