6th Grade College and Career Readiness Elective Curriculum

Course Description: The 6th grade AVID® Elective course is an introduction to the AVID® philosophy. Some students may have previous experience with AVID Elementary, and some students will be experiencing AVID® for the first time. Students will develop an awareness of the values accompanying academic goals and success. The course will focus on building students' self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist them in building vocabulary and understanding a variety of texts and will also focus on pre-writing techniques, summary writing, and structural components of note-taking. Students will increase college and career awareness through guest-speaker presentations, field-trip opportunities, and research.

Course Context: AVID's organizational mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. Advancement Via Individual Determination (AVID®) courses are academic elective courses that prepare students for college readiness and success. In AVID®, students engage in learning tasks that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading (WICOR) to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and developing their own agency. AVID elective courses are designed to allow students to cycle through AVID's elective standards by going deeper with each course while also mastering AVID essential skills.

*Due to copyright laws, this curriculum document only provides a course description, an overview of AVID® essential skills, and a list of the AVID® elective standards for this course. Full resources are available for each trained teacher using their district credentials.

Curriculum Revision Tracking

Winter 2025:

- Updated course description to clarify cyclical, scaffolded nature of AVID courses and to reflect 2024-2025 curricular updates for AVID elective courses from the organization
- Added AVID's mission
- Removed WAGs (Weeks At a Glance) summaries as these were not effective for AVID teachers nor clarifying for students/families since all WAG content is proprietary to AVID and can only be accessed on MyAVID.org with appropriate credentials

6th Grade AVID Elective Standards

Student Agency
6.SA

Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

Building Relationships (BR)

1. Establish norms and expectations around shared responsibility among group members
2. Establish norms and expectations around appreciating diversity among group members
3. Develop a foundational familiarity and comfort with classmates
4. Identify respectful and disrespectful actions of self and others
5. Check group members' level of understanding
6. Evaluate the impact of decisions on others
7. a) Identify the characteristics of positive, healthy relationships

   b) Explore individual peer relationships and identify those that are positive and healthy

   c) Reflect on how relationships are affected by devices and the internet

Persisting Through Obstacles (PTO)

1. a) Explore a variety of organizational formats for calendaring/planning

   b) Determine how to utilize time effectively

   c) Assess complex assignments and break them into smaller tasks
2. Set personal, academic, and career goals
3. Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)
4. a) Gain awareness of skills that increase mental flexibility

   b) Explore the relationship between grit and perseverance
5. Gain awareness of motivators that positively impact performance
6. Determine key points from learning experiences

Activating Knowledge and Skills (AKS)

1. Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

2. a) Identify strategies and skills that promote self-awareness

   b) Identify individual strengths and areas of challenge related to academic skills and performance

3. a) Identify leadership opportunities and positions across the school and community

   b) Determine formal and informal leadership opportunities that could be pursued"

4. a) Select tools to analyze a conflict and identify a positive solution

   b) Classify passive, assertive, and aggressive statements"

5. Identify traits connected to personal integrity and ethics

6. a) Determine personal interest for extracurricular and community service activities within the school and community

   b) Gain awareness of extracurricular and community service activities within the school and community"

7. Identify examples of online behaviors that may hurt, embarrass, or offend others.

Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

Writing (W)

1. a) Develop writing skills related to argumentative and narrative modes of writing

   b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative)

   c) Draft initial writing

2. Analyze a writing task by identifying key vocabulary and audience

3. Gather and analyze feedback from peers and instructors

4. a) Edit drafts for grammar, mechanics, and spelling

   b) Analyze the organizational structure of writing

5. Publish writing to a small group audience within the classroom, such as a formal written paper

6. a) Take notes with an emphasis on identifying and recording the note-taking objective and/or Essential Question

   b) Take notes with an emphasis on setting up notes, including all required components

7. Summarize by pulling together the most important information related to the objective and/or Essential Question

Inquiry (I)

