

BALTIMORE COUNTY PUBLIC SCHOOLS

OFFICE OF AVID AND COLLEGE BOARD

AVID COURSE OF STUDY

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Foreword

All children are learners, and the innate drive within them to learn must be constantly encouraged and nurtured, never stifled. To adequately fulfill the right of our students to quality education, the various courses of study in the school system must and will continue to manifest rigorous content and competencies that every student is expected to achieve. In recent years, education in Baltimore County has undergone a seismic shift in certain areas, such as increasing diversity, workforce demands, and emerging technology. The school system is committed to meet those changes as opportunities to further adhere to the highest standards and provide all students the best education possible.

Education is a multi-dimensional process, especially today. Still, the primary goal of education is the preparation of students to become self-sufficient individuals who, while pursuing their own objectives in life, will contribute to the betterment of society. This aim incorporates the ideal that education will enable people to attain personal fulfillment through learning and, at once, adopt responsibilities for others and their total environment. Essentially, education should assist individuals in enriching their lives to the best of their abilities, expanding their horizons and world visions, and fulfilling their roles as citizens. And paramount, education must prepare students to be active "learners" for the entirety of their lives.

Curriculum comprises the framework upon which instruction and learning are founded. Many often choose to view curriculum as the product of a bunch of "what's good for:" what's good for the individual, what's good for the community, what's good for business, what's good for the country, what's good for society and culture, and so on – sometimes forgetting what's good for students. And though input from all of the aforementioned sources is necessary in developing curriculum, educators must ever keep in mind that learning is not the sole possession of schools or the classroom. Accordingly, curriculum should increasingly attend, among other demands, students' need to increase creative and strategic thinking and learning skills. For with such skills, students will continue the learning process far beyond their classroom environment and into their future years.

Dr. Joe A. Hairston
Superintendent

TABLE OF CONTENTS

Acknowledgements	2
Foreword	3
By Dr. Joe A. Hairston, Superintendent of the Baltimore County Public Schools	
Introduction	5
Sequence of Courses	6
Middle School Courses	6
High School Courses	6
AIM Objectives	7
AVID Grade 7	7-9
AVID Grade 8	10-12
AVID I (Grade 9)	13-14
AVID II (Grade 10)	15-16
AVID III (Grade 11)	17-18
AVID IV Honors (Grade 12)	19-20
AVID Tutorial	21
Summary	22

INTRODUCTION

AVID is a nationally recognized academic support program designed to prepare students who are in the academic middle for college eligibility and success. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID targets those students in the middle, underachievers, and/or students with limited or no exposure to college preparatory information. These are students who have the desire to go to college and the willingness to work hard. AVID's college readiness goals parallel College Board's college readiness goals. AVID gives students access and opportunities to participate in rigorous courses such as Advanced Placement. AVID helps students with organizational, time management, critical thinking, reading, writing, and speaking skills.

In 2002, under the leadership of Superintendent, Dr. Joe A. Hairston, AVID was launched to improve student achievement for all students as indicated in the *Blueprint for Progress*, the foundational document for improving student achievement. AVID is in high schools and will expand to four middle schools in 2008/2009. AVID began in the Office of Equity and Assurance.

In 2005-2006, AVID was transitioned to the Division of Curriculum and Instruction. AVID performance standards are aligned with the *Blueprint for Progress* and the *Voluntary State Curriculum*. The AVID curriculum is based on rigorous standards. The base for daily instruction is the WICR method, which stands for writing, inquiry, collaboration, and reading. AVID curriculum is used in AVID elective classes, in content-area classes in AVID schools, and also, in schools where the AVID elective class is not offered.

