

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 11
2. Transcript Title/Abbreviation:	AVID 11
3. Transcript Course Code/Number:	5978
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade Level(s):	11
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 18, 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 10 Co-requisites: Enrollment in One AP/Honors course (Required)
15. Context for Course:	Advancement via individual determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by avid center, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.
16. History of Course Development:	The eleventh-grade avid elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the avid seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.
17. Textbooks:	AVID Tutorial Guide, Dr. Paolina Schiro and Tracy Daws, AVID Published Resource

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	<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:	AVID Weekly, Supporting Math in the AVID Elective, Write Path content books, AVID Test Prep, Roadtrip Nation Weekly, Focused Note-Taking

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

- A. Self-awareness
 1. Understand the role of avid students and display characteristics on a regular basis, especially to younger avid students
 2. Serve as a mentor and role model to younger avid students
 3. Develop skills in offering and receiving criticism
 4. Identify potential academic challenges that may occur and seek proactive solutions with teachers
 5. Examine potential career paths and college degrees that align with abilities, talents and interests
 6. Align senior year course selection with identified interests and ability to aid in a smooth collegiate transition
- B. Goals
 1. Check progress toward short- and mid-term goals, including grade point average
 2. Review academic six-year plan, checking to assure rigorous course load through graduation
 3. Develop action steps to achieve desired scores on the SAT and ACT
 4. Refine goals based on interests, talents and abilities
 5. Refine plans for ongoing personal and academic development
 6. Create living document with written goals, broken down into steps to use throughout the year
 7. Reflect upon previous year’s goals and discuss successes and challenges of reaching those goals
 8. Reflect upon previous year’s long-term goal and revise as necessary, focusing on specific goals dedicated to planning for college and a career
- C. Community and School Involvement
 1. Continue with select school activities/clubs and community service opportunities throughout the year, especially clubs for upper-classmen (e.g., National Honor Society)
 2. Focus on leadership positions within school clubs
 3. Track community service hours and extracurricular activity participation in a multi-year student portfolio
 4. Consider putting on class community service activity within collaborative groups
 5. Ask for letters of recommendation from club advisors with whom a strong relationship has been established
- D. Ownership of Learning
 1. Access grades online or from teachers on a regular basis

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2. Analyze grade reports to create a study/action plan for continued academic improvement
3. Communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity
4. Increase awareness of how various content areas are connected
5. Integrate academic questions before, during and after class with teachers and peers

Unit 2: Communication

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

Unit 3: writing

- A. The Writing Process
 1. Organize, monitor progress, and effectively manage time requirements surrounding complex writing assignments
 2. Analyze a prompt, distinguishing between writing under testing conditions and untimed situations
 3. Revise drafts as necessary until all ideas are expressed in the best possible manner
 4. Edit students' essays, especially checking for integration of quotes and citations
 5. Use a variety of rubrics to grade essays, especially those used to grade essays for the sat and other college admissions tests
 6. Reflect on one's own writing to set future goals and/or determine next steps or needs as a writer
- B. Writing Skills
 1. Develop well-constructed thesis statements, which properly captures the paper's topic
 2. Effectively integrate quotes into writing
 3. Utilize multiple structures commonly used at collegiate levels, such as MLA/APA citations, source integration and abstract writing
 4. Focus on improving sentences through word choice and varying sentence structure
- C. Writing Applications
 1. Develop and strengthen writing through the creation of a research paper
 2. Develop and strengthen writing through the creation of a college admissions essay
 3. Develop and strengthen writing through the creation of a 'life goals' essay focused on college
 4. Produce a friendly letter focusing on professional response, reflecting needs in college and professional careers
 5. Draft and respond to summer institute speaker contests
- D. Writing to Learn
 1. Refine skills of summarizing information in various contexts
 2. Reflect upon research skills gained during the research project and how those skills will relate to postsecondary education

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Unit 4: inquiry

- A. Costa's Levels of Thinking
 1. Refine collaborative group study skills during academic tutorials so that students are able to form groups independently for each core class, especially around college level courses
- B. Tutorials
 1. Student group members and presenter will lead the discussion with minimal tutor input
 2. Students complete a higher-level reflection about the learning process during tutorials
- C. Socratic Seminar and Philosophical Chairs
 1. Students provide the central statement for philosophical chairs
 2. Formulate questions to make a personal connection with text(s) and/or other content/concepts
 3. Evaluate ideas/points of view within the discussion and generate/construct appropriate responses
 4. Appreciate multiple perspectives, in order to negotiate multiple meanings or ideas during the discussion
 5. Prepare an academic argument on a controversial topic, integrating fully developed claims
 6. Analyze a 17th, 18th, or 19th century foundational US document of historical and literary significance (e.g., the declaration of independence or the preamble to the constitution) for their themes, purposes and rhetorical features in a Socratic seminar or philosophical chairs discussion

Unit 5: Collaboration

- A. Types of Interactions
 1. Independently create study groups for academically rigorous coursework, with discussion on creating group norms and expectations
 2. Develop positive peer relationships, especially with those taking advanced coursework
 3. Provide opportunity for peer tutoring in after-school programs or at surrounding middle schools

