

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

Course Title: AVID IV Senior Seminar (#0911)	
Rationale: To ensure that all students, especially students in the middle with academic potential: <ul style="list-style-type: none">- Will succeed in a rigorous curriculum- Will enter mainstream activities of the school- Will increase their enrollment in four-year colleges, and- Will become educated and responsible participants and leaders in a democratic society.	
Course Description: The AVID IV Senior Seminar course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep course work, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities. The AVID Curriculum focuses on Writing, Inquiry, Collaboration and Reading (WICR) through the AVID High School Libraries in both teacher and tutor led activities.	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) – The AVID Curriculum provides a matrix of support to ensure students are successful in meeting the standards of their core curriculum courses. In addition there are many activities that directly reinforce content standards for English, Social Science, Math and Science.	
Length of Course: Two semester, year long course	
Grade Level: 12 th	
Credit: <ul style="list-style-type: none"><input checked="" type="checkbox"/> Number of units: 10 credits<input checked="" type="checkbox"/> Meets graduation requirements<input checked="" type="checkbox"/> Request for UC "a-g" requirements<input checked="" type="checkbox"/> College Prep<input checked="" type="checkbox"/> Elective<input type="checkbox"/> Vocational	

Prerequisites:

- Recommended 2.0 – 3.5 GPA
- Enrollment in Algebra 2 or Adv. Algebra 2
- Successful completion of the Freshman, Sophomore, and Junior AVID Program or student interview
- High student motivation and student attitude
- Parent contract
- Teacher recommendation

Department(s):**District Sites:** EDHS & UMHS**Board of Trustees Adoption Date:** January 25, 2005**Textbook(s)/Instructional Materials:**

The AVID High School Curriculum Library includes the Implementation Library, the Writing Library, the College and Careers Library, the Strategies for Success Library, the Site Team Library, and the tutorial Library. All materials are designed for grades 9-12. The following is a list of the Students Guides for grades 9-12:

1. AVID Writing Curriculum. AVID Center. 1996
2. AVID College and Careers. AVID Center. 1996
3. AVID Strategies for Success. AVID Center. 1996
4. AVID Subject Area Tutorial. AVID Center. 1996
5. IVY League Prep.
6. Barron's PSAT/NMSQT. Barron's Education Series, Inc. 1997.
7. 10 Real SAT's.
8. Touchstone SAT Study Guide
9. Touchstone SAT Discussion Guides for Socratic seminars

Date Adopted by the Board of Trustees:

June 14, 2005

EL DORADO UNION HIGH SCHOOL DISTRICT
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Course Title: AVID IV Senior Seminar (Advancement Via Individual Determination)

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4. Refine development of writing skills through additional assignments based on the above (April/May)		
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2. Critique validity in the logic of arguments found in readings		
3. Analyze recognized works of world literature from a variety of authors		
4. Analyze philosophical and/or political arguments		

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UNIT #1 College and Careers

GOAL: Students will develop strategies to identify and fulfill personal and academic goals
Students will also develop college awareness within a school wide college-going culture so they have the opportunity to be ready for the application process for a four year college.

OBJECTIVES	SUGGESTED ACTIVITIES
Students will make appropriate decisions; identify interest, talents and abilities. Research and finalize college choices.	Register and take Fall SAT/SAT II and ACT. Attend fall College Fair. Complete suggested activities and college and careers in the College and Careers Student Guide.
Identify and complete college applications. Complete FAFSA and scholarship applications	Access Career Center and obtain and complete college and scholarship applications.
Finalize the senior college portfolio. Complete school to professional plan.	Collect and maintain samples of core work and activity logs. Keep Master education Plan, Extracurricular Log and personal journal current. Portfolio presentation to the AVID class.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
1. Activities support content area standards in core curriculum.

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UNIT #2 AVID Strategies for Success

GOAL: Students will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities.

Objectives	SUGGESTED ACTIVITIES
To keep an organized notebook and develop advanced note taking skills.	To use Cornell notes and maintain a binder.
Refine and improve time management skills.	Complete Strategies for Success. Time management activities.
Improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar.	Socratic seminars, structured debates, and suggested activities in AVID Student Guide.
To achieve success in AP/Honors and core curriculum classes,	Regular tutorial session.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
1. Activities support content area standards in core curriculum.

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UNIT #3 Writing Curriculum

GOAL: Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions. This will include writing their college personal statement and scholarship essays.

