# Elmbrook Curricular Document: AVID 10 Elective

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| Curriculum/Content Area: Elective | Course Length: Year |
| Course Title: AVID 10 Elective | 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.

During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

| **Enduring Understandings (EUs)**: | **Essential Questions (EQs)**: |
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| **Students will understand that....**<br><br>...the purposeful use of strategies increases access, engagement, and success in rigorous | Can I use skills and strategies to support my writing skills?<br><br>Can I use skills and strategies to support my |

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| high school coursework in order to become college, career, and life ready.<br><br>...the growth of their relational-capacity skills will positively impact their ability to access, engage in, and exhibit success in college, career, and life.<br><br>...the process of becoming informed consumers involves thoughtfully engaging in community activities and college/career awareness and preparation experiences. | ability to collaborate with others?<br>Can I use my skills and strategies to develop my critical reading skills in rigorous text?<br><br>Can I use my skills and strategies to develop clear organizational methods in my studies?<br><br>Can I use my critical thinking skills to develop strong questions?<br><br>Can I develop relational-capacity with others?<br><br>Can I use my skills and strategies to take focused notes?<br><br>Can I use my skills and strategies to plan educational and career paths aligned to personal strengths and goals? |

| **Student Agency Unit** |
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| A. Student Empowerment<br>B. Leadership of Others |
| **Standards:**<br><br>**Student Empowerment**<br><br>1) Explore and experience extracurricular and community service activities within the school and community<br>2) Evaluate the impact of decisions on the environment<br>3) a) Identify activities that assist with self-care and healthy habits<br>b) Identify areas that need attention and develop goals to address those areas<br>4) Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions<br>5) Develop a support network that includes peers and adults for academic and future success<br>6) Explore how individual motivators and self-monitoring of motivation impact academic performance<br>7) Seek help related to areas of need<br>8) Determine personal levels of grit and perseverance in relation to growth mindset<br>9) Establish self-awareness strategies and skills, including SLANT (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head “yes” or “no,” Talk with your teachers)<br>10) Make connections between key learning points and new contexts |

**Leadership of Others**

1) Identify traits connected to responsibility, integrity, and ethical interactions with others
2) Pursue leadership opportunities across the school
3) a) Identify personal conflict-management style
   b) Transform passive and aggressive statements into constructive, assertive statements

**Learning Targets Addressed:**

1) I can find opportunities for involvement with the school and community and understand my impact on the environment and the world.
2) I can identify and maintain strategies for academic, emotional, and financial well-being.
3) I can develop networks for support and seek help when needed.
4) I can understand myself as a learner, how to engage in material, employ strategies to persevere when I struggle.
5) I can make connections between prior learning targets and new material.
6) I can conduct myself in a way that demonstrates leadership in the school and community while setting an example for others by using positive strategies to deal with conflict.

**Disciplinary Literacy Standards**

CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.CCRA.L.3
Apply knowledge of language to understand how language functions in different contexts, to make

effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6
Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

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

- Writing Prompts: Focus on Leadership, Personality Types and Workplace habits.
- Inquiry Strategies: Creating compelling questions and supporting questions that drive research on Leaders.
- Collaboration Strategies: Working with in Personality Groups to Present. Understanding working with others as a peer, as a subordinate, and as a leader.
- Organization Strategies: CEEAL Writing Structure related to inquiry and prompts, Binder Checks.
- Reading Strategies: RAP Informational Text

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

Article on Expensive College Counselors (Universal Annotation Guide)
Excerpt from *Switch: How to Change When Change is Hard*

**Recommended Assessments for This Unit:**

- License Plate and Extracurricular Activities (MyAVID Days 1-30)
- GPA Calculator Spreadsheet and Goal Setting
- Volunteer for Study-A-Thon
- Involvement with AVID Week

**Digital Tools that can augment the learning experience for students:**

- Google Tools
- Canva/Piktochart
- WeVideo
- Anchor.FM (podcasting)
- Flipgrid

- Peardeck

**Rigorous Academic Preparedness Unit**

A. Writing
B. Inquiry
C. Collaboration
D. Organization
E. Reading

**Standards:**

**Writing**

1) a) Develop writing skills related to the argumentative mode of writing
   b) Generate multiple ideas that support, explain, or enhance the writing topic or theme
   c) Compose first drafts using ideas and information gathered during pre-writing
2) Analyze a writing task to determine the purpose, format/style, and audience
3) Write multiple drafts with increasing depth based on feedback and observations
4) Analyze and edit sentence structure to create interest and complexity
5) Publish writing to entire class, such as an oral presentation
6) a) Take notes with an emphasis on recording main ideas and important information
   b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing
7) Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

**Inquiry**

1) Develop inquiry skills through focused observations and analyses
2) Identify the specific point of confusion related to a misunderstood concept or problem
3) Determine whether similar problems could be solved using the same steps/process
4) Reflect on learning to make connections between new learning and previous experiences
5) Reflect on learning strategies that were employed, whether those learning strategies were effective, and how methods could be adjusted in the future
6) Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future
7) Brainstorm ideas for research topics to address a research prompt
8) Determine the relevance, validity, and reliability of information found within sources
9) Organize information, sources, and data that support the research prompt
10) Integrate quotations to support claims, citing locations and references for texts
11) Publish research to entire class, such as an oral presentation

**Collaboration**

1. Hold self and peers accountable for following group norms about shared responsibility
2. Summarize points of agreement and disagreement from varying perspectives
3. Deepen relational capacity with classmates through effective conflict management

