

# AVID 12

AVID - Advancement Via Individual Determination

## Basic Course Information

Title:

AVID 12

Transcript abbreviations:

AVID Senior Seminar

Length of course:

Full Year

Subject area:

College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?

No

Grade levels:

12th

UC honors designation?

No

Course learning environment:

Classroom Based

## Course Description

Course overview:

This fourth sequence of 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, strengthen metacognitive development, analytical reading and writing, communication skills, 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. In the 12<sup>th</sup> grade year, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will

prepare for college through the use of inquiry based collaborative study groups utilizing higher order thinking questioning techniques.

Course content:

### **Unit 1 Character Development**

#### 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 student
3. Prepare to successfully resolve conflicts and disputes that may arise in college (e.g., roommates, professors)
4. Apply for scholarships that align with abilities, talents and interest

#### Goals

1. Monitor progress toward goals regarding the college application process
2. Continue developing academic strengths with the incorporation of college level courses with a focus on academic stretch
3. Break goals down into achievable action steps and monitor progress regularly
4. Assess areas of potential weakness and plan appropriately to break poor habits of mind
5. Reflect upon previous three years' goals and determine successes and challenges in Reaching those goals
6. Design appropriate short- and mid-term 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
7. Determine a new/revised long-term goal (which will take three to five years to accomplish)

---

#### Community and School Involvement

---

1. Continue with selected school activities/clubs, seeking out positions of leadership
2. Consider putting on community service/service learning activity within collaborative groups
3. Track community service hours and extracurricular activity participation in a multi-year student portfolio
4. Research and apply for potential scholarships associated with clubs, sports, and/or community involvement

5. Plan an end of the year celebration, focusing on college acceptance and scholarships

### Ownership of Learning

1. Access grades online or from teachers on a regular basis
2. Analyze grade reports to create an 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. Develop a sense of building community within the school, advocating for positive school change
5. Integrate academic questions before, during and after class with teachers and peers

Assignment: Create a legacy plan including ideas for mentoring other AVID students within the school, and a service learning project that includes both a research and community service component.

## **Unit 2 Communication**

### Speaking

1. Refine articulation, inflection and vocabulary within speeches and presentations
2. Prepare for, conduct and utilize interviews within research writing
3. Present research findings which is judged by a panel of teachers, administrators and parent volunteers
4. Improve oral communication and leadership skills through a variety of means, including presentations, Socratic Seminars and Philosophical Chairs discussions
5. Utilize opportunities to act as a cross-age tutor to lower grades, middle schools or afterschool programs
6. Speak in a variety of public venues, such as middle school recruitment and middle school shadowing days at school

### Listening

1. Critically listen and respond to others' ideas in formal and informal settings
2. Evaluate own and others' speaking, using rubrics and scoring guides
3. Clarify understanding of content through questioning

Assignment: Present elements from their Social Issue Service Learning Project, including integrated research.

## **Unit 3 Writing**

### The Writing Process

1. Understand and identify the audience, purpose and form for writing assignments
2. Analyze complex college level prompts and design arguments with fully developed claims and cited evidence
3. Edit students' essays, checking for professionalism in all aspects of writing
4. Use a variety of rubrics to grade essays, especially those used to grade essays for the SAT and other college admissions tests

#### Writing Skills

1. Create academic introductions through the incorporation of valuable background information, a "hook," and well-constructed thesis
2. Refine skills in research techniques and proper source integration into essays
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
5. Create precision and interest by elaborating on ideas through supporting details

#### Writing Applications

1. Develop and strengthen writing through the creation of a research paper
2. Write timed in-class essays modeled after those required for college-entrance courses
3. Develop and strengthen writing through the creation of a personal statement essay
4. Write letters of advice to younger AVID students offering tips and advice

#### Writing to Learn

1. Reflect upon research skills gained during the research project and how those skills will relate to higher education

Assignment: Independently create a researched paper on a social issue, which is connected into a Service Learning Project.

