Elmbrook Curricular Document: AVID 11 Elective

Curriculum/Content Area: AVID 11	Course Length: Year
Course Title: AVID 11 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.

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

Enduring Understandings (EUs):	**Essential Questions (EQs)**:
...the purposeful use of strategies increases access, engagement, and success in rigorous 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.	Can I use skills and strategies to support my writing skills? Can I use skills and strategies to support my ability to collaborate with others? Can I use my skills and strategies to develop my critical reading skills in rigorous text?

...the process of becoming informed consumers involves thoughtfully engaging in community activities and college/career awareness and preparation experiences.	Can I use my skills and strategies to develop clear organizational methods in my studies? Can I use my critical thinking skills to develop strong questions? Can I develop relational-capacity with others? Can I use my skills and strategies to take focused notes? Can I use my skills and strategies to plan educational and career paths aligned to personal strengths and goals?

Unit Title: Student Agency

A. Student Empowerment
B. Leadership of Others

Standards:

Student Empowerment

1) Explore and pursue leadership opportunities in extracurricular and community service activities within the school and local and/or global community.
2) Evaluate the impact of decisions on the world.
3) Effectively manage stress and anxiety levels, including areas such as test preparation and test taking
4) Create a systematic decision-making model for personal financial decisions and circumstances
5) a) Maintain a strong support network for academic and career success
   b) Identify mentors to influence, support, and guide future transitions and success
6) Apply strategies to support motivation, especially when lacking intrinsic motivation
7) a) Strengthen ability to self-advocate related to areas of need
8) Leverage support network to assist with areas of need
9) 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
10) Apply self-awareness strategies and skills with a variety of academic challenges
11) Employ key learning points in real-world applications

Leadership of Others

1) Assess personal traits connected to integrity and ethical leadership
2) Pursue leadership and/or mentorship opportunities in the school and community
3) Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

Learning Targets Addressed

1) I can explore and pursue leadership, mentorship, and service opportunities in the school and community.
2) I can effectively manage stress and anxiety levels, including areas such as test preparation and test taking by developing a personal definition of success
3) I can maintain a strong support network for academic and career success by identifying mentors to influence, support, assist with areas of need, and guide future transitions and success
4) I can apply strategies to support motivation, and strengthen my ability to self-advocate related to areas of need.
5) I can reflect on current status, emotions, and skills to strengthen mental flexibility, recognize and overcome obstacles and apply strategies with a variety of academic challenges.
6) I can create a systematic decision-making model for personal financial decisions and circumstances and employ in real-world applications.

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.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.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.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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.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.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.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):

See AVID Weeks At A Glance, AVID Weekly for articles, Clifton Strengths Assessment book

Recommended Assessments for This Unit:

- Create Resume
- Requesting Letters of Recommendation
- Creation of Activities Planner
- Fun Friday Activities
- Tutorials
- Quickwrites
- TAGS
- College Trip Planning

Digital Tools that can augment the learning experience for students:
• Chromebooks • SMART Boards

Unit Title: Rigorous Academic Preparedness
A. Writing B. Inquiry C. Collaboration D. Organization E. Reading
Standards:

Writing

1) 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
7) b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)
8) Reflect on how notes help to meet the learning objective and contribute to academic and personal success

Inquiry

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 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) Construct written claims and support them with reasoning and evidence.

Collaboration

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 the 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) Utilize technology to connect to the global community and to explore topics from multiple perspectives
7) Adjust ineffective verbal and nonverbal communication into effective communication
8) Demonstrate active listening by asking clarifying questions
9) Demonstrate command of grammar when communicating
10) Speak effectively before the whole class

Organization

1) a) Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance
2) b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours
3) a) Understand and demonstrate the concepts and practices of backward mapping
   b) Identify upcoming events to proactively avoid time-management conflicts
4) Create short- and mid-range goals that support achievement of long-term goals
5) Modify goals and actions appropriately based on progress
6) Manage varied visual frameworks to organize language and show relationships between key concepts

Reading

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

Learning Targets Addressed

Writing:

1) I can compose drafts, complete the editing process, analyze my work, and publish pieces of writing.
2) I can take notes with an emphasis on appropriate format, and strategies to organize my thinking, and reflect on how they help meet the learning objectives and contribute to academic success.

Inquiry:

1) I can use questioning techniques and generate questions to think critically and further my academic understanding.

2) I can modify my questioning to solve similar problems.
3) I can reflect throughout the learning process to adjust actions and make connections to my learning.
4) I can develop statements to address prompts and determine the validity of multiple research sources that support my claims.

Collaboration:

1) I can effectively collaborate with peers by deepening relational capacity, integrating multiple perspectives, supporting group members' understanding, and actively listening to others perspectives.
2) I can communicate by using appropriate verbal and non-verbal communication, demonstrating proper grammar and speaking effectively in front of my peers.

Organization:

1) I can develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance and track extracurricular activities and hours.
2) I can use backwards mapping strategies to proactively avoid time management conflicts.
3) I can create and modify goals based on progress to support achievement.
4) I can utilize varied visual frameworks to organize language and show relationships between concepts.

Reading:

1) I can select texts that meet the reading purpose, build background knowledge, and connect vocabulary to broader concepts within texts.
2) I can create questions that align with the reading purpose and apply my learning beyond the text.

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.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.

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.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.

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.

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.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.

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):

See AVID Weeks At A Glance and AVID Weekly for articles.

Recommended Assessments for This Unit:

- Create Resume
- Creation of Activities Planner
- Fun Friday Activities
- Tutorials
- Quickwrites

- ACT prep
- College Essay
- Socratic Seminars
- Critical Reading Articles
- Planning of the College Trip
- Backwards Mapping Organizer

Digital Tools that can augment the learning experience for students:

Chromebooks/SMART Boards

Unit Title: Opportunity Knowledge

A. Advancing College Preparedness
B. Building Career Knowledge

Standards

Advancing College Preparedness

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) 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.)
4) a) Engage in information gathering to determine match, reach, and safety schools
   b) Determine whether additional test prep and testing is needed to reach scholarships goals

Building Career Knowledge

5) a) Develop an authentic and personal definition of success
   b) Refine key personal attributes for academic, social, and financial fit related to career selection
6) 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 opportunities therein
7) Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways

Learning Targets Addressed

1) I can refine key personal attributes for academic, social, and financial fit related to college selection, and compare various college campus structures and opportunities to determine match, reach, and safety schools
2) I can evaluate my academic standing and align my academic performance with choosing a college and career path.
3) I can gain exposure to different work opportunities to align my academic and career plans for a successful academic transition and journey.

4) I can refine key personal attributes and identify best-fit career fields based on academic, social, and financial fit as related to career pathways.
5) I can complete test prep and determine whether additional prep is needed to reach scholarships goals.

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CCSS.ELA-LITERACY.CCRA.SL.4
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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.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
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Recommended Texts for This Unit:

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Recommended Assessments for This Unit:

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- Creation of Activities Planner
- Tutorials
- Quickwrites
- ACT prep
- College Essay
- Socratic Seminar
- Planning of College Trip
- College Search Webquest
- TAGS
- Post Secondary Info Night
- Self Perception Activity
- Strengths Finder Assessment

Digital Tools that can augment the learning experience for students:

Chromebooks/SMART Boards