

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	AVID 9
2. Transcript Title/Abbreviation:	AVID 9
3. Transcript Course Code/Number:	5976
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade Level(s):	9
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	February 7, 2002
Date of Revision Approval:	May 17, 2018
13. Brief Course Description: The mission of AVID is to ensure that all students, but especially those with unrealized academic potential, will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges, and will become educated and responsible participants and leaders in a democratic society.	
14. Prerequisites:	None
15. Context for Course: Advancement via individual determination (AVID) is an academic elective course that prepares students for college readiness and success; it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by avid center, tutor-facilitated study groups, motivational activities, and academic success skills. In avid, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.	
16. History of Course Development: Some students will have previous experience with avid at the middle grades, and some students will be experiencing avid for the first time. Either way, the ninth-grade avid elective course will serve as a review of the avid philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learn how to participate in collegial discussions, and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.	

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17. Textbooks:	<p>AVID Tutorial Guide, Dr. Paolina Schiro and Tracy Daws, AVID Published Resource</p> <p>College and Careers, Nancy Caine, Regina Risi, Dr. Paolina Schiro, Carmen S, AVID Published Resource</p> <p>High School Writing Michelle Mullen and Sandy Boldway, AVID Published Resource</p> <p>AVID Critical Thinking and Engagement, Paul Bendall, Adam Bollhoefer, and Vijay Koilpillai, AVID Published Resource</p> <p>AVID Elective Essentials for High School, Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter, AVID Published Resource</p> <p>Critical Reading: Deep Reading Strategies for Expository Texts, Jonathan LeMaster, AVID Published Resource</p>
18. Supplemental Instructional Materials:	<p>AVID Weekly, Supporting Math in the AVID Elective, Write Path content books, AVID Test Prep, Roadtrip Nation Weekly, Focused Note-Taking</p>

C. COURSE CONTENT

1. Course Purpose:

AVID elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities, with emphasis on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, Cornell note taking, and research.

2. Course Outline:

Unit 1: Character Development

1. Self-awareness

- a. Remind students about slant interactions and expectations in all classes
- b. Understand the role of avid students and display characteristics on a regular basis
- c. Develop skills in offering appropriate criticism
- d. Develop understanding about personal learning styles
- e. Complete self-evaluations about conflict resolution, personal behavior and core values
- f. Develop awareness of personal strengths/skills and utilize them to better the school and community

2. Goals

- a. Calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period
- b. Revisit academic six-year plan to understand college entrance requirements and learn about AP®/IB®/Honors course options
- c. Examine academic strengths and weaknesses that will aid in course selection patterns
- d. Create focused goals around college and the steps necessary to gain entrance
- e. Create short-, mid-, and long-term goals that support academic and personal growth
- f. Review and revise personal and academic goals during key times throughout the year
- g. Write an essay describing goals for success in high school, including the steps needed to achieve those goals and potential barriers to meeting those goals
- h. Discuss goals in an oral presentation, using organized information that integrates appropriate media in the presentation

3. Community and School Involvement

- a. Be exposed to a variety of school activities/clubs and community service opportunities at the beginning of the year
- b. Become active in at least one school or community service project/activity
- c. Track community service hours and extracurricular activity participation in a multi-year student portfolio

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4. Ownership of Learning

- a. Access grades online or from teachers on a regular basis
- b. Analyze grade reports to create a study/action plan for continued academic improvement
- c. Seek opportunities outside of the avid classroom to ask questions, clarify thinking and identify points of confusion
- d. Create positive peer connections through independent study groups

Unit 2: Communication

1. Speaking

- a. Effectively integrate speaking terminology into speeches
- b. Role play varying word choice, tone and voice when speaking to an assigned audience
- c. Practice purposeful movement during speeches
- d. Draft, edit, revise and present an informal and a formal speech
- e. Work with a collaborative group to make presentations to the class following various activities
- f. Use factually reliable evidence to support topic
- g. Present information, findings and supporting evidence concisely and logically

2. Listening

- a. Give feedback on student presentations and delivery
- b. Pose questions that ask for clarification
- c. Record key information in Cornell notes

Unit 3: Writing

1. The Writing Process

- a. Use organizational strategies and tools to aid in the development of essays
- b. Understand and identify the audience, purpose and form for writing assignments
- c. Revise drafts multiple times to improve and clarify
- d. Edit students' essays, especially checking for transition words and errors in grammar, punctuation and comma usage
- e. Use common editing marks during the editing process
- f. Utilize rubrics to self-evaluate and peer evaluate work, especially those similar to ap exam rubrics
- g. Reflect on one's own writing to encourage continual growth

