



Course Description

9th Grade AVID Elective Class

Major Concepts/Content: 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 utilizing 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.

Some students will have previous experience with AVID at the middle grades, and some students will be experiencing AVID for the

A. Self-Awareness

1. Remind students about SLANT interactions and expectations in all classes
2. Understand the role of AVID students and display characteristics on a regular basis
3. Develop skills in offering appropriate criticism
4. Develop understanding about personal learning styles
5. Complete self-evaluations about conflict resolution, personal behavior and core values
6. Apply conflict management skills, aligning with the expectations of an AVID student
7. Develop awareness of personal strengths/skills and utilize them to better the school and community

B. Goals

1. Calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period
2. Revisit academic six-year plan to understand college entrance requirements and learn about AP®/IB®/honors course options
3. Examine academic strengths and weaknesses that will aid in course selection patterns
4. Create focused goals around college and the steps necessary to gain entrance
5. Create short-, mid-, and long-term goals that support academic and personal growth
6. Review and revise personal and academic goals during key times throughout the year
7. Write an essay describing goals for success in high school, including the steps needed to achieve those goals and potential barriers to meeting those goals
8. Discuss goals in an oral presentation, using organized information that integrates appropriate media in the presentation

A. Speaking

1. Effectively integrate speaking terminology into speeches
2. Role play varying word choice, tone and voice when speaking to an assigned audience
3. Practice purposeful movement during speeches
4. Draft, edit, revise and present an informal and a formal speech
5. Work with a collaborative group to make presentations to the class following various activities
6. Use factually reliable evidence to support topic
7. Present information, findings and supporting evidence concisely and logically

B. Listening

1. Give feedback on student presentations and delivery
2. Pose questions that ask for clarification
3. Record key information in notes

A. The Writing Process

1. Use organizational strategies and tools to aid in the development of essays
2. Understand and identify the audience, purpose and form for writing assignments
3. Revise drafts multiple times to improve and clarify
4. Edit students' essays, especially checking for transition words and errors in grammar, punctuation and comma usage
- 5.

A. Costa's Levels of Thinking

1. Use Costa's Levels of Thinking words in assignments, discussions and notes
2. Focus on drawing connections between ideas, using compare and contrast questions

B. Tutorials

1. Re $\square$ ne collaborative tutorial skills through tutor-led discussions following tutorial sessions
2. Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
3. Utilize resources (such as notes and textbook) to gather information

C. Socratic Seminar and Philosophical Chairs

1. Work with peers to set rules for collegial discussions and decision-making
2. Analyze a seminal U.S document of historical and literary significance (e.g., the Gettysburg Address, Washington's Farewell Address) in a Socratic Seminar or Philosophical Chairs discussion
3. Utilize critical reading strategies to identify authors' claims and formulate questions to explore meaning as preparation for a Socratic Seminar
4. During the Socratic Seminar, ask additional questions to continue deeper exploration of the text and one another's thinking and expressions
5. Re $\square$ lect on the Socratic Seminar discussion and identify areas for future improvement

Collaboration**9-COL****A.**

A. Organization and Time Management

1. Refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting
2. Utilize a planner/agenda to track class assignments and grades
3. Utilize a planner/agenda to balance social and academic commitments and color code planner to identify different topics (academic, social, extracurricular, etc.)
- 4.

