



AVID 12 Elective Course 2024-2025

Teacher

Steph Kappel

stephanie.kappel@mpls.k12.mn.us

Voicemail: 612-668-8340

Course Philosophy

AVID (Advancement Via Individual Determination) is offered as an elective course designed to close the opportunity gap by preparing all students for college and career readiness and success in a global society. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading (WICOR) to support their growth academically.

Course Description/Structure

AVID meets daily. Two days a week, students use WICOR strategies as they engage with a variety of materials to find success both in high school and beyond. Two days a week students focus their studies on material from core content classes in pairs, small groups and / or with support from AVID tutors. The remaining day focuses on collaboration, community building, problem solving and organizational skills.

The AVID curriculum consists of the following:

College and Careers – AVID prepares students for their future with lessons on college and career exploration. We support students in developing the skills they need to be successful in their post-secondary goals. Students participate in college and career research, guest speaker seminars, field trips, and other educational and service-learning opportunities in our community. Each of these activities help students understand the broad scope of opportunities available to them after graduation.

Strategies for Success – Students learn skills such as time management, note taking, textbook reading and annotating, library research, and maintaining an organizational system. Students are expected to maintain an organization system which will be graded regularly. The organization system will include a planner, class notes, assignments, and homework. Students must carry and use this system in every class, every day.

Writing Curriculum – AVID stresses the importance of writing as a tool for learning. In AVID, students learn that writing is a process. Students are expected to use this process in all grade-level writing assignments.

Critical Reading – Develops students' ability to read, write about, and discuss challenging texts in order to better prepare them for the rigors of their current and future classes.

Tutorials – On these days, students work in small groups with tutors who assist them with questions from their other classes. Students take notes during tutorials and use class and textbook notes to inform these discussions

and learn from each other. Tutors help students with the process of learning through inquiry, rather than giving students the answers to their questions. Tutorials also help students learn the value of working with, learning from, and teaching one another.

As your teacher, AVID students can expect me to...

- share meaningful and timely feedback on assignments, tasks and assessments
- provide clear expectations and explanations for each task and assignment
- work to build a welcoming and collaborative environment of learning
- uphold a classroom based on respect and high expectations
- create meaningful lessons that prepare them for their future
- be open to feedback on lessons and content
- meet them where they are at and help them grow.

As students in the AVID classroom I expect you to ...

- **A**sk questions
- **E**ngage fully in the learning process
- **I**ntegrate new information
- **O**pen your minds to diverse views
- **U**tilize what you learn
- **M**onitor **Y**our digital routines and organizational systems.

Attendance:

Adhere to school wide policies, as discussed at the beginning of the school year.

Please be in your seat and ready to learn when the bell rings. Ready to learn means you have your materials for class and your phones / devices are away.

If you are absent, you are still responsible for completing any work you missed. Please reach out to me if you have questions about missing work.

Necessary Course Materials:

Students will need to bring the following materials to AVID class each day:

- Charged chromebook
- Planner (either digital or paper)
- Notebooks, assignments and homework from core courses (essential for tutorials)
- AVID notebook and folder
- Pens, pencils

Technology Use Guidelines & Procedures

Technology is great when it contributes to learning. Because AVID is based on collaboration, all students are expected to actively participate in discussions, group work, tutorials, etc... There will be designated times to work on assignments that require technology. At all other times, it is expected your devices are closed and silenced.

If you are distracted by technology (chromebook, laptop, cellphone, headphones, etc...) or your classmates are distracted by your technology you will be asked to put it away. If you find yourself unable to self-regulate and you are repeatedly reminded to put your devices away, you and I will meet one-on-one with the AVID coordinator to correct the course.

Grading Scale:

Summative Assessments are: 80% of your grade

Formative Assessments are: 20% of your grade

*You cannot pass the course if you are missing any summative assessments.

* Retakes will be permitted for summatives, up to one week after the quarter ends.

Formative Assessments graded on a 0-1-2 scale and MYP Criterion Rubrics in the areas of Knowing and understanding, Investigating, Communicating and Thinking Critically

Summative Assessment graded using the eight point rubric.

8-point Grade Scale

| Description of your work | Score | Averaged scores at or above the percentages below are translated into the listed letter grade | |
|---|-------|---|---------------|
| <p style="text-align: center;">Work is Excelling</p> <p>This means your work shows an exceptional understanding of knowledge, skills and concepts. Descriptive words in class rubrics: Extended, Analytical, Innovative, Accomplished, Honed, Perceptive, Sophisticated, Evaluates, Demonstrate, Justify Fully and Critically, Consistent and Effective</p> | 8 - 7 | 100% - 85.5% | A |
| <p style="text-align: center;">Work Demonstrates Mastery</p> <p>This means your work demonstrates a significant understanding of knowledge, skills, and concepts. Descriptive words in class rubrics: Accurate, Proficient, Substantial, Sufficient, Competent, Logical, Usually Apply, Explains & Justifies, Makes Supported Judgments, Solve Problem Sets, Describe, Consistently</p> | 6-5 | 72.5% 64.5% | B+ B B- |
| <p style="text-align: center;">Work is Progressing</p> <p>This means your work demonstrates a basic understanding of knowledge, skills and concepts. Descriptive words in class rubrics: Adequate, Inconsistent, Reasonable, Sometimes, Suggests Solutions, Satisfactory, Some Errors</p> | 4-3 | 50.5% 43.5% 36.5% | C+ C C- |
| <p style="text-align: center;">Work Demonstrates Learning is Just Beginning</p> <p>This means that your work demonstrates a limited understanding of knowledge, skills, and concepts. Descriptive words in class rubrics: Developing, Limited, Partial, Suggests Solutions, State Knowledge, Make Judgements, Somewhat Appropriate</p> | 2 | 32.5% 28.5% 24.5% | D+ D D- |
| <p style="text-align: center;">There is Very Limited to No Evidence of Work</p> <p>This means that your work does not meet any of the descriptors above. Descriptive words in class rubrics: Incomplete, Unacceptable, Inaccurate, Insufficient, Limited</p> | 1 - 0 | 0% | F |

