Elmbrook Curricular Document: AVID 9 Elective

Curriculum/Content Area: AVID 9	Course Length: Year
Course Title: AVID 9	Date last reviewed: 05/2025
Prerequisites: AVID Program Student	Board approval date: 11/2019

Desired Results

Course description and purpose
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 that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, 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. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9th grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

Enduring Understandings (EUs): **The student will understand that...**	**Essential Questions (EQs)**: Can I use skills and strategies to support

...the purposeful use of strategies increases access, engagement, and success in rigorous middle school and high school coursework in order to become college, career, and life ready. ...the growth of their relational-capacity skills will positively impact their ability to access, engage in, and exhibit success in college, career, and life. ...the process of becoming informed consumers involves thoughtfully engaging in community activities and college/career awareness and preparation experiences.	my writing? Can I use skills and strategies to support my ability to collaborate with others? Can I use skills and strategies to develop my critical reading skills in rigorous text? Can I use skills and strategies to develop clear organizational methods in my studies? Can I use my critical thinking skills to develop essays that develop goals and values Can I use my skills and strategies to plan educational and career paths aligned to personal strengths and goals?

Unit Descriptions, Resources, Strategies and Tools

Unit Title: Student Agency

A. Student Empowerment
B. Leadership of Others

Standards:

Student Empowerment

1) Determine personal interest for extracurricular and community service activities within the school and community.
2) Gain awareness of extracurricular and community service activities within the school and community.
3) Evaluate the impact of decisions on others.
4) Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits.
5) Explore individual peer relationships and identify those that are positive and healthy.
6) Gain awareness of motivators that positively impact performance.
7) Self-monitor to diagnose areas of need (e.g. academic, personal, social-emotional).
8) Gain awareness of skills that increase mental flexibility.
9) Explore the relationship between grit and perseverance.
10) Identify strategies and skills that promote self-awareness.
11) Identify individual strengths and areas of challenge related to academic skills and performance.

12) Determine key points from learning experiences.
13) Identify traits connected to personal integrity and ethics.
14) Identify leadership opportunities and positions across the school and community.
15) Determine formal and informal leadership opportunities that could be pursued.

Leadership of Others

1) Identify traits connected to personal integrity and ethics
2) a) Identify leadership opportunities and positions in the school and community
   b) Determine formal and informal leadership opportunities that could be pursued
3) a) Select tools to analyze a conflict and identify a positive solution
   b) Classify passive, assertive, and aggressive statements

Learning Targets Addressed

1) I can gain awareness of extracurricular and community service activities within the school and community and determine my own personal interest and involvement.
2) I can explore characteristics of positive and healthy relationships while evaluating how my own decisions affect others.
3) I can explore best practices in healthy living (sleep, exercise, routine) and gain an awareness of how these practices increase mental performance.
4) I can Identify individual strengths and areas of challenge related to academic skills and performance, and apply grit and perseverance, mental flexibility, and self-awareness when necessary.
5) I can determine key points from learning experiences - both successes and failures.
6) I can determine both formal and informal leadership opportunities and pursue them to flesh out my high school portfolio and personal ethics.

Disciplinary Literacy Standards

CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Recommended WICOR (Writing, Inquiry, Collaboration, Organization, Reading) Strategies for This Unit: *How will we embed WICOR strategies in this unit? How can we ensure our students engage in authentic reading and writing tasks during this unit?*

Writing Prompts:
- TAG
- Learning Logs
- Quickwrites on class norms/environment
- Goal-Setting (GPAs)

Inquiry Strategies:
- Angela Duckworth's "The Key to Success" and Grit Scale
- Cinderella Activity

- Defning Costa's words and developing real-life examples
- Name that tune

Collaboration Strategies:

- Team-Building Games and Activities (get to know your classmates)
- Fun Fridays
- Speech Practice with Feedback

Organization Strategies:

- Monthly calendars
- Binder Checks

Reading Strategies:

- AVID Weekly

Recommended Texts for This Unit: (books, articles, passages):

AVID Weekly articles, Angela Duckworth, Bored and Brilliant Challenge, Procrastination & Time Management Unit

Recommended Assessments for This Unit:

- Mandala/Life Goals paper
- Binder Checks
- Tutorial Request Form (TRF)
- Teen Capsule

Digital Tools that can augment the learning experience for students:

- Google Note-Taking Templates (Cornell Notes, Venn Diagrams, T-Charts, Google Keep, etc…)
- Canvas

Unit Title: Rigorous Academic Preparedness

A. Writing:
B. Inquiry
C. Collaboration
D. Organization
E. Rigor

Standards:

Writing

1) Develop writing skills related to expository, timed, and descriptive modes of writing
2) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative)
3) Analyze a writing task by identifying key vocabulary and audience.
4) Gather and analyze feedback from peers and instructors.

5) Edit drafts for grammar, mechanics, and spelling.
6) Take notes, with an emphasis on identifying and recording the note-taking objective and/or Essential Question.
7) Summarize by pulling together the most important information related to the objective and/or Essential Question.

Inquiry

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) Identify processes that are utilized.
5) Reflect on a process that was utilized and if that process was effective.
6) Integrate quotes and reference text with proper citations.

