

AVID 11

District Name: Mission
District Number: 75

Developed by:
School Name: Mission Secondary School
Principal's Name: Mr. Jim Pearce

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Avid 11
Grade Level of Course: 11
Number of Course Credits: 4 Credits
Number of Hours of Instruction: 120

Prerequisite(s): Application and Interview

Special Training, Facilities or Equipment Required:

Requirements identified below are part of the AVID Implementation Agreement which is a contract that the school district must sign with the AVID Centre to offer AVID courses.

1. AVID elective teachers must be trained in AVID pedagogy as developed by the AVID Centre.
 - Level 1: AVID Implementation for AVID Academic Elective Teacher
 - Level 2: Refining the High School AVID Academic Elective Class
2. School AVID Site Teams must participate in local, provincial and/or international AVID training institutes in preparation for AVID Site Certification.
3. An AVID library must be available as a resource for teachers.
4. There must be a trained AVID District Director within the school district.

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support academic success (Organizational skills, Note-taking and study skills, Test-taking skills, Communication and presentation skills, Research skills)
- Acquiring information about post-secondary opportunities

Rationale:

The mission of AVID is to ensure that students, and most especially the students in the academic middle, will be adequately prepared to enter post-secondary educational programs when they graduate from high school. Students in the academic middle are often under-achieving. With support, encouragement and individual determination, they can acquire the skills and knowledge that are necessary for academic success.

Organizational Structure:

Unit	Title	Time
Unit 1	Supporting Academic Success	25 hours
Unit 2	WICR Strategies	30 hours
Unit 3	Developing a College-going Culture	20 hours
Unit 4	AVID Tutorials	45 hours
	Total Hours	120

Unit/Topic/Module Descriptions:

AVID 11A

The first half of the AVID 11 course will be taught during the grade ten year and will be paired and integrated with the first half of the Planning 10 course.

Unit 1: Supporting Academic Success

Students will develop strategies to ensure academic success and to ensure that they will be prepared to enter academic post-secondary programs.

Curriculum Organizers and Learning Outcomes

Organizing for Success

It is expected that students will:

- Maintain an organized AVID master binder divided by subjects.
- Develop consistent use of an assignment calendar for each academic subject that shows when work is due, when work is finished and turned in.
- Maintain and use a student agenda to record and manage academic and extra-curricular commitments.

Curriculum Organizers and Learning Outcomes

Cornell Note-Taking

It is expected that students will:

- Develop consistent use of note-taking skills using the Cornell Note-Taking Method for all academic classes. These notes will be used as the basis for tutorials in AVID, review for tests, and support for assignments.
- Produce Cornell Notes for weekly binder checks.

Curriculum Organizers and Learning Outcomes

Research Skills

It is expected that students will:

- Develop research skills for all academic classes.
- Evaluate internet sources for credibility.
- Use technology to research and present information.
- Develop viewing skills to successfully analyze and learn from instructional films and computer generated reports and lessons.

Curriculum Organizers and Learning Outcomes

Test-Taking Skills

It is expected that students will:

- Develop and practice test-taking skills for academic class tests and for Provincial Examinations.

Curriculum Organizers and Learning Outcomes

Communication Skills

It is expected that students will:

- Produce concise notes and orally report out summaries during small group discussions.
- Collaborate in small groups to prepare and deliver short presentations.
- Demonstrate their understanding of the essential elements of successful oral communication by producing evaluations of small group presentations

Unit 2: WICR

The AVID class teaches the WICR skills required for success in academic content area, using the Write Path strategies. Write Path is an integrated reading and writing program for AVID and non-AVID content areas in grades 9-12, complete with teacher resource guides, student guides and reproducible activities. Carefully structured lesson plans for teachers focus on successful approaches to reading and writing in the content areas of English, Social Studies, Science, Mathematics and Languages.

Curriculum Organizers and Learning Outcomes

WICR - Writing to Learn

It is expected that students will:

- Develop the ability to write neat and complete notes, summaries and reflections in learning logs, group study logs, tutorial logs, and literature logs
- Develop an understanding of the importance of writing about what has happened in the class lectures and discussions, study groups and tutorials in order to reflect upon what has been learned.
- Use each step of the writing process in order to write successful narrative and expository essays. (Pre-write, Draft, Reader Response, Revise, Edit, Self-Evaluation)
- Complete written assignments in a report of an interview, biographical sketch and explanation of life goals.