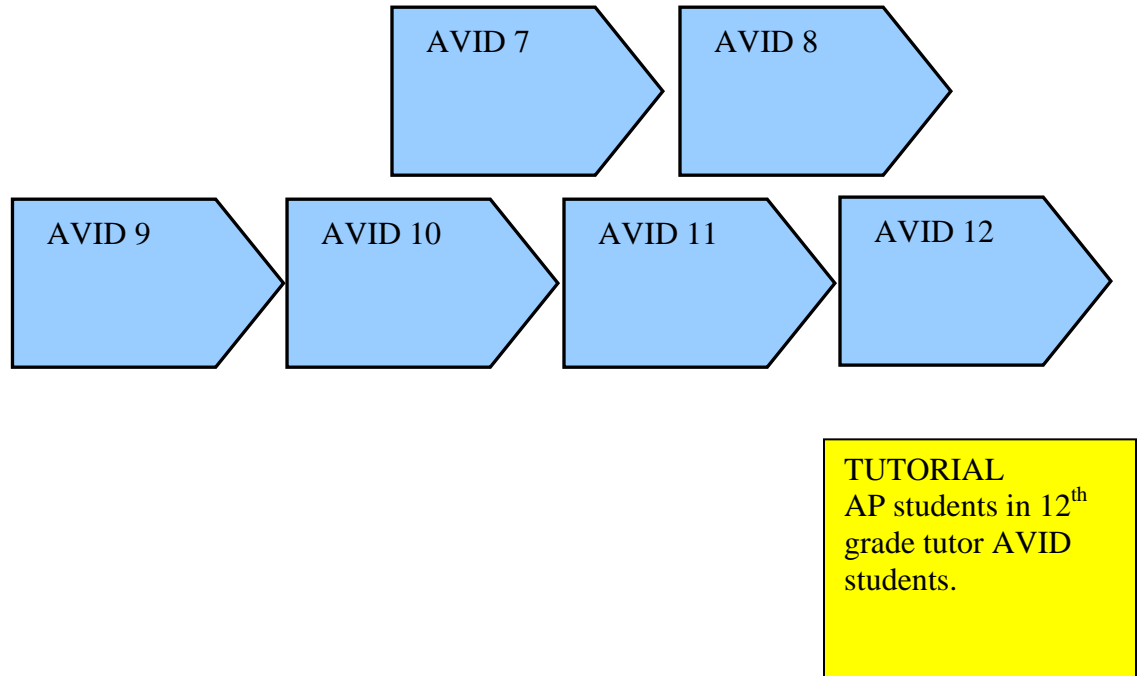
AVID is not a "stand alone" curriculum. AVID is a cross curricular intervention and academic support that crosses all curricula. Its rigorous strategies are embedded in core and non-core curricula. A well-developed AVID program is designed as a catalyst to comprehensive reform of a school's entire instructional program because it involves a schoolwide transformation that focuses on core academic rigorous instruction.

The systemic use of AVID instructional strategies in Baltimore County Public Schools ensures that the education of our students is founded on research-based best practices that support the need for effective instruction and improved achievement for all students as mandated in the *Blueprint for Progress*. These strategies are grounded in the WICR methodology and serve to transform students from passive learners into active classroom contributors, problem solving collaborators, and critical thinkers.

In 2008, the Office of AVID and College Board embarked upon writing AVID curriculum using the Articulated Instruction Module (AIM) to construct Scope and Sequence from Grade 6 to Grade 12. AIM provided the structure and format to increase rigor, consistency, and curriculum alignment for curriculum that is written, taught, and assessed. In addition, using behavioral objectives to write lessons clarified with specificity what teachers, administrators, students, parents, and community members need to know regarding what, when, and how students are learning. AIM offers an important communication tool on students' learning and achievement for varied publics.

SEQUENCE OF COURSES

AVID is an elective course in the middle school and high school. The Office of AVID and College Board and curriculum writing teams aligned the National AVID Standards with the standards of the *Blueprint for Progress* and the Voluntary State Curriculum to develop a continuous alignment of Objectives, Knowledge and Skills Indicators (KSIs), and Activities. Assessments are embedded in the activities; however, additional assessments will be developed.



AIM OBJECTIVES MIDDLE LEVEL

AIM objectives are very similar for each AVID course in Grade 7 and Grade 8. However, instruction is differentiated with the AIM activities and assessments. In this section, to illustrate the instructional differentiation, examples of AIM objectives and knowledge and skills indicators (KSIs) are included.

AVID Grade 7

The AVID Grade 7 course is an elective class for college bound students who are academically in the middle. In the AVID Grade 7 course, students receive the basic foundational skills and strategies to succeed in the upcoming rigorous classes in middle and high school. The AVID Grade 7 course provides academic, tutorial, career goal planning and social support for students through the AVID curriculum, AVID Middle School Libraries with a focus on WIC-R (Writing, Inquiry, Collaboration, and Reading), and college readiness experiences. Students will learn and apply skills and learning strategies to improve achievement in all academic courses. Skills include note-taking, outlining, writing, speaking, reading, test-taking strategies, maintaining organized notebook binders, increasing self awareness, and identifying interests aligned with academics and college exploration. Enrollment in rigorous and Pre-AP courses is encouraged.

