

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 10
2. Transcript Title/Abbreviation:	AVID 10
3. Transcript Course Code/Number:	5977
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade Level(s):	10
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:	No
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:	AVID 9 (Recommended) Teacher Recommendation (Recommended) Co-requisites: One AP/Honors course (Recommended) Geometry (Recommended)
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:	During the tenth-grade avid elective course, students will refine the avid strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, and increase awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance

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exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

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>
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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>
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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. Demonstrate scholarly attributes in working with adults and peers
 - b. Understand the role of avid students and display characteristics on a regular basis
 - c. Align learning and study strategies to personal learning style
 - d. Demonstrate the ability to successfully resolve conflicts and disputes with peers and teachers
 - e. Reassess previous year’s interests and pursuits, in order to realign current activities to further develop abilities
 - f. Assess areas of weakness and develop plans to address those weaknesses
2. Goals
 - a. Reassess academic six-year plan to evaluate progress toward meeting all college entrance requirements upon high school graduation and adapt plans if any courses need to be retaken due to low academic grades
 - b. Examine academic strengths that will aid in course selection patterns, especially around honors and ap® courses
 - c. Set and monitor goals around community service, extracurricular activity involvement and academic testing
3. Community and School Involvement
 - a. Continue in extracurricular clubs, programs, community service and athletics of interest to demonstrate commitment, in addition to seeking out positions of leadership, such as club officers or captains
 - b. Determine a service-learning project to participate in as a class
 - c. Track community service hours and extracurricular activity participation in a multi-year student portfolio
4. Ownership of Learning
 - a. Access grades online or from teachers on a regular basis

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- 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. Role play varying word choice, tone and voice when speaking to an assigned audience
 - b. Practice utilizing purposeful gestures during speeches
 - c. Refine use of vocal projection in both formal speeches and Socratic seminar settings
 - d. Incorporate technology and/or visual aids to increase effectiveness of the speech or presentation
 - e. Practice speaking skills through mock job interviews
 - f. Present information, findings and supporting evidence concisely and logically
 - g. Integrate multiple sources of information
- 2. Listening
 - a. Record key learning points and provide feedback using Cornell notes
 - b. Effectively summarize ideas from a discussion

Unit 3: writing

- 1. The Writing Process
 - a. Practice strategies for pre-writing in response to various prompts for both timed writing and process writing
 - b. Analyzing a prompt for timed writing situations
 - c. Edit students' essays, especially checking for the usage of varied sentence types
 - d. Utilize rubrics to self-evaluate and peer evaluate work, especially those similar to ap exam rubrics
- 2. Writing Skills
 - a. Refine strategies to write effective paragraphs
 - b. Focus on expanding word choice in all aspects of writing
 - c. Write with a focus on using varied sentence types (simple, compound, complex)
 - d. Incorporate transitions to improve flow within a paragraph and logically tie together academic arguments
 - e. Support arguments and claims of evidence using textual sources
- 3. Writing Applications
 - a. Develop and strengthen writing through the creation of a character analysis
 - b. Use writing activities from content area classes to practice, develop and refine writing skills
- 4. Writing to Learn
 - a. Evaluate summaries using rubrics and checklists
 - b. Utilize reflective logs to evaluate note-taking habits and set subsequent goals to improve upon past learning
 - c. Write detailed reflections on experiences, presentations and speeches, focusing on how the knowledge is applied to decisions

Unit 4: Inquiry

- 1. Costa's Levels of Thinking
 - a. Use skilled questioning to elicit deeper thinking from self and others
- 2. Tutorials
 - a. Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning

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- b. Complete a higher-level reflection about the learning process during tutorials
- 3. Socratic Seminar and Philosophical Chairs
 - a. Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic seminar and philosophical chairs discussions
 - b. Come to Socratic seminar/philosophical chairs discussions prepared, having read and researched material under study and explicitly draw on that preparation by referring to evidence from texts
 - c. Propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas
 - d. Focus on the development of leadership skills and self-refinement during Socratic seminar discussions
 - e. Summarize points of agreement and disagreement

Unit 5: Collaboration

- 1. Types of Interactions
 - a. Develop positive peer interaction skills through creating group norms and reflective discussions following collaborative activities
 - b. Focus on academic language skills that will develop strong peer-instructor relationships
 - c. Practice using encouragement and positive affirmations with peers
 - d. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
 - e. Utilize technology to interact and collaborate with others and foster trust building skills by working with partners to complete a specified task
 - f. Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
 - g. Participate in group discussions and reflections based on collaborative work
 - h. Acknowledge new information expressed by others, and when warranted, modify one's own views

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 use backwards mapping for major projects or tests
 - d. Analyze grades to adjust study habits and time allocations
- 2. Note-Taking
 - a. Take 10 to 18 pages of quality Cornell notes per week
 - b. Utilize notes after the tests to reexamine incorrect items on the tests and where potential gaps in the notes might exist
 - c. Create visuals or symbols in the right column to represent and help recall information
 - d. Change pen colors to indicate change in concept
 - e. Refine the skill of composing an essential question based on the standard or objective covered by the lesson
 - f. Write higher-level summaries for Cornell notes that link all of the learning together
- 3. Research and Technology
 - a. Use technology in assignments and presentations, using proper MLA style to cite sources
 - b. Utilize technology to complete final drafts of assignments and conduct research
 - c. Use technology to share, store and collaborate on projects

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- d. Research careers and postsecondary institutions via the internet, gathering information about majors and atmosphere of the colleges/universities
- 4. Test Preparation/Test-Taking
 - a. Use graded assessments to identify and reflect on academic weakness and determine study and test-taking strategies that will aid in test preparation
 - b. Utilize strategies for various types of tests, in preparation for midterm and final exams.