Curriculum Organizers and Learning Outcomes

WICR – Inquiry Skills

It is expected that students will:

- Develop their understanding of Costa's 3 levels of Questioning.
- Demonstrate use of Costa's 3 Levels of Questioning in their preparation for, and participation in AVID Tutorials.
- Demonstrate use of Costa's 3 Levels of Questioning in their preparation for, and participation in Socratic Seminars and Philosophical Chairs.
- Participate in Socratic Seminars and demonstrate an understanding of the difference between dialogue and debate, the four elements of Socratic Seminars and the role and responsibilities of the participant.
- Develop critical thinking skills.
- Define and give examples of the basic terms of Logic: argument, premise, conclusion, truth, valid, invalid.
- Identify the differences between sound and unsound arguments.
- Develop inquiry skills to problem-solve and analyze issues in each academic subject area.

Curriculum Organizers and Learning Outcomes

WICR - Collaborative Learning Skills

It is expected that students will:

- Develop collaborative group study skills. They will employ these skills in Tutorials and during small-group discussion and projects.
- Develop listening skills that support interactions with others in class discussion and group activities.
- Contribute to establishing a positive culture of collaboration in the AVID classroom.
- Participate in Socratic seminars.

Curriculum Organizers and Learning Outcomes

WICR – Cross-Curricular Reading Skills

It is expected that students will:

- Develop and apply pre-reading strategies to a variety of fiction and non-fiction reading material.
- Develop and apply paraphrasing and summarizing strategies to reading material presented in their academic classes.
- Demonstrate an understanding of test-taking vocabulary and apply that knowledge to increase their success on examination.

- Identify and use knowledge of word origins to increase their vocabulary and word attack skills.
- Distinguish between denotative and connotative meaning of words.
- Compare and contrast the literary presentation of similarly themed material.

Unit 3: Develop a College-Going Culture

The Planning 10 outcomes clearly focus on preparing students for post-secondary transitions and there is considerable overlap between the outcomes of Planning and AVID. The outcomes listed in this section are only those that will not be covered or emphasized in Planning 10.

In AVID, students will become familiar with apprenticeship, college and university entrance requirements and programs at Canadian post-secondary institutions. They will identify potential career pathways and ensure that they will complete the necessary course pre-requisites in high school.

Curriculum Organizers and Learning Outcomes

Personal and Academic Goals

It is expected that students will:

- Identify areas of strength, interest and individual talent.
- Plan for ongoing personal and academic development.
- Research and document information about post-secondary educational opportunities and entrance requirements and fees for post-secondary programs.
- Develop a graduation plan for course selection for grades 11 and 12 which will ensure that entry requirements for post-secondary opportunities are met.
- Refine personal and academic goals.

Curriculum Organizers and Learning Outcomes

AVID Portfolio

It is expected that students will:

- Understand the AVID Portfolio requirements.
- Demonstrate their ability to collect evidence for their portfolio.

Unit 4: AVID Tutorials

In AVID Tutorials students employ Writing, Inquiry, Collaboration and Reading strategies to clarify subject matter in academic courses. Costa's 3 Levels of Inquiry guide their preparation of questions. One class each week is devoted to tutorials. During that time, students work together in small groups that are organized by academic

subjects to further their understanding of the subject material. Tutors who have been trained in AVID principles:

- Facilitate each tutorial group to maintain focus on the academic discussion.
- Guide the students through questioning to discover the best solution to each problem.

Curriculum Organizers and Learning Outcomes

Tutorials

It is expected that students will:

- Prepare questions for their tutorial based on Costa's 3 Levels of Inquiry.
- Summarize and reflect on their learning at the end of each tutorial.
- Demonstrate their ability to define a problem, develop an hypothesis, test the hypothesis and critically evaluate the result.
- Work collaboratively and respectfully with their peers and the AVID Tutors.
- Participate actively in the learning process by speaking, listening and interacting with the other tutorial participants.
- Use vocabulary appropriate to the subject area.

AVID 11B

The second half of the AVID 11 course will be taught during the grade 11 year and will be paired with the second half of the Planning 10 course.

Unit 1: Supporting Academic Success

Refine the organization and use of an AVID Master Binder, divided by subjects.

Curriculum Organizers and Learning Outcomes

Organizing for Success

It is expected that students will:

- Refine the organization and use of an AVID master binder divided by subjects.
- Independently organize and use an assignment calendar for each academic subject that shows when work is due, when work is finished and turned in.
- Routinely use, and independently maintain a student agenda to record and manage academic and extra-curricular commitments.
- Review and apply strategies for setting priorities to ensure a balance between school and extra-curricular commitments.

Curriculum Organizers and Learning Outcomes

Cornell Note-Taking

It is expected that students will:

- Refine the use of note-taking skills using the Cornell Note-Taking Method for all academic classes and routinely use these notes as the basis for preparation for Tutorials in AVID, studying for tests, and to organize their classroom notes.
- Produce Cornell Notes for weekly binder checks.
- Demonstrate the use of Summary in Cornell Note-Taking

Curriculum Organizers and Learning Outcomes

Research Skills

It is expected that students will:

- Refine their research skills for all academic classes.
- Use power-point to present information.
- Use technology to locate, sort and organize information for all academic classes.