COURSE OBJECTIVES

- O-1 The student will evaluate personal interests and academic goals to create a graphic organizer that identifies at least three obtainable milestones and compose quarterly reflections on their progress and accomplishments.
 - KSI-A Illustrate personal and academic goals for next six years and connect to three personal interests, talents, and abilities.
 - KSI-B Evaluate illustration of goals and add milestones and accomplishments.
 - KSI-C Write a reflection on illustration of goals, milestones and accomplishments.

- O-2 The student will synthesize personal and academic goals by creating a six year plan that includes high school course choices, GPA goals, and research for at least two post secondary options after graduation.

- O-3 The student will implement organizational strategies to maintain records that result in 80% proficiency or above using the Binder Check Rubric.

- O-4 The student will develop and apply Cornell Notetaking strategies in all academic courses by achieving a satisfactory level of 4 or above using the Cornell Notes Rubric.

- O-5 The students will collaborate and apply tutorial and inquiry processes daily with an 80% proficiency in all academic courses.

- O-6 The student will employ inquiry skills to solve problems and analyze issues in core subject areas by categorizing levels of inquiry and composing at least two of Costa's level one, two, and three questions to further evaluate weekly content.

- O-7 The student will analyze and apply research skills, including the use of technology, to core academic content by identifying the six steps of research and completing a research paper, including at least two credible resources with at least three notes cards per source.
- O-8 The student will reflect on effective test taking strategies to prepare at least one sample assessment per unit of study in core content classes and by identifying and correcting errors after assessments have been returned in all classes.
- O-9 The student will develop and apply effective public speaking skills for interpersonal communication by creating at least one original informative speech for AVID that uses at least ten public speaking strategies.
- O-10 The student will demonstrate and evaluate listening skills to create an assessment that identifies at least 5 strategies focused on developing each student's effective listening skills.
- O-11 The student will judge the value of instructional media by practicing at least five active viewing skills and developing at least three level two or three questions about content presented in the media.
- O-12 The student will design and manage a portfolio from all academic classes to synthesize 15-20 artifacts and compose at least two written reflections that formulate conclusions based on areas of development.
- O-13 The student will compare and apply Writing to Learn strategies and writing strategies by composing written documents across the curriculum at or above an 80% mastery level.
- O-14 The student will synthesize listening, note-taking, interviewing, and discussion skills to create a reflective presentation that compares at least two post-secondary options.
- O-15 The student will use technology to research, compare, and report on at least two career options, including at least three institutions in the region that offer that career path, and the sequence of events that need to be followed to reach the goal.
- O-16 The student will apply etymology to sample college admissions tests with at least 70% accuracy on the vocabulary portion.
- O-17 The student will demonstrate cross-curricular test taking skills and strategies by improving scores on a practice college assessment by at least 15%.
- O-18 The student will implement each step of the writing process to compose narrative and expository essays at in 80% proficiency or above using the Six Plus One Rubric.
- O-19 The student will demonstrate critical reading skills to generate at least 3 graphic organizers that illustrate word attack skills and literary devices for vocabulary.

- O-20 The student will analyze informational materials to increase reading comprehension by annotating text from a core academic class on a weekly basis.
- O-21 The student will evaluate at least three multi-cultural works of literary merit by identifying characteristics such as theme, tone, point of view, realism, and setting.
- O-22 The student will model verbal and non-verbal communication skills to deliver and evaluate two to four oral presentations.
- O-23 The student will apply a variety of techniques for solving equations, graphing, and problem-solving to complete a sample MSA algebra assessment with at least 80% accuracy.