#### **Unit 4 Inquiry**

##### Costa's Levels of Thinking

---

1. Refine collaborative group study skills in academic tutorials to form groups independently for each core class, especially around college level courses

#### Tutorials

---

1. Create a study group with a discussion of rules and expectations

2. Reflect upon the relationship between high school tutorials and their connection at the collegiate level
3. Reflect upon participation and knowledge gained from tutorials and other collaborative activities

#### Socratic Seminar and Philosophical Chairs

1. Students select their own topics for Socratic Seminar/Philosophical Chairs discussions
2. Integrate a variety of source evidence to support position statements
3. Articulate a more thorough understanding of the topic, based on the discussion
4. Take an active leadership role that results in higher levels of thinking and comprehension
5. Analyze a 17th, 18th, or 19th century foundational U.S document of historical and literary significance (e.g., The Bill of Rights or Lincoln's Second Inaugural Address) for themes, purposes and rhetorical features in a Socratic Seminar or Philosophical Chairs discussion
6. Integrate and evaluate multiple courses of information presented in different media or formats (e.g., visually, quantitatively), as well as in words, in order to address a question or solve a problem in a Socratic Seminar or Philosophical Chairs discussion

Assignment: Conduct a Socratic Seminar using expository texts of the differences between college and high school. Students will connect their discussion to future goals/plans

#### **Unit 5 Collaboration**

##### Types of Interactions

1. Independently create study groups for academically rigorous coursework
2. Develop positive peer relationships, especially with those taking advanced coursework
3. Discuss informal study group norms and how to become a member of a study team in college

Assignment: Learn to conduct collegiate level study groups, designed to integrate high levels of inquiry and greater levels of independence.

#### **Unit 6 Organization**

##### Organization and Time Management

1. Begin developing a personal organizational system to prepare for success in college
2. Use the planner/agenda to track senior year tasks and responsibilities, including exams, college applications deadlines, letters of recommendation, FAFSA, scholarships, and final transcripts
3. Develop and discuss plans when the academic work load is especially difficult
4. Plan for future time commitments in college and discuss with both the teacher and college tutor
5. Reflect on academic performance and independently adjust study habits and time management skills as needed
6. Continue to add to academic portfolio to demonstrate student growth
7. Present portfolio of personal academic work at the end of the year emphasizing personal growth and successes

8. Publish final versions of writing for the academic portfolio

#### 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 note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work
4. Create notes which track reading and research effectively
5. Personalize notations to call out key information while taking notes
6. Utilize notes during in-class and independently formed study groups
7. Refine the skill of editing and revise notes outside of class to improve their usability
8. Refine the skill of writing higher-level summaries for Cornell notes that link all of the learning together

#### Research and Technology

1. Integrate research and interviews into writing, using citation circles
2. Compose a culminating research project using books, Internet and other primary sources
3. Utilize peer support and resources to complete an individual research project
4. Create research logs, tracking information for culminating research project
5. Create a methodology section, which helps track and organize thoughts and processes for writings
6. Research colleges/universities of interest with a focus on finalizing a decision about which colleges to apply to during fall and become aware of admissions deadlines

#### Test Preparation/Test-Taking

1. Work in peer groups to prepare for mid-terms, finals, AP and end of course exams
2. Seek clarification from instructors on exam format, timing and content, in order to fully prepare for successful completion of assessments
3. Analyze test results to determine errors and points of confusion and utilize weekly tutorials for revisiting those materials to ensure a clear understanding

---

Assignment: Student will integrate advanced organizational skills to backmap all steps for a large Service Learning Research project, and organize thoughts through a variety of graphical organizers, research logs, and planning time with other students.

#### Unit 7 Reading

##### Vocabulary

---

1. Chart new vocabulary and meaning gathered from texts

2. Infer word meaning, using knowledge of advanced prefixes, suffixes and root words, including words of Anglo-Saxon, Greek, and Latin origin

### Textual Analysis

1. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement)
2. Analyze authentic writing prompts and formulate the organization of a response
3. Pause to connect related parts of a text, drawing together various aspects of an argument
4. Utilize three-part source integration, including source, paraphrase/direct quote and comment about its relevance to the argument
5. Chart text, tracking key information and author's claims
6. Choose one or more writing in the margin strategies while reading text
7. Determine how to best take notes or record information garnered from readings and films, especially those dealing with advanced content
8. Identify the persona of the authors, finding elements of argument and compare/contrast views of various authors

Assignment: Students will learn to seamlessly learn to integrate a 3 part source integration from reading into a Social Issue paper.