OBJECTIVES	SUGGESTED ACTIVITIES
Students will prepare college personal statements.	Practice writings.
Demonstrate analytical writing at a college level in a variety of discourse modes.	Students will complete a research and evaluation paper.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
1. Activities support content standards in core curriculum.

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UNIT #4 Reading

GOAL: Students will develop cross curricular reading skills through using their own knowledge of word origins and word relationships as well as historical and literacy context clues to determine the meaning of specialized vocabulary.

OBJECTIVES	SUGGESTED ACTIVITIES
Chose a core literature piece and create a dialectical journal.	Make regular entries in journal.
Analyze various works of literature.	Participate in analytical discussions in tutorial.
Build strategies for improved reading comprehension for success on SAT/SAT II and ACT.	Various practice reading strategies from "The College Path –AVID". Ivy League Press and Touchstone guides. Practice tests.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
1. Activities support content area standards in core curriculum.

AVID 12

AVID - Advancement Via Individual Determination

Basic Course Information

Title:

AVID 12

Transcript abbreviations:

AVID Senior Seminar

Length of course:

Full Year

Subject area:

College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?

No

Grade levels:

12th

UC honors designation?

No

Course learning environment:

Classroom Based

Course Description

Course overview:

This fourth sequence of 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, strengthen metacognitive development, analytical reading and writing, communication skills, 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. In the 12th grade year, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will

prepare for college through the use of inquiry based collaborative study groups utilizing higher order thinking questioning techniques.

Prerequisites:

AVID 9 (Recommended)

AVID 10 (Required)

AVID 11 (Required)

Co-requisites:

One AP or Dual Enrollment course (Recommended)

Course content:

Unit 1 Character Development

Self-Awareness

1. Understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students
2. Serve as a mentor and role model to younger AVID student
3. Prepare to successfully resolve conflicts and disputes that may arise in college (e.g., roommates, professors)
4. Apply for scholarships that align with abilities, talents and interest

Goals

1. Monitor progress toward goals regarding the college application process
2. Continue developing academic strengths with the incorporation of college level courses with a focus on academic stretch
3. Break goals down into achievable action steps and monitor progress regularly
4. Assess areas of potential weakness and plan appropriately to break poor habits of mind
5. Reflect upon previous three years' goals and determine successes and challenges in Reaching those goals
6. Design appropriate short- and mid-term goals, which take into account many of the critical aspects of senior year, including college acceptance, GPA, college entrance testing, community service and college level coursework
7. Determine a new/revised long-term goal (which will take three to five years to accomplish)

Community and School Involvement

1. Continue with selected school activities/clubs, seeking out positions of leadership
2. Consider putting on community service/service learning activity within collaborative groups
3. Track community service hours and extracurricular activity participation in a multi-year student portfolio
4. Research and apply for potential scholarships associated with clubs, sports, and/or community involvement

5. Plan an end of the year celebration, focusing on college acceptance and scholarships

Ownership of Learning

1. Access grades online or from teachers on a regular basis
2. Analyze grade reports to create an action plan for continued academic improvement
3. Communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity
4. Develop a sense of building community within the school, advocating for positive school change
5. Integrate academic questions before, during and after class with teachers and peers

Assignment: Create a legacy plan including ideas for mentoring other AVID students within the school, and a service learning project that includes both a research and community service component.

Unit 2 Communication

Speaking

1. Refine articulation, inflection and vocabulary within speeches and presentations
2. Prepare for, conduct and utilize interviews within research writing
3. Present research findings which is judged by a panel of teachers, administrators and parent volunteers
4. Improve oral communication and leadership skills through a variety of means, including presentations, Socratic Seminars and Philosophical Chairs discussions
5. Utilize opportunities to act as a cross-age tutor to lower grades, middle schools or afterschool programs
6. Speak in a variety of public venues, such as middle school recruitment and middle school shadowing days at school

Listening

1. Critically listen and respond to others' ideas in formal and informal settings
2. Evaluate own and others' speaking, using rubrics and scoring guides
3. Clarify understanding of content through questioning

Assignment: Present elements from their Social Issue Service Learning Project, including integrated research.