AVID Grade 8

The AVID Grade 8 course is an elective class for college bound students who are academically in the middle. It provides academic, tutorial, career goal planning and social support for students through the AVID curriculum and AVID Middle School Libraries with a focus on WIC-R (Writing, Inquiry, Collaboration, and Reading). AVID 8 students develop and reinforce attitudes, skills, and knowledge to successfully enter and complete rigorous coursework in high school. Students will learn and apply study skills and learning strategies to improve performance in all academic courses. Note-taking, outlining, writing, speaking, reading, test taking strategies, maintaining organized notebook binders, self-awareness, and preparation for PSAT are stressed in this course. Students are encouraged to take higher level courses, such as Algebra I and Concepts of Physical Science, and receive introductory information and direction regarding Pre AP classes in high school. In addition, the AVID Grade 8 course includes college motivational activities.

COURSE OBJECTIVES

- O-1 The student will evaluate personal interests and academic goals to create a graphic organizer that identifies at least three obtainable milestones and compose quarterly reflections on their progress and accomplishments.
 - KSI-A Re-assess six year academic goals from sixth and seventh grade and set goals for transition to high school.
 - KSI-B Analyze effective ways to work toward goals and overcome fears.
 - KSI C- Create a timeline of goals for next five years.
- O-2 The student will synthesize personal and academic goals by creating a six year plan that includes high school course choices, GPA goals, and research for at least two post secondary options after graduation.
- O-3 The student will implement organizational strategies to maintain records that result in 80% proficiency or above using the Binder Check Rubric.
- O-4 The student will develop and apply Cornell Notetaking strategies in all academic courses by achieving a satisfactory level of 4 or above using the Cornell Notes Rubric.
- O-5 The students will collaborate and apply tutorial and inquiry processes daily with an 80% proficiency in all academic courses
- O-6 The student will employ inquiry skills to solve problems and analyze issues in core subject areas by categorizing levels of inquiry and composing at least two of Costa's level one, two, and three questions to further evaluate weekly content.
- O-7 The student will analyze and apply research skills, including the use of technology, to core academic content by identifying the six steps of research and completing a research paper, including at least two credible resources with at least three notes cards per source.

- O-8 The student will reflect on effective test taking strategies to prepare at least one sample assessment per unit of study in core content classes and by identifying and correcting errors after assessments have been returned in all classes.
- O-9 The student will develop and apply effective public speaking skills for interpersonal communication by creating at least one original informative speech for AVID that uses at least ten public speaking strategies.
- O-10 The student will demonstrate and evaluate listening skills to create an assessment that identifies at least 5 strategies focused on developing each student's effective listening skills.
- O-11 The student will judge the value of instructional media by practicing at least five active viewing skills and developing at least three level two or three questions about content presented in the media.
- O-12 The student will design and manage a portfolio from all academic classes to synthesize 15-20 artifacts and compose at least two written reflections that formulate conclusions based on areas of development.
- O-13 The student will compare and apply Writing to Learn strategies and writing strategies by composing written documents across the curriculum at or above an 80% mastery level.
- O-14 The student will synthesize listening, note-taking, interviewing, and discussion skills to create a reflective presentation that compares at least two post-secondary options.
- O-15 The student will use technology to research, compare, and report on at least two career options, including at least three institutions in the region that offer that career path, and the sequence of events that need to be followed to reach the goal.
- O-16 The student will demonstrate cross-curricular test taking skills and strategies by improving scores on a practice college assessment by at least 15%.
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- O-18 The student will implement each step of the writing process to compose narrative and expository essays at in 80% proficiency or above using the Six Plus One Rubric.
- O-19 The student will demonstrate critical reading skills to generate at least 3 graphic organizers that illustrate word attack skills and literary devices for vocabulary.
- O-20 The student will analyze informational materials to increase reading comprehension by annotating text from a core academic class on a weekly basis.

- O-21 The student will evaluate at least three multi-cultural works of literary merit by identifying characteristics such as theme, tone, point of view, realism, and setting.
- O-22 The student will model verbal and non-verbal communication skills to deliver and evaluate two to four oral presentations.
- O-23 The student will apply a variety of techniques for solving equations, graphing, and problem-solving to complete a sample MSA algebra assessment with at least 80% accuracy.

AVID I (Grade 9)

The AVID I (Grade 9) course is an elective class for college bound students. It provides academic, tutorial, career goal planning, and social support for students through the AVID curriculum (WIC-R) and AVID High School Libraries focus on Writing, Inquiry, Collaboration, and Reading. To ensure success in college-prep courses, students work independently and as partners, as well as in teacher and tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, test-taking strategies, maintaining organized notebook binders, self-awareness, and preparation for PSAT online are stressed. Students receive introductory information and direction regarding AP classes and may participate in AP classes. In addition, the AVID course includes college motivational activities.