### Unit 8 College Preparedness

#### Guest Speakers

1. Attend college awareness nights, where multiple postsecondary institutions are present, gaining information about institutions of interest, and integrate information into student projects and presentations
2. Utilize Cornell notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools to utilize as a part of a multi-year portfolio
3. Have at least one current college student as a guest speaker, with students pregenerating questions about campus life
4. Seek information from an array of guest speakers who provide expertise in college admissions, financial aid and the FAFSA, college selection and scholarships

#### Field Trips

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
2. Determine and plan college/university field trips, including contacting admissions counselors and student guides

3. 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
4. Visit schools of interest independently during weekends or summer, to gain further exposure to postsecondary opportunities

#### College and Career Knowledge

1. Apply for scholarships as a class and individually
2. Check any specific college requirements or local graduation requirements for community service and log those in the student portfolio
3. Examine cost of colleges to which students have been accepted and determine how financial aid, grants, scholarships, work study programs and other funding sources can help meet those cost needs
4. Develop an understanding of selecting and scheduling courses in college, including fulfilling the requirements of a degree plan
5. Ask for letters of recommendation from teachers and club advisors with whom a strong relationship has been established
6. Select a college major based on a career choice of interest

#### College Entrance Testing

1. Prepare for and take the SAT and/or ACT at least once during the fall semester
2. Solve college entrance sample questions both independently and in groups and discuss how to best approach solutions
3. Execute the study plan during the fall, in order to prepare for college entrance testing
4. Independently utilize online college testing study websites to practice for exams
5. Become familiar with the formatting of college entrance exams, such as the SAT and ACT, and college level credit exams, such as Advanced Placement tests
6. Use SAT and ACT results from junior year to determine areas of weakness and independently address them with online resources
7. Track all testing results for input into college admission applications

#### College Admissions/Financial Aid

1. Select appropriate teachers/counselors for letters of recommendation
2. Distinguish between universities based on personal and academic need
3. Complete and submit college/university applications for schools of interest, including admission essays, letters of recommendation, SAT/ACT scores and official transcripts within the appropriate timeframe
4. Research and prepare financial aid application, including the FAFSA
5. Create a financial plan for the cost of applications and university expenses
6. Create and design a resume that reflects personal and academic strengths



7. Write an effective personal statement that illustrates academic and/or personal accomplishments where applicable
8. Fulfill all course and grade requirements during senior year to remain eligible for college acceptance

Assignment: Focus on creating financial planning for college to include in the 12th grade portfolio, which will include cost analysis, as well as revenue such as financial aid, work study, and scholarships.

## Course Materials

### Textbooks

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Edition</b>	<b>Website</b>	<b>Primary</b>
AVID Tutorial Guide	Dr. Paolina Schiro and Tracy Daws	AVID Press	2009	[ empty ]	Yes
College and Careers	Nancy Caine, Regina Risi, Dr. Paolina Schiro, Carmen Serret-Lopez	AVID Press	2005	[ empty ]	Yes
High School Writing	Michelle Mullen and Sandy Boldway	AVID Press	2005	[ empty ]	Yes
AVID Critical Thinking and Engagement	Paul Bendall, Adam Bollhoefer, and Vijay Koilpillai	AVID Press	2015	[ empty ]	Yes
AVID Elective Essentials for High School	Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter	AVID Press	2014	[ empty ]	No
Critical Reading: Deep Reading Strategies for Expository Texts	Jonathan LeMaster	AVID Press	2011	[ empty ]	Yes
Preparing for College	Sharon Neumann and Hilda Lopez	AVID Press	2012	[ empty ]	Yes
AVID College Readiness: Working with Sources	Dr. Ann Johns	AVID Press	2009	[ empty ]	Yes

### Websites

<b>Title</b>	<b>Author(s)/Editor(s)/Compiler(s)</b>	<b>Affiliated Institution or Organization</b>
AVID Weeks at a Glance for 12th Grade	Timothy Bugno and Ben Solomon	AVID Center

