

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – ELECTIVES**

COURSE TITLE:	AVID 8 (Advancement Via Individual Determination)
COURSE NUMBER:	009203
DEPARTMENT:	Electives
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	ALL
REQUIRED OR ELECTIVE:	Elective
PREREQUISITES:	None
BOARD OF EDUCATION ADOPTION:	6/20/95

~~6-12 ELECTIVE TEACHER RECOMMENDATION BASED ON TEST SCORES AND GPAS THAT SHOW A DISCREPANCY BETWEEN PERFORMANCE AND POTENTIAL.~~

GOURSE DESCRIPTION:

~~AVID is a college preparatory elective in which students learn the skills to be successful in school and college. Students learn to apply study, test taking, **time management**, **writing** and critical thinking/problem solving skills to the content of their other academic courses. Tutorials and study groups focus on individual students' needs.~~

~~Outside speakers, college field trips and career exploration helps students see the connection between school and their future lives. Students are encouraged to repeat the elective for three or four years during middle and high school.~~

COURSE OVERVIEW

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.

AVID 8

The 8th grade AVID Elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the 6th and 7th grade AVID courses. They will refine previous goals, focusing on their transition to high school as part of a college-preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing.

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Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon test-preparation and test-taking knowledge. Students will broaden their experience with analyzing text and utilizing appropriate reading strategies in various settings. They will become more involved in guest-speaker presentations and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college-preparatory testing and build connections with the high school they will attend.

MAJOR GOALS

~~1.1 Develop college-entry level skills~~ ~~1.2 Complete courses and tests required for college admission~~

~~1.3 Increase career awareness~~

~~1.4 Acquire attitudes and coping skills needed for academic success~~

PERFORMANCE OBJECTIVE

~~The students will be able to:~~

~~2.1 Writing Process~~

~~2.1.1 Develop ideas from first to final draft.~~

~~2.1.2 Write for different purposes and audiences.~~

~~2.1.3 Write competently without errors that distract from communication.~~

~~2.2 Study Techniques~~

~~2.2.1 Listen, take and rewrite notes.~~

~~2.2.2 Ask questions to increase understanding.~~

~~2.2.3 Manage study time effectively.~~

~~2.2.4 Read textbooks for meaning and understanding.~~

~~2.2.5 Organize material and prepare for tutorials and group discussions.~~

~~2.2.6 Utilize computers to do assignments.~~

~~2.3 Inquiry Method~~

~~2.3.1 Apply critical thinking skills to academic and real life problems.~~

~~2.3.2 Participate in Socratic discussion groups.~~

~~2.3.3 Acknowledge arguments/evidence based on logic and~~

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clear thinking.

CONTENT COMPONENTS

3.1 Academic Skills

~~3.1.1 Writing process: Prewriting, draft, response, revise, edit, final draft, publication~~

~~3.1.2 Writing modes: Biography, autobiography, problem/solution, evaluative, report of information, speculation about effects, story~~

~~3.1.3 Cornell note taking 3.1.4 Learning Logs 3.1.5 Library research 3.1.6 Test taking 3.1.7 Time management~~

~~3.1.8 Textbook reading 3.1.9 Critical thinking~~

~~3.2 Career and College information 3.2.1 Course and credit requirements for college 3.2.2 College admissions tests 3.2.3 College application procedures and financial aids 3.2.4 Career research and exploration 3.2.5 Review of academic course requirements for college~~

TIME ESTIMATES

4.1

~~Forty percent of instructional time is engaged in tutorials to support college prep curriculum.~~

4.2

~~Forty percent of time is devoted to skills development.~~

~~4.3 Twenty percent of class time involves motivational and enrichment activities. INSTRUCTIONAL MATERIALS 5.1 AVID Curriculum Guides 6-12~~

~~5.2 Textbooks and materials from college prep classes~~

~~5.3 Supplementary print, software, audio-visual materials including career, college, and motivational resources~~

EVALUATION OF STUDENT PROGRESS

6.1

~~Collections of student work~~

6.2-6.3

6.4

~~Career projects Oral participation and presentations~~

~~Writing assignments~~

~~6.5 Classroom quizzes and tests 6.6 Standardized tests 6.7. GPA~~

6.8-6.9

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 Completion of A-F requirements College or university admission

COURSE OBJECTIVES

AVID Elective 8 Content Standards

Grade 8
<u>AVID 8 Elective</u>

8th Grade Weeks at a Glance

Weeks at a Glance	Activities & Resources	
<u>Days 1-30</u>	<ul style="list-style-type: none"> ● AVID Overview ● SLANT ● Binder Introduction ● Five Facts About Me ● Social Contract ● Community Service Day of Action Project 	<ul style="list-style-type: none"> ● Study Buddy Contract ● Learning Logs ● Planner ● Intro to Focused Notes (FNT) ● Intro to Tutorials ● Active v. Passive Voice
<u>Days 31-60</u>	<ul style="list-style-type: none"> ● Tutorials ● Calculating GPA ● College Testing 	<ul style="list-style-type: none"> ● Passion Speeches ● Binders ● Focused Note-Taking
<u>Days 61-90</u>	<ul style="list-style-type: none"> ● Tutorials ● GPA Calculating and Goal Setting ● College Field Trip 	<ul style="list-style-type: none"> ● Argumentative Essay Unit ● Binder Reorganization ● Focused Note-Taking ● Field Trip
<u>Days 91-120</u>	<ul style="list-style-type: none"> ● Calculating GPA ● Goal Reflections ● Binders ● Career Unit 	<ul style="list-style-type: none"> ● Career Inventory ● Guest Speaker ● Tutorials
<u>Days 121-150</u>		

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	<ul style="list-style-type: none"> ● Calculating GPA and Goal Setting ● Critical Reading ● Six-year Plan 	<ul style="list-style-type: none"> ● Philosophical Chairs ● Descriptive Essay Unit ● Field Trip to High School
<p><u>Days 151-180</u></p>	<ul style="list-style-type: none"> ● Tutorials ● Calculating GPA ● Binder Focused Notes ● High School Transition Unit 	<ul style="list-style-type: none"> ● High School Guest Speaker ● Defining Success and Presentations

Committee Members:

College Now High
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