4. Establish norms and expectations around respectful interactions among group members
5. Ask clarifying questions to group members to facilitate understanding
6. Utilize technology to collaborate with classmates and community members
7. a) Distinguish between effective and ineffective language during interactions
   b) Refine usage of nonverbal communication when speaking, including body language and eye contact
8. Demonstrate active listening skills during academic conversations
9. Utilize academic vocabulary when communicating
10. Speak effectively before small groups of peers

**Organization**

1) a) Refine usage of organizational tools (e.g., binders/eBinders, portfolios, or digital folders) and systems that support academic success
2) b) Maintain an activity log or tracking system for community extracurricular activities and hours
   a) Utilize an organizational tool to record obligations and constraints on time
   b) Demonstrate the process of backward mapping
3) Identify the steps necessary to accomplish goals
4) Identify reasons for why progress is or isn't being made toward accomplishing goals
5) Apply visual frameworks to organize language and comprehend key concepts

**Reading**

1) Assess whether a text is appropriate according to the reading purpose
   a) Make predictions about the text using text features
   b) Assess relevant prior knowledge and identify gaps
2) Utilize tools to deepen understanding of vocabulary
3) Mark the text to accomplish the reading purpose through the lens of a content expert
4) Extend beyond the text by evaluating and synthesizing key learning

**Learning Targets Addressed:**

1) I can utilize the writing process for drafting and identifying audience and purpose in my writing.
2) I can annotate my research and incorporate main ideas and evidence into my writing.
3) I can use inquiry to identify a problem, gather evidence, and reflect on how the information explains or solves the problem.
4) I can evaluate sources and information for accuracy and relevance to support my claims.
5) I can use organization strategies and display new learning in appropriate formats.
6) I can be an effective collaborator as a listener and speaker in both the classroom and digital spaces.
7) I can conduct myself in a way that demonstrates leadership in the school and community while setting an example for others by using positive strategies to deal with conflict.
8) I can use organizational strategies and tools to plan both short term and long term academic and extracurricular activities.
9) I can identify steps using goal-setting and evaluate effectiveness throughout the

process in accomplishing a task.
10) I can extend my reading by identifying gaps in my understanding as I evaluate and synthesize new ideas.

**Disciplinary Literacy Standards**

CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

CCSS.ELA-LITERACY.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.W.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.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6
Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

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

- Focused Notes on *Atomic Habits* and Ted Talk from Professor BJ Fogg.
- Excerpt from Dan Coyle's *The Talent Code*
- Focused Notes on YouTube videos deliberate practice, making New Year's resolutions
- Marshmallow Test article

**Recommended Assessments for This Unit:**

- Socratic Seminar
- Binder Check - Focused Notes
- Binder Check - Academic Planner / Project Planning Sheets
- Career Research Paper
- Research Paper on Success

**Digital Tools that can augment the learning experience for students:**

- Google Tools
- Canva/Piktochart
- WeVideo
- Anchor.FM (podcasting)
- Flipgrid
- Peardeck

**Opportunity Knowledge Unit**

A. Advancing College Preparedness
B. Building Career Knowledge

**Standards:**

**Advancing College Preparedness**

1) Define key personal attributes for academic, social, and financial fit related to college selection
2) a) Explore the significance of GPA at different stages of the academic journey
   b) Explore college options and terminology
3) Evaluate personal level of readiness for scholarship eligibility
4) a) Reflect on how academic plans and course completion support progress toward desired major
   b) Determine which courses or opportunities align with college goals and plans
   c) Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)
5) a) Explore match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process
   b) Prepare for college entrance exams

**Building Career Knowledge**

1) Define key personal attributes for academic, social, and financial fit related to career selection
2) Explore career fields and career pathways, including what resources and opportunities are available locally
3) Investigate best-fit career fields based on academic, social, and financial fit
4) Reflect on how academic plans and course completion support progress toward desired career field

**Learning Targets Addressed:**

1) I can explain the role that high school coursework and GPA plays in college preparation and admissions.
2) I can use my skills and strategies to plan educational and career paths aligned to personal strengths and goals.
3) I can evaluate course and school choices in order to determine the best fit for my personal goals.
4) I can define personal strengths and goals that will guide an exploration and investigation of potential career paths.
5) I can reflect upon my current academic plans and how they relate to potential careers.

**Disciplinary Literacy Standards**

CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language:

CCSS.ELA-LITERACY.CCRA.L.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.6
Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

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

- Writing Prompts: Career Themed Topics
- Inquiry Strategies: Compelling and Supporting Question formation
- Collaboration Strategies:
- Organization Strategies: Course Path Planning, GPA Goal Setting and Reflection
- Reading Strategies: RAP, Active Note Taking

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

- Excerpt from Malcolm Gladwell's *Outliers.*
- Excerpt from Charles Duhigg's *The Power of Habit*
- Collection of articles on employment and labor practices- Amazon and GM

**Recommended Assessments for This Unit:**

- GPA Spreadsheet and Goal Setting
- Digital Portfolio
- Career Presentation - Alumni Day
- Xello Activities
- Quarterly Reflections
- High School Job Interviews
- Mock Career Interviews

**Digital Tools that can augment the learning experience for students:**

- Google Tools
- Canva/Piktochart
- WeVideo
- Anchor.FM (podcasting)

- Flipgrid
- Peardeck