

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



AVID 10

Board Approval Date: April 18, 2024	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10	Subject Area: Elective Elective Area (if applicable): AVID
Prerequisite(s): AVID 9 or Application & Interview Required; Approval of AVID Site Coordinators	Corequisite(s): 2.0 GPA or better; Enrollment in a college prep course of study
CTE Sector/Pathway:	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: Site Specific Program (if applicable):	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity, or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s), Equity Compliance Officer(s), and Section 504 Coordinator(s) :</p> <p>Donald Ogden, Associate Superintendent – Human Resources, Title IX Coordinator (Employees) & Equity Compliance Officer dogden@fcusd.org 916-294-9000 Ext 104410</p> <p>Jim Huber Ed. D., Assistant Superintendent – Educational Services, Title IX Coordinator (Students), Section 504 Coordinator & Equity Compliance Officer jhuber@fcusd.org 916-294-9000 Ext 104625</p>	

COURSE DESCRIPTION:

Students will continue to develop the academic skills necessary for completing college preparatory classes and will practice for and take the PSAT. Students will develop writing, inquiry, collaboration, organization, and reading skills at a more rigorous level. Students will utilize problem solving and inquiry strategies to boost math performance and apply math concepts to real-world situations. Students will conduct college and career research. They will work in teams during tutorial sessions to gain a greater understanding of the material in their core classes. Students are expected to apply binder organization, note-taking, time management, and goal setting in all of their classes. Guest speakers, cultural field trips, and college trips will be used to help students explore career and college options.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. College and Career Framework	What are the components of AVID and how will these components help me develop positive relationships with my classmates?	*Quickwrite: What were goals set last year? What still needs to be accomplished? *One-page summary of the skills and attributes of a successful student	*Two-Column Notes: What does AVID mean to you? How do you expect AVID to help you to be college and career ready?
2. Two-Column Notes: What does AVID mean to you? How do you expect AVID to help you to be college and career ready?	What is the impact of improving my organizational skills on my academic success?	*Create/establish SMART goals draft *Quickwrite: What is the purpose of organization?	*Refined SMART goals with peer review
3. Focused Note-Taking	How can I utilize the 5 phases of focused note-taking to enhance my learning?	*Focused note-taking decision tree: taking/processing notes, connecting thinking, reflection, application practice with templates for English/Math	*Create Chart: Best methods for subjects
4. Getting Started with Tutorials	How can I use the AVID tutorial to close gaps in my understanding of a subject?	*Identify: Growth opportunities and gaps in subject areas *Word Splash	*Complete parts A and B on Tutorial Form and Grades Analysis from PowerSchool

5. Bridge to Mathematics	How can I build background knowledge and solve real-world problems to create a better opportunity for success in my math course?	*Escape Room Challenge *Problem Solution presentation	*Real World math project linked to topics in a previous math course
6. Setting Up for Success	What are the differences between closed and open-ended questions?	*Quickwrite: using Packback and AVID weekly article *Packback question with 2 peer responses	*Evaluating/creating open/closed ended questions assessment
7. Completing and Assessing the TRF	How do I complete the Tutorial Request Form to ensure efficient use of the AVID tutorial session?	*Pre-reading quickwrite: Surprises and challenges on a completed example TRF. *Completed TRF	*Self-assessment using the TRF Rubric
8. Keys to Your Future	How can I use my personal and academic goals to help me explore career options?	*Identify/create: Short and long term goals *Exit Ticket: Students describe what they have learned and what they still want to learn about finding money for college	*Reflection: actions to take to prepare for college and career
9. College and Career	How will my past, current, and future extracurricular activities align with college, career, and scholarship opportunities?	*Quickwrites: Choose a scenario from “Who’s in the room?” *Video reflection on past Volunteering activities	*Community Service Opportunities Research
10. Assessing Organization	How can I refine my use of planners, binders/ebinders, and focused notes to effectively and efficiently study and apply learning?	*Carousel brainstorm: 9 topics on organization *Focused Note Taking Self-Assessment	*Group posters on organization
11. Disciplinary literacy	How can I identify the literacy lens and strategies needed to examine a text?	*Exit ticket: Discussion on level of difficulty in texts, especially in nonlinguistic texts *Socratic circle	*Evaluate a passage and image: Author intentions?
12. Banking basics and budgets with EVERFI: Financial literacy	How can I be financially literate in the banking system, employment and taxes, and spending?	*Group poster on examples of banking products, reasons for a checking and savings account *Research: High yield saving account, money market	*Research paper summarizing financial findings about bank accounts, savings accounts, and taxes

		account, certificate of deposit	
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ESSENTIAL STANDARDS:

- 10 AP - Rigorous academic preparedness;
- 10 OK - Opportunity Knowledge;
- 10 SA - Student Agency

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

https://www.avid.org/cms/lib/CA02000374/Centricity/domain/1060/district%20initiatives%20docs/CCR_One_Pager_.pdf

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.bcblackcats.net/cms/lib/TX02201711/Centricity/Domain/518/10th%20Grade%20Standards%20avi d%20curriculum.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Text will be board approved with this outline.</i>		<i>Write Path Mathematics I</i>	Jim Donohue and Tim Gill	AVID Press		<i>1/1/2009</i>

<i>Text will be board approved with this outline.</i>		<i>Write Path Mathematics II</i>	Jim Donohue and Tim Gill	AVID Press		<i>1/1/2009</i>
<i>Text will be board approved with this outline.</i>	<i>1/1/2011</i>	<i>The Student Success Path</i>	Ben Solomon	AVID Press		<i>1/1/2011</i>

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A