COURSE OBJECTIVES

- O-1 The student will generate and monitor personal and academic goals by designing and revising 5-10 plans and strategies.
 - KSI-A Write measurable academic and personal goals that commensurate with individual talents and abilities via the “Life Goals Essay.”
 - KSI-B Name four personality traits and explain the connection to academic success.
 - KSI-C List the steps for good decision making and demonstrate application in writing in personal and academic situations.
 - KSI-D Apply goals and good decision making to maintain at least a 2.0 GPA.
- O-2 The student will implement organizational and study skills strategies resulting in 80% proficiency or above using the Binder Check Rubric.
- O-3 The student will create plans for academic success by incorporating time management strategies at 80% proficiency.
- O-4 The student will apply Cornell Note taking strategies by achieving a satisfactory level of 4 or above on the Cornell Notes Rubric.
- O-5 The student will engage in collaboration by using communication and team building skills to achieve a C or above in all academic courses.
- O-6 The student will employ various levels of inquiry eight to ten times weekly through oral and written discourse across the curriculum.
- O-7 The student will articulate and apply tutorial and inquiry processes daily with an 80% or above proficiency in all academic courses.
- O-8 The student will analyze and integrate test taking strategies to monitor and to improve performance at or above county, state, and national assessment average scores.
- O-9 The student will apply Writing to Learn strategies and writing strategies by composing written documents across the curriculum at or above an 80% mastery level.

- O-10 The student will apply college readiness skills through rigorous course instruction, college awareness, research and planning by performing at or above county, state, and national assessment average scores.
- O-11 The student will employ writing strategies through the use of the writing process by composing 3-5 three-part essays.
- O-12 The student will collect and refine reading strategies by analyzing 5-10 rigorous texts.
- O-13 The student will combine and evaluate oral communication skills in 3-5 presentations.
- O-14 The student will use *The Official SAT Study Guide* and/or *The ACT Exam Secrets Study Guide* and available resources such as www.collegeboard.com and www.act.org/aap to perform at or above the county, state, and national assessment average scores.

AVID II (Grade 10)

The AVID II (Grade 10) course continues with the AVID WIC-R curriculum, advancing to more rigorous individual and small-group instruction in support of all the student's academic courses, and college-awareness activities. Instructional emphasis is on writing skills and helping students to successfully pass High School Assessments. Students continue to receive instruction and practice using PSAT online. Students are provided guidance and support in preparation for enrollment in AP classes. AVID tutorials meet individual and group needs for real-time academic support through teacher or tutor-led collaborative work. Tutors serve as role models and as sources of information about college life and expectations. By the end of this course, students are expected to enroll in one or more AP courses.

COURSE OBJECTIVES

- O-1 The student will generate and monitor personal and academic goals by designing and revising 5-10 plans and strategies.
 - KSI-A Write an expository essay that reflects at least three personal interests, talents, and abilities via the "Life Goals" essay.
 - KSI-B List behaviors of a responsible student and demonstrate these behaviors in and out of the classroom using Student Self-Assessment Report.
 - KSI-C Create and employ an academic development plan to ensure success in all core academic subjects during the school year.
 - KSI-D Apply goals and good decision making to maintain at least a 2.5 GPA.
- O-2 The student will implement organizational and study skills strategies resulting in 80% proficiency or above using the Binder Check Rubric.
- O-3 The student will incorporate time management strategies by employing agendas, backwards mapping, and goal setting strategies.
- O-4 The student will apply Cornell Note taking strategies by achieving a satisfactory level of 4 or above on the Cornell Notes Rubric.
- O-5 The student will engage in collaboration by using communication and team building skills to achieve a C or above in all academic courses.
- O-6 The student will employ various levels of inquiry eight to ten times weekly through oral and written discourse across the curriculum.
- O-7 The student will articulate and apply tutorial and inquiry processes daily with an 80% or above proficiency in all academic courses.
- O-8 The student will analyze and integrate test taking strategies in order to monitor and perform at or above county, state, and national assessment average scores.
- O-9 The student will glean Writing to Learn strategies and writing strategies by composing written documents across the curriculum at or above an 80% mastery level.

