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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## **Middle School 8th Grade AVID® Elective Curriculum**

**Course Description:** The 8th grade AVID® Elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the 6th and 7th grade AVID® courses. They will refine previous goals, focusing on their transition to high school building connections with the high school they will attend as part of a college-preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon test-preparation and test-taking knowledge. Students will broaden their experience with analyzing text and utilizing appropriate reading strategies in various settings. They will become more involved in guest-speaker presentations and field trips, particularly as they relate to preparation and prior knowledge.

**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

# 8th Grade AVID Elective Standards

## Student Agency

## 8.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. Negotiate roles within a collaborative group through the adoption of effective elements of collaboration
2. Integrate multiple perspectives into group products
3. Deepen relational capacity through creation of novel ideas and solutions
4. Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy
5. Support all group members' understanding of key concepts
6. Evaluate the impact of decisions on the world
7.
  - a) Maintain a strong support network for academic and career success
  - b) Identify mentors who influence, support, and guide future transitions and success
  - c) Monitor and maintain positive relationships in a digital space

### **Persisting Through Obstacles (PTO)**

1.
  - a) Understand and demonstrate the concepts and practices of backwards mapping
  - b) Identify upcoming events to proactively avoid time management conflicts"
2. Create short and mid-range goals that support achievement of long-term goals
3.
  - a) Strengthen ability to self-advocate related to areas of need
  - b) Leverage support network to assist within areas of need"
4.
  - a) Reflect on current status and skills to strengthen mental flexibility now and in the future
  - b) Recognize and overcome obstacles that could hinder future success"
5. Apply strategies to support motivation, especially when lacking intrinsic motivation
6. Employ key learning points to real-world applications

## **Activating Knowledge and Skills (AKS)**

1. Effectively manage stress and anxiety levels, including areas such as in preparation for and during tests
2. Apply self-awareness strategies and skills with a variety of academic challenges
3. Pursue leadership and/or mentorship opportunities across the school and community
4. Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles
5. Assess personal traits connected to integrity and ethical leadership
6. Explore and pursue leadership opportunities in extracurricular and community service activities within the school, local and/or global community
7. Identify ways to be an upstander or ally to someone being bullied.

**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 timed, argumentative, and descriptive modes of writing  
b) Gather information related to the writing prompt to generate a bank of resources and information  
c) Compose first drafts with a focus on establishing a clear purpose for the writing
2. Utilize inquiry strategies to develop additional questions as needed
3. Independently create and execute a plan for the revision process
4. Analyze the language of writing and edit for voice, flow, and clarity
5. Publish writing to an audience outside of the classroom, such as an online forum
6. a) Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective  
b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)
7. Reflect on how notes help to meet the learning objective and contribute to academic and personal success

### Inquiry (I)

1. Use questioning techniques to think critically about content and concepts
2. Generate questions based on a misunderstood concept or problem
3. Determine modifications to the process that would be needed to solve similar problems
4. Reflect on learning to make connections between new learning and the broader world
5. Reflect throughout learning on progress and continually adjust actions on major tasks or assignments
6. Reflect throughout a process on progress and continually adjust actions
7. Develop research questions/claim statements that effectively address the research prompt
8. Determine the perspective, validity, and reliability of information found within sources with the use of multiple sources (such as books, articles, and websites)
9. Synthesize information, sources, and data that support the research prompt
10. Construct written claims and support them with reasoning and evidence
11. Publish research to an audience outside of the classroom

### **Collaboration (C)**

1. Utilize technology to connect to the global community and to explore topics from multiple perspectives
2. Adjust ineffective verbal and nonverbal communication into effective communication
3. Demonstrate active listening by asking clarifying questions
4. Demonstrate command of grammar when communicating
5. Speak effectively before the whole class

### **Organization (O)**

1. a) Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance  
b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours
2. Modify goals and actions appropriately based on progress
3. Manage varied visual frameworks to organize language and show relationships between key concepts