Collaboration

1) Establish norms and expectations around shared responsibility among group members.
2) Develop a foundational familiarity and comfort with classmates.
3) Check group members' level of understanding.
4) Apply basic understanding of effective public speaking.
5) Incorporate visual aids and/or technology when appropriate.
6) Describe the characteristics of effective listening, such as eye contact and mirroring.

Organization

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 of community extracurricular activities and hours
2) a) Explore a variety of organizational formats for calendaring/planning
3) b) Determine how to utilize time effectively
4) Set personal, academic, and career goals
5) Monitor progress towards goals
6) Utilize visual frameworks to organize information

Reading

1) Identify prior knowledge that may be relevant to the reading
2) Mark the text to accomplish the reading purpose
3) Extend beyond the text by applying key learning

Learning Targets Addressed

1) I can analyze a writing task for purpose and audience, plan appropriate writing structures and language, and utilize purposeful writing skills to match the mode (timed, expository, narrative, etc.)
2) I can gather and analyze writing feedback from peers and mentors, using that feedback to make purposeful edits to essay drafts.
3) I can follow the Focused Note-Taking process and write objective academic summaries that address the note's Essential Question(s)
4) I can write questions using all three Costa's Levels.
5) I can effectively complete each step of the tutorial process.

6) I can establish norms for productive and respectful group work that lead to increased comfort and familiarity with classmates.
7) I can apply basic tenets of public speaking - both verbal and non-verbal skills.
8) I can begin implementing organizational tools (e.g. binders/eBinders, portfolios, or digital folders) that support academic success.
9) I can create an activity log or tracking system of community extracurricular activities and hours
10) I can explore a variety of organizational formats for calendaring/planning
11) I can monitor progress towards goals and utilize visual frameworks to organize information.
12) I can identify prior knowledge that may be relevant to the reading presented
13) I can mark the text to accomplish the reading purpose.
14) I can extend beyond the text by applying key learning.

Disciplinary Literacy Standards

CCSS.ELA-LITERACY.RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.B
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.4.A
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Recommended WICOR (Writing, Inquiry, Collaboration, Organization, Reading) Strategies for This Unit: *How will we embed WICOR strategies in this unit? How can we ensure our students engage in authentic reading and writing tasks during this unit?*

- Writing Prompts: Life Goals Presentation/Project, Learning Logs, Focused Note-Taking, Process Speeches, Summary vs Reflection, Timed Writing, Socratic Seminar, Philosophical Chairs, Mandala,
- Inquiry Strategies: Tutorials, M&M Question Game, Socratic Seminar, Philosophical Chairs, QFT Process
- Collaboration Strategies: Tutorials,

- Organization Strategies: TRF formation, CSG Formation, Process Speeches, Socratic Seminar, Philosophical Chairs
- Reading Strategies: AVID Weekly articles, Socratic Seminar, Philosophical Chairs

Recommended Texts for This Unit: (books, articles, passages):

AVID Weekly

Recommended Assessments for This Unit:

- Tutorial Request Forms (TRFs)
- Binder Checks
- Marking the Text
- Summaries
- Preparation for and participation in Socratic Seminars/Philosophical Chairs
- Teen Capsule

Digital Tools that can augment the learning experience for students:

- Google Calendar
- Canvas

Unit Title: Opportunity Knowledge

A. Advancing College Preparedness
B. Building Career Knowledge

Standards

Advancing College Preparedness

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/categories of colleges.
3) Articulate the importance of long-term academic plans as a part of goal setting and achievement.
4) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT.

Building Career Knowledge

1) Identify personal interests and skills related to future career aspirations
2) a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit
3) 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

Learning Targets Addressed

1) **I** can identify personal and academic skills/interests that relate to future college aspirations.
2) I can develop familiarity college jargon and different types of colleges.
3) I can articulate how long-term academic plans - including participation in high-stakes testing - play a role in goal setting and achievement.
4) I can identify personal interests and skills related to future career aspirations.
5) I can establish initial knowledge around the characteristics that contribute to academic, social, and financial fit
6) I can explore the net cost of attending college to inform decisions and budget plans
7) I can request assistance in selecting career elective courses and pathways that match interests and goals.

Disciplinary Literacy Standards

CCSS.ELA-LITERACY.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Targets Addressed

1) I can demonstrate proper command of the English language appropriate for purpose and audience.
2) I can acquire new vocabulary and utilize a variety of strategies for decoding this new vocabulary so that I can read, write, speak, and listen at the college/career level.

Recommended WICOR (Writing, Inquiry, Collaboration, Organization, Reading) Strategies for This Unit:

Writing Prompts:
- Learning Logs
- Focused Note-Taking

Inquiry Strategies:
- College Visits

Collaboration Strategies:
- Two truths and a lie college life skits

Organization Strategies: • High School Portfolio Reading Strategies: • Pre-College Visit Virtual Tour
Recommended Texts for This Unit: (books, articles, passages):
See AVID Weeks At A Glance and AVID Weekly for articles.
Recommended Assessments for This Unit:
• ACT Prompt Timed Writing
Digital Tools that can augment the learning experience for students:
• Chromebook • Canvas