- O-10 The student will apply college readiness skills through rigorous course instruction, college awareness, research and planning by performing at or above county, state, and national assessment average scores.
- O-11 The student will employ writing strategies through the use of the writing process by composing 3-5 three-part essays.
- O-12 The student will collect and refine reading strategies by analyzing 5-10 rigorous texts.
- O-13 The student will combine and evaluate oral communication skills in 3-5 presentations.
- O-14 The student will use *The Official SAT Study Guide* and/or *The ACT Exam Secrets Study Guide* and available resources such as www.collegeboard.com and www.act.org/aap to perform at or above the county, state, and national assessment average scores.

AVID III (Grade 11)

The AVID III (Grade 11) course is an elective class for students who are college bound. To ensure success in college-prep courses, students work independently, as well as in teacher or tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, SAT preparation, and self-awareness are stressed. The course provides college motivational and career exploration activities. Students use problem solving and decision-making skills. In addition, students work independently and with others in a variety of settings using critical thinking skills to organize information acquired from a variety of sources such as electronic technology and research. AVID III students begin to complete writing, reading, and research projects as required in the College Readiness Curriculum. By the end of this course, students are expected to enroll in at least two or more AP courses.

COURSE OBJECTIVES

- O-1 The student will generate and monitor personal and academic goals by designing and revising 5-10 plans and strategies.
 - KSI-A Write an expository essay that evaluates and reviews academic and personal goals for college and career within the “Life Goals” essay.
 - KSI-B Identify colleges that match academic and personal goals by using college search engines, brochures, and other college material in order to complete the College Comparison Worksheet.
 - KSI-C Prepare and employ a summer academic action plan that incorporates reading/writing/math skill development as well as community involvement in preparation for college entrance.
 - KSI-D Apply goals and good decision making to maintain at least a 3.0 GPA.
- O-2 The student will implement organizational and study skills strategies resulting in 80% proficiency or above using the Binder Check Rubric.
- O-3 The student will incorporate time management strategies by employing agendas, backwards mapping, and goal setting strategies.
- O-4 The student will apply Cornell Note taking strategies by achieving a satisfactory level of 4 or above on the Cornell Notes Rubric.
- O-5 The student will engage in collaboration by using communication and team building skills to achieve a C or above in all academic courses.
- O-6 The student will employ various levels of inquiry eight to ten times weekly through oral and written discourse across the curriculum.
- O-7 The student will articulate and apply tutorial and inquiry processes daily with an 80% or above proficiency in all academic courses.
- O-8 The student will analyze and integrate test taking strategies in order to monitor and perform at or above county, state, and national assessment average scores.

- O-9 The student will glean Writing to Learn strategies and writing strategies by composing written documents across the curriculum at or above an 80% mastery level.
- O-10 The student will apply college readiness skills through rigorous course instruction, college awareness, research and planning by performing at or above county, state, and national assessment average scores.
- O-11 The student will employ writing strategies through the use of the writing process by composing 3-5 three-part essays.
- O-12 The student will collect and refine reading strategies by analyzing 5-10 rigorous texts.
- O-13 The student will combine and evaluate oral communication skills in 3-5 presentations.
- O-14 The student will use *The Official SAT Study Guide* and/or *The ACT Exam Secrets Study Guide* and available resources such as www.collegeboard.com and www.act.org/aap to perform at or above the county, state, and national assessment average scores.

AVID IV HONORS (Grade 12)

The AVID IV Senior Seminar is the culmination of the students' years in the AVID program. Like all AVID courses, it encompasses WIC-R curriculum and tutors. The course involves substantial critical reading and writing, as well as preparation for weekly Socratic Seminars. Students working with tutors are expected to eventually act as moderators for Socratic Seminars. Students receive support in test-readiness for external exams such as AP and International Baccalaureate. Students enrolled in the Senior Seminar are required to complete weekly timed writings and analytical discourses in subjects across the curriculum. AVID IV students increase completion of more complex and in-depth writing, reading, and research projects as required in the College Readiness Curriculum. In addition, students are required to make written and oral presentations to the class on topics related to college admissions, contemporary issues, and social concerns. During this course, students are expected to apply for admission to several colleges and/or universities.