### **Reading (R)**

1. Select texts and justify how they meet the reading purpose
2. Build background knowledge related to the text preview
3. Connect vocabulary within texts to broader concepts in the text
4. Create text-dependent questions while reading that align with the reading purpose
5. Extend beyond the text by analyzing how to best apply key learning

**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. Refine key personal attributes for academic, social, and financial fit related to college selection
2. a) Reflect on current GPA and how it relates to choosing a college and career path  
b) Compare various college campus structures, services, and opportunities
3. Research and evaluate scholarship offerings, including FAFSA
4. a) Produce long-term academic plans that align with goals  
b) Plan for a successful transition to the next step in the academic journey  
c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)
5. a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate "summer melt" and undermatching during the selection process  
b) Determine whether additional test prep and testing is needed to reach scholarships goals

## **Building Career Preparedness (BCP)**

1. a) Develop an authentic and personal definition of success  
b) Refine key personal attributes for academic, social, and financial fit related to career selection
2. a) Gain awareness of how academic performance links to career performance and success  
b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein  
c) Develop knowledge and gain exposure to transitional phases related to work life
3. Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways
4. Engage in real-world experiences within career fields of interest, such as service- learning projects, job-shadowing opportunities, or internship possibilities

## **Developing Future Readiness (DFR)**

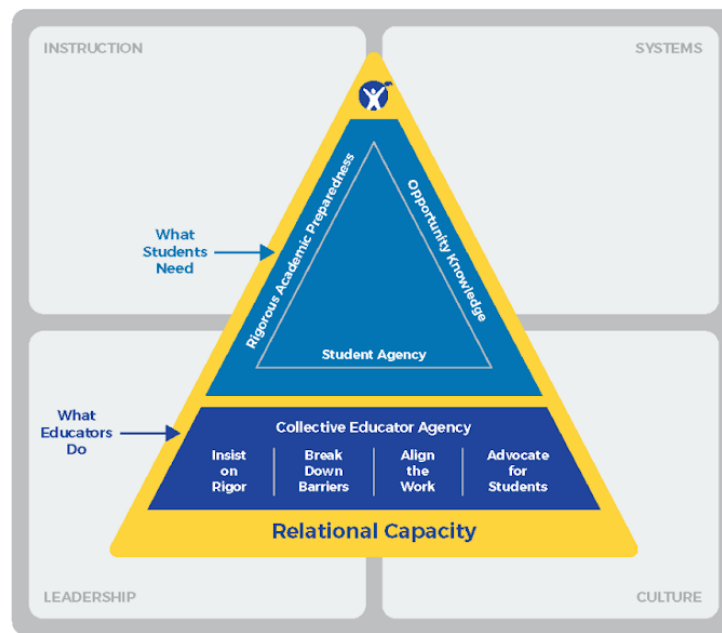
1. Create a systematic decision-making model for personal financial decisions and circumstances
2. a) Gather information on interests, experiences, and goals to build a digital profile.  
b) Identify and address gaps in profile."
3. Define "digital reputation" and identify examples of social media posts that can have a positive or negative effect.

# 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.

**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.

**A Building Relationships**

- 1 Establish and maintain relational capacity with others.
- 2 Activate a physical and digital network of support for current and future success.

**B Persisting Through Obstacles**

- 1 Monitor progress toward long-term goals and aspirations.
- 2 Seek help and feedback when necessary.
- 3 Develop a strong student voice to self-advocate

**C Activating Knowledge and Skills**

- 1 Create a strong sense of self-identity by connecting with one's emotions, thoughts, and values.
- 2 Develop and activate leadership traits and behaviors.
- 3 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.

**A Writing**

- 1 Communicate thoughts and ideas through the writing process.
- 2 Write as a tool to demonstrate learning and deepen understanding of content.

**B Inquiry**

- 1 Use questioning to demonstrate critical thinking and clarify learning.
- 2 Conduct proficient, academic investigation through the research process.

**C Collaboration**

- 1 Communicate clearly through effective speaking and active listening.
- 2 Work productively and effectively within groups in blended learning environments.

**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.

## 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.