Students are expected to be academically honest. What does academic honesty mean?

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format. AI can be a great tool to help students better understand their work. However, utilizing AI to write responses to questions, essays or other forms of writing does not align with academic integrity. A student's work should be their own thoughts and ideas, not computer generated responses.

As an AVID student, here are your responsibilities related to academic honesty:

- Read and understand the [Academic Honesty Policy](#).
- Genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations. Understand that formative work is an opportunity to receive feedback on your learning and make plans for improvement.
- Ensure that summative assessment work is authentically your own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.
- Understand the consequences of academic dishonesty and malpractice.

Violation Procedures: First infractions (violations) will be handled by me as your teacher. Subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.

Course Scope and Sequence

** All assessments, subject to change throughout the course.

| Units | Dates | WICOR Strategies | Assessments |
|--------------------------------------|--|--|---|
| Unit 1 Looking back to look ahead | Quarter 1 Weeks 2 - 4 (approximate and may shift slightly due to student need) | <ul style="list-style-type: none"> ● Organization ● Persistence ● Analysis | <p>The Assessment:</p> <p>I Am From Poems & Vision Boards</p> <p>Graded with the RHS 8-point grade scale</p> |
| Unit 2 Who I am | Quarter 1 Weeks 5 - 8 (approximate and may shift slightly due to student need) | <ul style="list-style-type: none"> ● Authentic writing ● Process Writing ● Organization ● Reflection ● Peer Evaluation | <p>The Assessment:</p> <p>Personal (College) Essay</p> <p>Graded with the RHS 8-point grade scale</p> |
| Unit 3 Life after high school | Quarter 1 - 2 Weeks 9 - 3 (approximate and ongoing as students needs vary) | <ul style="list-style-type: none"> ● Organizing ● Reflection ● Summarizing ● Process Writing ● Peer Evaluation | <p>The Assessment:</p> <p>College Application(s) Completion Checklist</p> <p>Student self-assessment</p> |
| Unit 4 Looking to the future | Quarter 2 Weeks 4 - 7 (approximate and ongoing as students needs vary) | <ul style="list-style-type: none"> ● Note taking ● Vocabulary building ● Group collaboration ● Skilled questioning ● Reflection ● Investigations | <p>The Assessment:</p> <p>Career Exploration Inventory</p> <p>Graded with the RHS 8-point grade scale</p> |
| Unit 5 Paying for college | Quarter 2 Weeks 8 & 9 (and ongoing as scholarship applications become available) | <ul style="list-style-type: none"> ● Researching ● Note taking ● Summarizing ● Process writing ● Peer evaluation ● Peer editing | <p>The Assessment:</p> <p>College Scholarship Application Checklist</p> <p>Student self-assessment</p> |
| Unit 6 Managing a budget | Quarter 3 Weeks 1 - 5 (approximate and may shift slightly due to student need) | <ul style="list-style-type: none"> ● Note taking ● Vocabulary building ● Group collaboration ● Research ● Investigations ● Project planning | <p>The Assessment:</p> <p>Budget Management Reflection</p> <p>Graded with the RHS 8-point grade scale</p> |

Course Scope and Sequence Continued

** All assessments, subject to change throughout the course.

| Units | Dates | WICOR Strategies | Assessments |
|---|--|---|---|
| Unit 7 College bound - preparing for situations you may need to navigate | Quarter 3 Weeks 6 - 9 (approximate and may shift slightly due to student need) | <ul style="list-style-type: none"> Note taking Summarizing Annotating Investigations | The Assessment: Socratic Seminars & Reflective Writing Graded with the RHS 8-point grade scale |
| Unit 8 A reflection on the high school experience | Quarter 4 Weeks 6 - 9 (approximate and may shift slightly due to student need) | <ul style="list-style-type: none"> Authentic writing Process Writing Organization Reflection Peer Evaluation | The Assessment: Exit Essay Graded with the RHS 8-point grade scale |

In addition to the above listed units and assessments, students will participate in and be assessed on a variety of topics and activities including but not limited to:

- tutorial and grades analysis
- socratic seminars
- timed writings
- collaborative study groups
- organizational systems