Unit 3 Writing

The Writing Process

1. Understand and identify the audience, purpose and form for writing assignments
2. Analyze complex college level prompts and design arguments with fully developed claims and cited evidence
3. Edit students' essays, checking for professionalism in all aspects of writing
4. Use a variety of rubrics to grade essays, especially those used to grade essays for the SAT and other college admissions tests

Writing Skills

1. Create academic introductions through the incorporation of valuable background information, a "hook," and well-constructed thesis
2. Refine skills in research techniques and proper source integration into essays
3. Utilize multiple structures commonly used at collegiate levels, such as MLA/APA citations, source integration and abstract writing
4. Focus on improving sentences through word choice and varying sentence structure
5. Create precision and interest by elaborating on ideas through supporting details

Writing Applications

1. Develop and strengthen writing through the creation of a research paper
2. Write timed in-class essays modeled after those required for college-entrance courses
3. Develop and strengthen writing through the creation of a personal statement essay
4. Write letters of advice to younger AVID students offering tips and advice

Writing to Learn

1. Reflect upon research skills gained during the research project and how those skills will relate to higher education

Assignment: Independently create a researched paper on a social issue, which is connected into a Service Learning Project.

Unit 4 Inquiry

Costa's Levels of Thinking

1. Refine collaborative group study skills in academic tutorials to form groups independently for each core class, especially around college level courses

Tutorials

1. Create a study group with a discussion of rules and expectations

2. Reflect upon the relationship between high school tutorials and their connection at the collegiate level
3. Reflect upon participation and knowledge gained from tutorials and other collaborative activities

Socratic Seminar and Philosophical Chairs

1. Students select their own topics for Socratic Seminar/Philosophical Chairs discussions
2. Integrate a variety of source evidence to support position statements
3. Articulate a more thorough understanding of the topic, based on the discussion
4. Take an active leadership role that results in higher levels of thinking and comprehension
5. Analyze a 17th, 18th, or 19th century foundational U.S document of historical and literary significance (e.g., The Bill of Rights or Lincoln's Second Inaugural Address) for themes, purposes and rhetorical features in a Socratic Seminar or Philosophical Chairs discussion
6. Integrate and evaluate multiple courses of information presented in different media or formats (e.g., visually, quantitatively), as well as in words, in order to address a question or solve a problem in a Socratic Seminar or Philosophical Chairs discussion

Assignment: Conduct a Socratic Seminar using expository texts of the differences between college and high school. Students will connect their discussion to future goals/plans

Unit 5 Collaboration

Types of Interactions

1. Independently create study groups for academically rigorous coursework
2. Develop positive peer relationships, especially with those taking advanced coursework
3. Discuss informal study group norms and how to become a member of a study team in college

Assignment: Learn to conduct collegiate level study groups, designed to integrate high levels of inquiry and greater levels of independence.

Unit 6 Organization

Organization and Time Management

1. Begin developing a personal organizational system to prepare for success in college
2. Use the planner/agenda to track senior year tasks and responsibilities, including exams, college applications deadlines, letters of recommendation, FAFSA, scholarships, and final transcripts
3. Develop and discuss plans when the academic work load is especially difficult
4. Plan for future time commitments in college and discuss with both the teacher and college tutor
5. Reflect on academic performance and independently adjust study habits and time management skills as needed
6. Continue to add to academic portfolio to demonstrate student growth
7. Present portfolio of personal academic work at the end of the year emphasizing personal growth and successes

8. Publish final versions of writing for the academic portfolio

Note-Taking

1. Take 15 to 25 pages of quality Cornell notes per week
2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
3. Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work
4. Create notes which track reading and research effectively
5. Personalize notations to call out key information while taking notes
6. Utilize notes during in-class and independently formed study groups
7. Refine the skill of editing and revise notes outside of class to improve their usability
8. Refine the skill of writing higher-level summaries for Cornell notes that link all of the learning together

Research and Technology

1. Integrate research and interviews into writing, using citation circles
2. Compose a culminating research project using books, Internet and other primary sources
3. Utilize peer support and resources to complete an individual research project
4. Create research logs, tracking information for culminating research project
5. Create a methodology section, which helps track and organize thoughts and processes for writings
6. Research colleges/universities of interest with a focus on finalizing a decision about which colleges to apply to during fall and become aware of admissions deadlines

Test Preparation/Test-Taking

1. Work in peer groups to prepare for mid-terms, finals, AP and end of course exams
2. Seek clarification from instructors on exam format, timing and content, in order to fully prepare for successful completion of assessments
3. Analyze test results to determine errors and points of confusion and utilize weekly tutorials for revisiting those materials to ensure a clear understanding

Assignment: Student will integrate advanced organizational skills to backmap all steps for a large Service Learning Research project, and organize thoughts through a variety of graphical organizers, research logs, and planning time with other students.

