Elmbrook Curricular Document: AVID 12 Elective

Curriculum/Content Area: AVID 12	Course Length: Year
Course Title: AVID 12 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 12th grade AVID Elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans.

Enduring Understandings (EUs):	**Essential Questions (EQs)**:
"The student will understand that…" ...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. ...the process of becoming informed	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? 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?

consumers involves thoughtfully engaging in community activities and college/career awareness and preparation experiences.	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) Act as a globally and digitally aware, responsible, and contributing citizen
2) Evaluate the impact of decisions on others and the world
3) Attend to personal health, safety, and balance (including digital security)
4) Make appropriate personal financial choices
5) Generate and maintain a network of support for current and future success
6) Develop, demonstrate, and maintain motivation
7) Self-monitor and seek help when necessary
8) Demonstrate persistence, flexibility, and adaptability
9) Demonstrate self-awareness strategies and skills
10) Apply learning to demonstrate knowledge and achieve success

Leadership of Others

1) Demonstrate integrity and ethical leadership, including online
2) Pursue leadership opportunities and hold leadership positions
3) Manage and resolve conflict with others

Learning Targets Addressed

1) I can act as a responsible citizen and evaluate the impact of my decisions on others and the world.
2) I can attend to personal health, safety, and balance, seeking help when needed from my support network.
3) I can apply learning to demonstrate knowledge and achieve success, both personal and financial, and keep myself motivated to do so.
4) I can demonstrate integrity and ethical leadership, pursue leadership opportunities and hold leadership positions.

5) I can manage and resolve conflict with others.

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.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.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

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

Recommended Assessments for This Unit:

- GPA Game
- Organize Your Life Project
- Letter to Self
- Requesting Letters of Recommendation
- Tutorials
- Quickwrites
- College Essay
- Socratic Seminars
- TAGS
- College Application (Portfolio)
- Scholarship Applications (3rd party)
- Rotary Scholarship Application
- Elmbrook Education Foundation Scholarship Application
- College Hunt
- Financing Your College Education Project

Digital Tools that can augment the learning experience for students:

- Chromebooks
- SMARTBoards

Unit Title: Rigorous Academic Preparedness

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

Standards:

Writing

1) Compose a variety of text types
2) Analyze a writing task
3) Revise writing to improve clarity and accomplish the writing purpose
4) Polish writing through editing and proofreading
5) Publish writing by distributing it to varied audiences
6) Take notes to meet the note-taking objective
7) Summarize and reflect to synthesize learning and identify next steps

Inquiry

1) Use questioning techniques to engage in discussions and think critically about content and concepts.
2) Identify specific questions based on a misunderstood concept or problem
3) Upon arriving at a solution, identify generalized steps/processes that could be used to solve similar problems
4) Make connections between new learning and previous learning, experiences, self, and/or the world
5) Continuously reflect and modify actions to promote learning and academic success
6) Reflect on and modify actions related to successful utilization of a process
7) Identify topics/questions to be investigated and include source material on opposing sides of the topic
8) Evaluate the validity and reliability of both digital and print sources
9) Synthesize and organize information effectively, including usage of digital tools
10) Cite evidence and support claims

11) Present research findings, customizing the presentation for the intended audience

Collaboration:

1) Share responsibility among group members
2) Work productively and effectively in diverse teams with diverse perspectives
3) Establish and maintain relational capacity with others
4) Respect individual contributions
5) Support group members in clarifying confusion and checking for understanding
6) Utilize technology as a tool for collaboration both synchronously and asynchronously
7) Clearly communicate verbally and nonverbally, including appropriate usage of technology
8) Listen effectively to decipher meaning
9) Demonstrate a command of language and grammar usage when communicating
10) Adapt speech to a variety of contexts and communicative tasks

Organization

1) Routinely utilize organizational systems to access and archive materials efficiently
2) Organize and allocate time based on priorities and task completion
3) Identify and plan for the steps necessary to accomplish various types of goals
4) Monitor progress toward goals and revise appropriately, leveraging technology
5) Organize information, indicating relationships between ideas