Unit 6: Organization

- A. Organization and Time Management
 1. Refine the use of organizational tools, such as assignment logs, calendars, agendas, and planners, consider color coding to distinguish types of tasks and develop an individualized style
 2. Adjust commitments to ensure that sufficient time is available to meet academic goals, as well as extracurricular activities and a job, as necessary
 3. Reflect at the end of eleventh grade about summer priorities, next years' time commitment, and potential to successfully navigate all courses, especially college level coursework, successfully
 4. Reflect on academic performance and independently adjust study habits and time management skills as needed
 5. Continuously add to and reflect on multi-grade level portfolio throughout the school year
 6. Publish final versions of writing for the academic portfolio
- B. Note-Taking
 1. Take 15 to 25 pages of quality Cornell notes per week
 2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
 3. Adapt organization strategy of notetaking to meet required academic tasks, such as lectures, lab work, reading or collaborative work
 4. Use the skills of underlining key terms, highlighting and going back to fill in gaps to sufficiently process notes that have been taken
 5. Review, refine and use color-coding on notes focusing on unimportant information, key information and potential test questions
 6. Refine content on notes as new understanding is gained through reading textbook(s), tutorial sessions, study groups and discussions with the teacher/peers

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7. Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking
8. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

C. Research and Technology

1. Expand proficiency with technological learning tools, especially advanced features of MS Word, PowerPoint, and video editing software
2. Complete an in-depth research project where the student utilizes books, internet, and primary source documents
3. Work as a class to complete a research project
4. Work with a small group to complete a research project
5. Research and apply for college scholarships

D. Test Preparation/Test-Taking

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

Unit 7: Reading

A. Vocabulary

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

B. Textual Analysis

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

Unit 8: College Preparedness

A. Guest Speakers

1. Investigate possible guest speakers to support research and career projects
2. Formulate and ask questions during guest speaker presentations, such as college admissions officers, financial aid advisors, current college students and/or avid graduates, or professionals from various careers
3. Utilize Cornell notes as a means to track main points from guest speakers, keeping them as an ongoing reflective tool as a part of a multi-year portfolio
4. Reflect upon the guest speakers of the previous two years
5. Reflect upon guest speakers and areas of interest, possibly seeking opportunities to job shadow or potential internships in areas of interest

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B. Field Trips

1. Attend as many college/university visits as possible, with opportunities to sit in on college classes or attend a cultural event on campus
2. Determine and plan the spring college/university field trip, including contacting of admissions counselors and student guides
3. Visit schools of interest independently during weekends or summer to gain further exposure to postsecondary opportunities
4. Reflect on course performance/GPA to determine which schools might best fit with areas of career interest

C. College and Career Knowledge

1. Develop an understanding of the scholarship application process and required information
2. Determine which colleges/universities will best meet academic pursuits
3. Examine cost of colleges and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs
4. Examine FAFSA requirements and determine appropriate action steps to meet deadlines
5. Begin a basic understanding of selecting and scheduling courses in college

D. College Entrance Testing

1. Prepare for and take the PSAT in the fall of eleventh grade year
2. Chart scores from PSAT/plan, monitoring areas of weakness and creating a study plan to meet testing needs
3. Prepare for and take the sat and/or the act at least once during the spring semester
4. Analyze test results and develop a study plan for the spring and summer to prepare for testing during the twelfth-grade year
5. Analyze the structure and formatting of college entrance exams and develop a test-taking plan that will lead to higher scores
6. Practice college entrance sample questions and discuss how to best approach solutions
7. Examine other college entrance exams, such as those that would exempt students from college remediation coursework
8. Track all personal test results in a student portfolio and monitor scores in comparison to the requirements of colleges and universities of choice

E. College Admissions/Financial Aid

1. Track requirements for various postsecondary opportunities including average GPA, SAT/ACT scores and extracurricular activities
2. Regularly update activity information and admissions materials in the student portfolio
3. Begin writing personal statement essays and a personal resume for college applications

3. Key Assignments:

Goals

1. Students will demonstrate the ability to read, write and think critically while participating in challenging collaborative group and individual projects.
2. Students will learn to draw correlations between diverse ideas and philosophies and their own beliefs and values.
3. Students will demonstrate the ability to write analytical essays that require skill in assessing new information, summarizing and making applications to new situations.
4. Students will learn and practice the critical reading, writing and communication skills needed to succeed in college level work.
5. Students will learn how to compare, evaluate and judge diverse ideas, values and theories that influence society.
6. Students will learn how to prepare for and explore the various opportunities and processes for college admission.

Objectives

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1. Students will learn to analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents.
2. Students will demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions.
3. Students will develop various strategies to respond to a text including, annotating a text, writing learning logs, and developing double entry journals and summaries.
4. Students will develop their ability to relate prior knowledge to new information and make connections to related topics of information.
5. Students will demonstrate an ability to articulate a clear thesis on a topic, and identify, evaluate and use evidence to support their thesis.
6. Students will develop their ability to write well-organized essays that are consistently coherent and logically developed.
7. Students will continue to learn to effectively summarize ideas contained in a text.
8. Students will develop skill in writing short answer response essays, including, timed essays.
9. Students will participate in research projects that extend their knowledge of a particular topic and develop and support their own ideas and opinions.
10. Students will participate in discussions, presenting their ideas in a clear and articulate manner.
11. Students will listen to and respond to the ideas of others.
12. Students will develop a leadership role in Socratic seminars.
13. Student will develop their skills in research techniques.
14. Students will productively participate in both individual and group projects and discussions.
15. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic seminar.
16. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on UC and CSU entrance exams.
17. Students will learn specific strategies to navigate the college admission process by engaging in a variety of activities and tasks.

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