Unit 7: Reading

- 1. Vocabulary
 - a. Expand vocabulary, especially those utilized on sat/act testing and properly incorporate them into writings to vary word usage
 - b. Develop interpretation skills, using root word, prefix, and suffix
 - c. Demonstrate independence in gathering vocabulary knowledge
- 2. Textual Analysis
 - a. Learn to determine purpose of reading, in order to correctly choose a proper method of reading
 - b. Read and discuss various examples of text, including articles from fiction and non-fiction
 - c. Mark texts to track understanding of the text and questions about the reading
 - d. Utilize charting of the text to track various points of view and opposing claims
 - e. Determine author's tone and voice
 - f. Demonstrate a comprehensive understanding of significant ideas expressed in written works by identifying important ideas, recognizing inferences and drawing conclusions

Unit 8: College Preparedness

- 1. Guest Speakers
 - a. Practice strong usage of academic language through thought-provoking questions that clarify or will lead to greater depth of knowledge
 - b. Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
 - c. Write letters of appreciation to guest speakers, making sure to reflect on and express learning from the presentation
- 2. Field Trips
 - a. Participate in field trips, including, 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
 - b. Meet set minimum grade and behavior criteria (as determined by the school), in order to attend the field trips
- 3. College and Career Knowledge
 - a. Narrow down potential colleges/universities of interest, choosing campuses that fit personality, academic interests and goals
 - b. Sign-up for ongoing information regarding admissions and potential scholarships from colleges/universities of interest
 - c. Develop an understanding of the college application process and required information
 - d. Begin developing an understanding of career paths and the associated college degree
- 4. College Entrance Testing
 - a. Prepare for, take and analyze the results for the PSAT and/or plan tests
 - b. Focus on test-taking strategies to help determine correct answers on high-stakes tests
 - c. Continue developing vocabulary skills by reviewing roots, prefixes, suffixes, and act and sat® word lists

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- d. Understand the differences between various college entrance tests
- 5. College Admissions/Financial Aid
 - a. Identify key differences between costs for public and private universities
 - b. Examine potential scholarships from colleges of interest and local scholarships and design plans to meet selection criteria

3. Key Assignments:

Unit 1

Reassess short-, mid-, and long-term goals that will continue to ensure academic and personal growth. Students will also review and revise personal and academic goals, specifically those dealing with college and career aspirations. They will also be required to set and monitor goals around community service, extracurricular activity involvement and academic testing

Unit 2

Students will be required to develop and increase their communications skills. As such, students will be required to regularly participate in group discussion, progressing the discussion into deeper levels of thinking, as well as present information in a variety of formal and informal settings. Also, they will be required to summarize key ideas from discussions using Cornell notes.

Unit 3

Students will be required to develop and strengthen writing through the creation of a career research essay. This research will include 3-part source integration, as well as developing students' ability to write expository texts. They will then follow this up by developing and strengthen writing through the creation of an argumentative essay. The aim is for students to practice, develop, refine their writing skills while providing and citing evidence. Through this course, students' will expand their college and career skills to research and write on a factual topic, while using a high engagement topic that further prepares them for success in college and beyond.

Unit 4

Students will analyze dr. Martin Luther king's "I Have a Dream" speech as a seminal US document of historical and literary significance in a Socratic seminar discussion. Students will begin by critically reading the text several times in order to determine key facts, analyze meaning, and generate questions that will drive the discussion. Also, they will analyze various accounts of a subject told through different mediums including videos and news reports of the speech, determining which details are emphasized in each account in a Socratic seminar discussion. This assignment will support students to analyze an article, interact with peers to come to a greater level of common understanding, and self-reflect on how to continually improve their ability to meaningfully dialog with their peers.

Unit 5

Students will be required to refine inquiry, listening and oral communication skills through a variety of activities, including tutorials, presentations, Socratic seminars, and philosophical chairs. These various methods of collaborating with their peers in both large and small settings will support their ability to clearly formulate and communicate ideas.

Unit 6

Students will be required to continuously add to and reflect on multi-grade level portfolio throughout the school year while also presenting their portfolio of personal academic work at the end of the year using peer feedback and suggestions for improvement. They will then publish final versions of writing for the academic portfolio.

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 be required to focus on

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author's claims: i.e. opposing viewpoints. Students will also be required to defend their position, integrate findings into writing, along with using their learning in group discussions such as Socratic seminars and philosophical chairs. The incorporation of reading will support students' skill in being able to analyze expository texts and utilize their findings in a variety of ways.

Unit 8

Track thoughts and potential attendance of the college/university through Cornell notes, learning logs, and reflective essays. Students will use skills of listening and note-taking during field trip experiences and college/career mentor discussions. Also, they will write making sure to reflect on and express learning from presentations, field trips and research. Through this, students will learn about college and career opportunities, as well as help guide their college and career plans.

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