

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

COURSE TITLE:	AVID 6 Rotation (Advancement Via Individual Determination)
COURSE NUMBER:	069203
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 6

Some students may have previous experience with AVID Elementary, and some students will be experiencing AVID for the first time. The 6th grade AVID Elective course is an introduction to the AVID philosophy. Students will develop an awareness of the values accompanying academic goals and success. The course will focus on building students' self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist them in building vocabulary and understanding a variety of texts

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and will also focus on pre-writing techniques, summary writing, and structural components of note-taking. Students will increase college and career awareness through guest-speaker presentations, field-trip opportunities, and research.

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 clear thinking.~~

CONTENT COMPONENTS

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~~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

Completion of A-F requirements College or university admission

COURSE OBJECTIVES

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AVID Elective 6 Rotation Content Standards

Grade 6
<u>AVID 6 Elective</u>

6th Grade Weeks at a Glance

Weeks at a Glance	Activities & Resources	
<u>Days 1-30</u>	<ul style="list-style-type: none"> ● Introduction to AVID ● SLANT ● Binder Kick-Off 	<ul style="list-style-type: none"> ● Learning Logs ● Planner ● Intro to Focused Notes (FNT) ● Intro to Tutorials
<u>Days 31-60</u>	<ul style="list-style-type: none"> ● Tutorials ● Calculating GPA ● Costa's Levels of Inquiry ● Focused Note-Taking 	<ul style="list-style-type: none"> ● Binder ● Language of Higher Education ● Socratic Seminar ● Critical Reading
<u>Days 61-90</u>	<ul style="list-style-type: none"> ● Tutorials ● GPA Calculating and Goal Setting 	<ul style="list-style-type: none"> ● Narrative Essay Unit ● Binder ● Focused Note-Taking
<u>Days 91-120</u>	<ul style="list-style-type: none"> ● Academic Portfolio ● Critical Reading ● Philosophical Chairs ● GPA Calculating and Goal setting 	<ul style="list-style-type: none"> ● Short-Range, Mid-Range and Long-Range Goals ● Binder ● Career Unit
<u>Days 121-150</u>	<ul style="list-style-type: none"> ● Six-Year Plan Backwards Mapping ● Refining Tutorials ● College Field Trip ● Higher Order Thinking 	<ul style="list-style-type: none"> ● GIST Statements ● Cooperative Summaries ● Argumentative Essay
<u>Days 151-180</u>		

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	<ul style="list-style-type: none">• Tutorials• Calculating GPA• Binder Focused Notes• Leadership	<ul style="list-style-type: none">• Portfolio• Portfolio Presentations
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Committee Members:

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