1. Create questions based on Costa's Levels of Thinking

2. Identify misunderstood concepts or problems

3. Determine the steps/process that led to a solution

4. Reflect on learning to make connections between new learning and previous learning

5. Reflect on learning strategies that were employed and whether those strategies were effective

6. a) Identify processes that are used

   b) Reflect on a process that was used and whether that process was effective

7. Analyze a research prompt

8. a) Locate sources that are relevant to the topic and support the purpose of the research assignment

   b) Distinguish between primary and secondary sources

9. Plan and structure the writing based on the research prompt

10. Integrate quotations and references to texts, using proper citations

11. Publish research to a small group audience within the classroom, such as a formal written paper

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Collaboration (C)

1. Utilize technology to collaborate with classmates
2. a) Apply basic understanding of effective public speaking

   b) Incorporate visual aids and/or technology when appropriate
3. Describe the characteristics of effective listening, such as eye contact and mirroring
4. Monitor word choice when speaking
5. Identify formal and informal language registers

Organization (O)

1. a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success

   b) Create an activity log or tracking system for community extracurricular activities and hours
2. Monitor progress toward goals
3. Utilize visual frameworks to organize information

Reading (R)

1. Determine the characteristics of a high-quality text in relation to the reading purpose
2. a) Preview text features

   b) Identify prior knowledge that may be relevant to the reading
3. Assess knowledge of academic and content-specific vocabulary words
4. a) Mark the text to accomplish the reading purpose

   b) Identify the key components of a text related to the reading purpose
5. Extend beyond the text by applying key learning

Opportunity Knowledge   6. OK

Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate to the next level.

Advancing College Preparedness (ACP)

1. Identify personal interests and skills related to future college aspirations, such as through an interest inventory

2. a) Know how to determine GPA

   b) Develop familiarity with college terminology

   c) Classify the various types of colleges

3. Understand scholarships and the role they play in college financing

4. Articulate the importance of long-term academic plans as a part of goal setting and achievement

5. a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process

   b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

Building Career Preparedness (BCP)

1. Identify personal interests and skills related to future career aspirations

2. a) Increase familiarity with career terminology

   b) Distinguish between jobs, careers, and career fields

3. a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit

   b) Explore the net cost of attending college to inform decisions and budget plans

4. Request assistance in selecting career elective courses and pathways that match interests and goals

Developing Future Readiness (DFR)

1. Establish understanding of concepts and content-specific vocabulary related to personal finance

2. Identify the benefits of developing a professional profile.

3. Discuss what it means to accurately represent yourself online.

AVID Essential Skills

Purpose

This resource describes the skills, knowledge, and behaviors that students need to be prepared for college and career readiness by further defining and deconstructing Student Agency, Rigorous Academic Preparedness, and Opportunity Knowledge from the AVID College and Career Readiness Framework.

AVID College & Career Readiness Framework
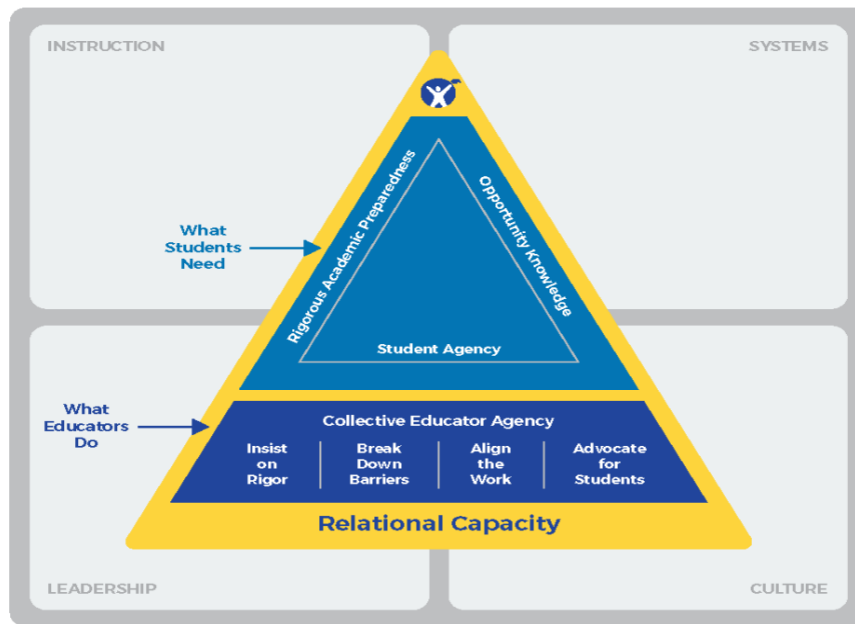
Audience and Usage

The AVID Essential Skills can be utilized by preK–12 educators in all content areas to align curriculum, instruction, and assessment practices. The Essential Skills support calibration of AVID's learning programs, products, and services.