Curriculum Organizers and Learning Outcomes

Test-Taking Skills

It is expected that students will:

- Review and practice test-taking strategies for multiple choice, short answer and essay examinations.
- Develop personal timelines, allocating time daily for study and review.
- Review and use techniques for improving memory and recall.
- Explain the impact of nutrition, exercise and sleep on learning.

Curriculum Organizers and Learning Outcomes

Communication Skills

It is expected that students will:

- Demonstrate proficiency with speaking in front of groups.
- Demonstrate an ability to facilitate and report out during small group discussions.
- Prepare and deliver individual presentations, using appropriate media, and/or technology.

Unit 2: WICR

Curriculum Organizers and Learning Outcomes

WICR – Writing to Learn

It is expected that students will:

- Refine their understanding of the writing process in order to write successful narrative and expository essays. (Pre-write, Draft, Reader Response, Revise, Edit, Self-evaluate)
- Complete written assignments in problem solving, comparison analysis and art and music evaluation.

Curriculum Organizers and Learning Outcomes

WICR – Inquiry Skills

It is expected that students will:

- Refine their use of Costa's 3 Levels of Questioning by using predominantly Level 2 & 3 questions for their academic notes and tutorial sessions and in classroom discussions.
- Independently use Costa's 3 Levels of Questioning in their preparation for and participation in AVID Tutorials.
- Independently use Costa's 3 Levels of Questioning in their preparation for, and participation in Socratic Seminars and Philosophical Chairs.

- Refine their skills in Socratic Seminars.
- Recognize and refute errors in reasoning (faulty analogy, circular reasoning, selected instances, emotional words and phrases, counter-examples)

Curriculum Organizers and Learning Outcomes WICR – Collaborative Learning Skills

It is expected that students will:

- Lead Socratic Seminars within the AVID class.
- Refine collaborative group study skills.
- Understand the value of active listening skills and recognize the application of these skills beyond the secondary school setting.
- Recognize the elements necessary to build a positive culture of collaboration within the classroom, and will initiate actions that contribute to that positive culture.

Curriculum Organizers and Learning Outcomes WICR – Cross-Curricular

It is expected that students will:

- Continue to identify and use knowledge of word origins to increase their vocabulary and word attack skills.
- Synthesize from multiple sources the content and ideas dealing with a single issue or author.
- Evaluate the aesthetic qualities of a literary work.

Unit 3: Developing a College-Going Culture

In AVID 11B, students will narrow their search of post-secondary institutions to those that offer programs of particular interest and relevance to their career interests. The emphasis in AVID will be on encouraging students to access academic post-secondary options.

Curriculum Organizers and Learning Outcomes Personal and Academic

It is expected that students will:

- Continue to research and access information about post-secondary educational programs, scholarships and bursaries.
- Design and complete a spreadsheet summarizing information about entry requirements and tuition at the post-secondary institutions that offer programs related to a specific career interest.
- Complete a comprehensive search of potential scholarships and bursaries and summarize data on a spreadsheet.
- Visit post-secondary institutions, attend recruiting presentations and career fairs.
- Develop a financial plan for post-secondary education.

Curriculum Organizers and Learning Outcomes

AVID Portfolio

It is expected that students will:

- Collect and reflect on evidence that will meet the AVID portfolio requirements.
- Develop portfolio-related presentations skills that include the use of technology.

Unit 4: AVID Tutorials

In Avid 11B, students are expected to take a leadership role on Tutorials and to be self-directed in their preparation for each tutorial session.

Curriculum Organizers and Learning Outcomes

Tutorials

It is expected that students will:

- Independently prepare questions for their tutorials using Costa's 2 and 3 Level Questions.
- Independently summarize and complete a written reflection on their learning at the end of each tutorial.
- Continue to participate actively in the Tutorial process by speaking, listening and interacting with tutorial participants.
- Demonstrate the ability to assume a leadership role as a facilitator in tutorial groups.

Instructional Component:

Direct Instruction
Indirect Instruction – student led
Interactive Instruction – collaborative
Interactive Instruction – AVID Motivational Activities
Independent Instruction – self directed
Role Modeling
Technology

Assessment Component:

20% Binder checks – organizational
40% Tutorial preparation, participation and learning logs
40% Assessment of curriculum, notes, quizzes, assignments, fieldtrips, ect.

Methods of assessment will include:

- Written Assignments
- Rubrics
- Anecdotal Records
- Self Evaluation
- Projects and Presentations
- Checklists
- Student/Tutor/Teacher Dialogue
- AVID Portfolio

Learning Resources:

AVID Library, AVID Publications, Videos
Implementing and Managing the AVID Program
College and Careers
Strategies for Success
Site Teams
Tutorials