Reading

1) Select a text according to the reading purpose
2) Preview text to connect with or build background knowledge
3) Examine key academic and content-related vocabulary to deepen comprehension of texts
4) Interact with the text to process information as it is read
5) Extend beyond the text by using academic thinking skills (applying, analyzing, evaluating, and/or synthesizing key learning)

Learning Targets Addressed

1) I can analyze a writing text and compose a variety of text types.
2) I can revise, polish and publish writing to varied audiences.
3) I can take notes, summarize and reflect to synthesize learning.
4) I can use questioning techniques to engage in discussions, think critically about content, and address misconceptions.

5) I can identify, reflect on and modify generalized steps/processes that could be used to solve similar problems once arriving at a solution.
6) I can make connections between new learning and previous learning, and continuously reflect and modify actions to promote learning.
7) I can identify topics/questions to be investigate, include source material on opposing sides of the topic and evaluate the validity and reliability of both digital and print sources.
8) I can synthesize and organize information effectively, citing evidence to support claims and present research findings.
9) I can work productively and effectively in diverse teams with diverse perspectives, respecting individual contributions, helping to clarify confusion, checking for understanding and sharing responsibility among group members.
10) I can establish and maintain relational capacity with others
11) I can utilize technology as a tool for collaboration both synchronously and asynchronously, and communicate clearly using that tool.
12) I can demonstrate a command of language and grammar usage when communicating.
13) I can adapt speech to a variety of contexts and communicative tasks.
14) I can organize time based on priorities and task completion, identifying steps to accomplish my goals.
15) I can select, preview and interact with a text according to the reading purpose
16) I can examine key academic and content-related vocabulary to deepen comprehension of texts
17) I can extend beyond the text by using academic thinking skills (applying, analyzing, evaluating, and/or synthesizing key learning)

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.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.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.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.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.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.

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

AVID Weeks At A Glance and AVID Weekly for articles.

Recommended Assessments for This Unit:

- Fun Friday Activities
- Tutorials
- Quickwrites
- Socratic Seminars
- Critical Reading Articles
- Persuasive Essay
- 3 Minute Speeches
- Advice for Future Students Video
- Binder Checks

Digital Tools that can augment the learning experience for students:

- Chromebooks
- SMARTBoards

Unit Title: Opportunity Knowledge

A. Advancing College Preparedness
B. Building Career Knowledge

Standards:

Advancing College Preparedness

1) Develop an awareness of personal abilities, skills, and interests related to college selection
2) Expand understanding around key college information
3) Understand scholarships and the role they play in college financing
4) Plan a path for education and college aligned to personal goals
5) Complete college admission requirements, including testing and application

Building Career Knowledge

1) Develop an awareness of personal abilities, skills, and interests related to careers and career selection
2) Expand understanding around key career-related information
3) Develop skills and attitudes related to career readiness
4) Plan a path for education and career aligned to personal goals

Learning Targets Addressed

1) I can develop an awareness of personal abilities, skills, and interests related to college selection, understanding key components of various colleges and careers.
2) I can plan and execute a path for education and college aligned to personal goals, including completing college applications.
3) I can develop skills and attributes related to career readiness.
4) I can understand scholarships and the role they play in college financing.

Disciplinary Literacy Standard

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.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.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.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.

Recommended Texts for This Unit: (books, articles, passages): *How will we ensure our students engage in a variety of reading activities during this unit?*

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

Recommended Assessments for This Unit:

- Requesting Letters of Recommendation
- Tutorials
- Quickwrites
- College Essay
- Socratic Seminars
- TAGS
- College Application (Portfolio)
- Scholarship Applications (3rd party)
- Rotary Scholarship Application
- Elmbrook Education Foundation Scholarship Application
- College Hunt
- Financing Your College Education Project

Digital Tools that can augment the learning experience for students:

- Chromebooks
- SMARTBoards

- Common App
- EEF Online Scholarship App