COURSE OBJECTIVES

- O-1 The student will generate and monitor personal and academic goals by designing and revising 5-10 plans and strategies.
 - KSI-A Compose a college admissions essay which reflects the most recent "Life Goals" essay and illustrate accomplishments by creating an electronic portfolio.
 - KSI-B Create a personal timeline for completion of the College Admissions Checklist for senior year.
 - KSI-C Apply goals and good decision making to maintain a 3.0 to 3.5 GPA.
 - KSI-D Analyze how goals and good decision making contribute to maintaining a range of 3.0 to 3.5 using the "GPA Goal Setting" document.
- O-2 The student will implement organizational and study skills strategies resulting in 80% proficiency or above using the Binder Check Rubric.
- O-3 The student will create plans for academic success by incorporating time management strategies at 80% proficiency.
- O-4 The student will apply Cornell Note taking strategies by achieving a satisfactory level of 4 or above on the Cornell Notes Rubric.
- O-5 The student will engage in collaboration by using communication and team building skills to achieve a C or above in all academic courses.
- O-6 The student will employ various levels of inquiry eight to ten times weekly through oral and written discourse across the curriculum.
- O-7 The student will articulate and apply tutorial and inquiry processes daily with an 80% or above proficiency in all academic courses.
- O-8 The student will analyze and integrate test taking strategies to monitor and to improve performance at or above county, state, and national assessment average scores.

- O-9 The student will apply Writing to Learn strategies and writing strategies by composing written documents across the curriculum at or above an 80% mastery level.
- O-10 The student will develop and apply college readiness skills through rigorous course instruction, college awareness, research and planning by performing at or above county, state, and national assessment average scores.
- O-11 The student will employ writing strategies through the use of the writing process by composing 3-5 three-part essays.
- O-12 The student will collect and refine reading strategies by analyzing 5-10 rigorous texts.
- O-13 The student will combine and evaluate oral communication skills in 3-5 presentations.
- O-14 The student will use *The Official SAT Study Guide* and/or *The ACT Exam Secrets Study Guide* and available resources such as www.collegeboard.com and www.act.org/aap to perform at or above the county, state, and national assessment average scores.

AVID Tutorial

The AVID tutorial is a practicum course for Grade 12 AP students who are not in an AVID class. The AVID school coordinators offer tutorial training for the AP students. Grade 12 AP students assist AVID students in the tutorial session with Socratic questioning so that the AVID students will take responsibility for their learning and actively engage in the learning process. The AVID tutorial process uses the AVID curriculum, writing, inquiry, collaboration, and reading skills. Grade 12 AP students are academic coaches who assist students with organizational and time management skills, research, rigorous learning, and college preparatory requirements to help them transition successfully to college.

COURSE OBJECTIVES

- O-1 The AP student tutor will employ and evaluate organizational techniques to ensure academic success.
- O-2 The AP student tutor will model and appraise effective time management strategies to manage personal and academic endeavors.
- O-3 The AP student tutor will apply and assess various levels of inquiry across the curriculum.
- O-4 The AP student tutor will facilitate the effective implementation of collaborative skills in order to improve all academic outcomes.
- O-5 The AP student tutor will coach college readiness skills in order to prepare students for college entrance exams.
- O-6 The AP student tutor will employ and assess “Writing to Learn” strategies across the curriculum.

SUMMARY

The AVID Course is designed to be tailored to the academic middle learner, though its actual reach is beyond the school environment itself. The nature of the design of the course is intended to address achievement gaps, introduce rigor, identify the underachiever, and to motivate and support these specific students. In essence, the content knowledge, skills and test-taking strategies that are a part of this course are aligned with guiding the AVID student toward success on the entrance and placement exams in two-year community colleges, specifically the AccuPlacer, technical schools, other post-secondary schools, and the workplace, as well as directing them toward four-year programs at colleges and universities. The AVID skills are transferable from the academic world to the civic life following the secondary and post-secondary academic world. The content and skill standards are intended to address the lack of rigor from previous experience with the goal of helping students develop the capacity to undertake content that is personally and emotionally challenging. The exposure to and development of critical reading, writing, and math skills seeks to allow these underachieving students to contribute to society as productive citizens with the skills to enter college and eventually the workplace.