

10th GRADE STANDARDS

Course Description

10th 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. Additionally, students engage in activities around college and career opportunities, and exploring their own student agency.

During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID Curriculum Books Used:

AVID College and Careers, AVID Secondary Implementation Resource, AVID Writing for Disciplinary Literacy, AVID Critical Thinking and Engagement, AVID Tutorial Guide AVID Reading for Disciplinary Literacy, Preparing for College

Supplemental Materials could include the following:

AVID Weekly, Supporting Math in the AVID Elective, Write Path content books, Focused Note-Taking resources, my.avid.org Curriculum Resource Pages

Skill Sets

Reference

Student Agency

SA

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness

AP

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge

OK

- Advancing College Preparedness
- Building Career Knowledge

Student Empowerment

1. Explore and experience extracurricular and community service activities within the school and community
2. Evaluate the impact of decisions on the environment
3. a) Identify activities that assist with self-care and healthy habits
b) Identify areas that need attention and develop goals to address those areas
4. Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions
5. Develop a support network, including peers and adults, for academic and future success
6. Explore how individual motivators and self-monitoring of motivation impact academic performance
7. Seek help related to areas of need
8. Determine personal levels of grit and perseverance in relation to growth mindset
9. Establish self-awareness strategies and skills, including SLANT
10. Make connections between key learning points and new contexts

Leadership of Others

1. Identify traits connected to responsibility, integrity and ethical interactions with others
2. Pursue leadership opportunities across the school
3. a) Identify personal conflict management style
b) Transform passive and aggressive statements into constructive, assertive statements

Writing

1. a) Develop writing skills related to the argumentative mode of writing
b) Generate multiple ideas that support, explain, or enhance the writing topic or theme
c) Compose first drafts using ideas and information gathered during prewriting
2. Analyze a writing task to determine the purpose, format/style, and audience
3. Write multiple drafts with increased depth, based on feedback and observations
4. Analyze and edit the sentence structure of writing to create interest and complexity
5. Publish writing to entire class, such as an oral presentation
6. a) Take notes, with an emphasis on recording main ideas and important information
b) Take notes, with an emphasis on condensing information by using abbreviations/symbols/paraphrasing
7. Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

Inquiry

1. Develop inquiry skills through focused observations and analyses
2. Identify the specific point of confusion related to a misunderstood concept or problem
3. Determine if similar problems could be solved using the same steps/process
4. Reflect on learning to make connections between new learning and previous experiences
5. Reflect on learning strategies that were employed, if those learning strategies were effective, and how they could adjust their methods in the future
6. Reflect on a process that was utilized, if that process was effective, and how they could adjust their methods in the future
7. Brainstorm ideas for research topics to address a research prompt
8. Determine the relevance, validity, and reliability of information found within sources
9. Organize information, sources, and data that support the research prompt
10. Integrate quotes to support claims and reference text, while citing location
11. Publish research to entire class, such as an oral presentation

Collaboration

1. Hold self and peers accountable to following group norms about shared responsibility
2. Summarize points of agreement and disagreement from varying perspectives
3. Deepen relational capacity with classmates through effectively managing conflict
4. Establish norms and expectations around respectful interactions among group members
5. Ask clarifying questions to group members to facilitate understanding
6. Utilize technology to collaborate with classmates and community members
7. a) Distinguish between effective and ineffective language during interactions
b) Refine usage of non-verbal communication when speaking, including body language and eye contact
8. Demonstrate active listening skills during academic conversations
9. Utilize academic vocabulary when communicating
10. Speak effectively before small groups of peers

Organization

1. a) Refine usage of organizational tools (e.g. binders/eBinders, portfolios, or digital folders) and systems that support academic success
b) Maintain an activity log or tracking system of community extracurricular activities and hours
2. a) Utilize an organizational tool to record obligations and constraints on time
b) Demonstrate the process of backwards mapping
3. Identify the steps necessary to accomplish goals
4. Identify reasons for why progress is or isn't being made towards accomplishing goals
5. Apply visual frameworks to organize language and comprehend key concepts

Reading

1. Assess if a text is appropriate according to the reading purpose
2. a) Make predictions about the text using text features
b) Assess relevant prior knowledge and identify gaps
3. Utilize tools to deepen understanding of vocabulary
4. Mark the text to accomplish the reading purpose through the lens of a content expert
5. Extend beyond the text evaluating and synthesizing key learning

Advancing College Preparedness

1. Define key personal attributes for academic, social, and financial fit related to college selection
2.
 - a) Explore the significance of GPA at different stages of the academic journey
 - b) Explore college options and terminology
3. Evaluate personal level of readiness for scholarship eligibility
4.
 - a) Reflect on how academic plans and course completion support progress toward desired major
 - b) Determine which courses or opportunities align with college goals and plans
 - c) Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)
5.
 - a) Explore match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process
 - b) Prepare for college entrance exams

Building Career Knowledge

1. Define key personal attributes for academic, social, and financial fit related to career selection
2. Explore career fields and career pathways, including what resources and opportunities are available locally
3. Investigate best fit career fields based on academic, social, and financial fit
4. Reflect on how academic plans and course completion support progress toward desired career field