As with all AVID instructional resources, educators should view this resource through a lens of gradual release of responsibility. When implemented in a blended learning setting, this resource should be viewed through an instructional lens of AVID's digital learning model, The 4 A's®: Adopt, Adapt, Accelerate, Advocate®.

Connection to Other Standards

The AVID Essential Skills are designed to be used in conjunction with locally defined content standards and college and career readiness standards. These skills are further articulated for the AVID Elective class via the AVID Elective Grade-Level Standards and for preK-6/7 audiences via the AVID Essential Skills: Elementary Descriptors.

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Student Agency: Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

Ⓐ Building Relationships

❶ Establish and maintain relational capacity with others.

❷ Activate a physical and digital network of support for current and future success.

Ⓑ Persisting Through Obstacles

❶ Monitor progress toward long-term goals and aspirations.

❷ Seek help and feedback when necessary.

❸ Develop a strong student voice to self-advocate

Ⓒ Activating Knowledge and Skills

❶ Create a strong sense of self-identity by connecting with one's emotions, thoughts, and values.

❷ Develop and activate leadership traits and behaviors.

❸ Think critically, behave safely, and participate responsibly in the digital world.

Rigorous Academic Preparedness: Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

Ⓐ Writing

❶ Communicate thoughts and ideas through the writing process.

❷ Write as a tool to demonstrate learning and deepen understanding of content.

Ⓑ Inquiry

❶ Use questioning to demonstrate critical thinking and clarify learning.

❷ Conduct proficient, academic investigation through the research process.

Ⓒ Collaboration

❶ Communicate clearly through effective speaking and active listening.

❷ Work productively and effectively within groups in blended learning environments.

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D Organization

1 Manage materials using physical and digital organizational systems and routines.

2 Manage time to plan and prioritize appropriately.

3 Organize information and thinking.

E Reading

1 Deepen understanding of a variety of texts by engaging in the critical reading process.

Opportunity Knowledge: Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate to the next level.

A Advancing College Preparedness

1 Explore education and college path based on personal strengths, skills, and interests.

2 Explore college admission requirements, including financing, testing, and application.

3 Plan education and college path based on personal goals.

B Building Career Preparedness

1 Build awareness of personal fit related to career readiness and selection.

2 Plan education and career path based on personal goals.

C Developing Future Readiness

1 Develop personal financial literacy to make appropriate financial choices.

2 Develop a professional profile and monitor digital footprint.

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Glossary

- **AVID Elective Grade-Level Standards (60–70 per grade level):** Define what students should understand and be able to do by the end of each grade of the AVID Elective.

- **Essential Skills (25):** Overarching skills that are developed in grades K–12; also called Proficiency Standards.

- **Subcategories (11):** Define the major subcategories of skills, knowledge, and behaviors under each category; for example, Building Relationships, Writing, and Advancing College Preparedness.

- **Categories (3):** Define the major components of what students need to be college and career ready: Student Agency, Rigorous Academic Preparedness, and Opportunity Knowledge.

- **Writing Process:** A complex task consisting of the following stages: Pre-Writing, Drafting, Revising, Polishing, and Publishing; the writing process is not a rigid and linear process, but rather, a flexible and recursive process, with stages being moved through and returned to as needed.

- **Research Process:** A dynamic process that encompasses several distinct stages: Planning, Information Processing, Drafting, Revising, Polishing, and Publishing; while the phases are delineated, the research process is most effective when the stages are fluid and flexible.

- **Critical Reading Process:** The process of closely reading and interacting with a text to determine context, examine the meaning and author's purpose, and make connections and interpretations to arrive at new understandings and new questions; the six steps of AVID's critical reading process include: Planning for Reading, Selecting the Text, Pre-Reading, Building Vocabulary, Interacting with the Text, and Extending Beyond the Text.

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