Unit 7 Reading

Vocabulary

1. Chart new vocabulary and meaning gathered from texts

2. Infer word meaning, using knowledge of advanced prefixes, suffixes and root words, including words of Anglo-Saxon, Greek, and Latin origin

Textual Analysis

1. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement)
2. Analyze authentic writing prompts and formulate the organization of a response
3. Pause to connect related parts of a text, drawing together various aspects of an argument
4. Utilize three-part source integration, including source, paraphrase/direct quote and comment about its relevance to the argument
5. Chart text, tracking key information and author's claims
6. Choose one or more writing in the margin strategies while reading text
7. Determine how to best take notes or record information garnered from readings and films, especially those dealing with advanced content
8. Identify the persona of the authors, finding elements of argument and compare/contrast views of various authors

Assignment: Students will learn to seamlessly learn to integrate a 3 part source integration from reading into a Social Issue paper.

Unit 8 College Preparedness

Guest Speakers

1. Attend college awareness nights, where multiple postsecondary institutions are present, gaining information about institutions of interest, and integrate information into student projects and presentations
2. Utilize Cornell notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools to utilize as a part of a multi-year portfolio
3. Have at least one current college student as a guest speaker, with students pregenerating questions about campus life
4. Seek information from an array of guest speakers who provide expertise in college admissions, financial aid and the FAFSA, college selection and scholarships

Field Trips

1. Attend as many college/university visits early in the year, including listening to speakers from admissions who can focus on tips for college applications
2. Determine and plan college/university field trips, including contacting admissions counselors and student guides

3. Attend a cultural event trip for the second half of the year (the theater, a play or a museum visit) and complete a written assignment
4. Visit schools of interest independently during weekends or summer, to gain further exposure to postsecondary opportunities

College and Career Knowledge

1. Apply for scholarships as a class and individually
2. Check any specific college requirements or local graduation requirements for community service and log those in the student portfolio
3. Examine cost of colleges to which students have been accepted and determine how financial aid, grants, scholarships, work study programs and other funding sources can help meet those cost needs
4. Develop an understanding of selecting and scheduling courses in college, including fulfilling the requirements of a degree plan
5. Ask for letters of recommendation from teachers and club advisors with whom a strong relationship has been established
6. Select a college major based on a career choice of interest

College Entrance Testing

1. Prepare for and take the SAT and/or ACT at least once during the fall semester
2. Solve college entrance sample questions both independently and in groups and discuss how to best approach solutions
3. Execute the study plan during the fall, in order to prepare for college entrance testing
4. Independently utilize online college testing study websites to practice for exams
5. Become familiar with the formatting of college entrance exams, such as the SAT and ACT, and college level credit exams, such as Advanced Placement tests
6. Use SAT and ACT results from junior year to determine areas of weakness and independently address them with online resources
7. Track all testing results for input into college admission applications

College Admissions/Financial Aid

1. Select appropriate teachers/counselors for letters of recommendation
2. Distinguish between universities based on personal and academic need
3. Complete and submit college/university applications for schools of interest, including admission essays, letters of recommendation, SAT/ACT scores and official transcripts within the appropriate timeframe
4. Research and prepare financial aid application, including the FAFSA
5. Create a financial plan for the cost of applications and university expenses
6. Create and design a resume that reflects personal and academic strengths

7. Write an effective personal statement that illustrates academic and/or personal accomplishments where applicable
8. Fulfill all course and grade requirements during senior year to remain eligible for college acceptance

Assignment: Focus on creating financial planning for college to include in the 12th grade portfolio, which will include cost analysis, as well as revenue such as financial aid, work study, and scholarships.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
AVID Tutorial Guide	Dr. Paolina Schiro and Tracy Daws	AVID Press	2009	[empty]	Yes
College and Careers	Nancy Caine, Regina Risi, Dr. Paolina Schiro, Carmen Serret-Lopez	AVID Press	2005	[empty]	Yes
High School Writing	Michelle Mullen and Sandy Boldway	AVID Press	2005	[empty]	Yes
AVID Critical Thinking and Engagement	Paul Bendall, Adam Bollhoefer, and Vijay Koilpillai	AVID Press	2015	[empty]	Yes
AVID Elective Essentials for High School	Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter	AVID Press	2014	[empty]	No
Critical Reading: Deep Reading Strategies for Expository Texts	Jonathan LeMaster	AVID Press	2011	[empty]	Yes
Preparing for College	Sharon Neumann and Hilda Lopez	AVID Press	2012	[empty]	Yes
AVID College Readiness: Working with Sources	Dr. Ann Johns	AVID Press	2009	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization
AVID Weeks at a Glance for 12th Grade	Timothy Bugno and Ben Solomon	AVID Center