2. Writing Skills

- a. Understand strategies to write effective three-part essays
- b. Develop a clear and concise thesis for expository writing
- c. Write with a focus on grammar, punctuation and comma usage
- d. Include descriptive sentences in pieces of writing
- e. Use appropriate and varied transitions to link major sections of the text, in order to create cohesion and clarify the relationships among complex ideas and concepts

3. Writing Applications

- a. Develop and strengthen writing through the creation of a college research essay
- b. Develop and strengthen writing through the creation of a mandala essay
- c. Write informative texts to examine and explain complex ideas, such as a complex process 4. Develop and strengthen writing through the creation of a 'life goals' essay

4. Writing to Learn

- a. Write summaries of information in various contexts
- b. Differentiate between a summary and a reflection
- c. Use learning logs to reflect upon performance on assessments, where the learning broke down, and where confusion exists

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Unit 4: Inquiry

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

Unit 5: Collaboration

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

Unit 6: Organization

1. Organization and Time Management
 - a. Refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting
 - b. Utilize a planner/agenda to track class assignments and grades
 - c. Utilize a planner/agenda to balance social and academic commitments and color code planner to identify different topics (academic, social, extracurricular, etc.)
 - d. Assess time usage and create a time management plan, which will allow for academic, extracurricular and recreational activities
 - e. Begin developing a high school portfolio of personal academic work, accomplishments, awards and extracurricular involvement to show evidence of growth and use for college and scholarship applications
 - f. Publish final versions of writing for the academic portfolio
2. Note-taking
 - a. Take 10 to 18 pages of quality Cornell notes per week
 - b. Understand how to use notes to study, including the fold-over method
 - c. Utilize notes during the tutorial process to support questioning and gathering of key learning
 - d. Edit and revise notes outside of class to improve usability

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- e. Refine process of identifying important points, using abbreviations and using shortcuts in the right column of Cornell notes
- f. Begin writing higher-level questions in the left column that correspond to chunks of information in the notes section
- g. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

3. Research and Technology

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

4. Test Preparation/Test-taking

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

Unit 7: Reading

1. Vocabulary

- a. Understand how to use context clues in interpreting new vocabulary
- b. Incorporate new words garnered from reading into academic speech and writing
- c. Determine or clarify the meaning of unknown and multiple meaning words using context clues and reference materials

2. Textual Analysis

- a. Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- b. Identify genre of text
- c. Read and discuss various examples of text, including articles from fiction and non-fiction
- d. Use multiple reading strategies, including marking the text and annotating text to identify claims and connect ideas
- e. Use rereading strategies to recall critical concepts during discussions and essay writing
- f. Use any subtitles to guide reading
- g. Record summaries, connections and questions in the margins

Unit 8: College Preparedness

1. Guest Speakers

- a. Prepare for guest speaker presentations by creating questions for the speakers prior to their visit
- b. Greet and escort guest speakers to the classroom
- c. Use skills of listening and note-taking during presentations by guest speakers
- d. Gather insight from a variety of guest speakers who discuss various aspects of their careers
- e. Draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers

2. Field Trips

- a. Participate in field trips to include one or two college/university visits that are different from previous year
- b. Engage in at least one "e-trip" that has an interactive component that is outside of the state

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- c. Use skills of listening and note-taking during field trip experiences
- d. Draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

3. College and Career Knowledge

- a. Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice
- b. Continue developing a basic understanding of college vocabulary
- c. Research a career of interest, based upon career values
- d. Participate in career awareness tests and activities to help build awareness of personal strengths

4. College Entrance Testing

- a. Take and analyze the results from a plan and/or PSAT test
- b. Develop vocabulary skills by reviewing roots, prefixes, suffixes, and act and sat® word lists
- c. Collaboratively problem solve PSAT/plan test preparatory items

5. College Admissions/Financial Aid

- a. Understand the importance of community service and grades as a requirement for scholarships
- b. Identify schools of interest and examine cost of attendance

3. Key assignments:

Unit 1:

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

Unit 2:

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

Unit 3:

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

Unit 4:

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

Unit 5:

Students will be required to collaborate with one another during class sessions in a variety of ways and for a variety of purposes. These collaborative opportunities will range from sharing with a peer about current understanding, to interacting with small groups in projects, to large group dialog where students learn and grow from their peers. These

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assignments will be required throughout the unit. Through the use of collaborative structures students will strengthen their ability to communicate with their peers, formulate opinions, and adapt that opinion through group interactions.

Unit 6:

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

Unit 7:

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

Unit 8:

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

4. Instructional Methods and/or Strategies:

- Interacting with text and visuals
- Strategies to support reading for understanding
- Using graphic organizers
- Writing to learn and learning to write
- Analyzing primary sources
- Structured discussion
- Structured oral presentations

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in board policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade