

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 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.

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 their 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. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

AVID curriculum books used:

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

Supplemental materials could include the following:

AVID Weekly[®], *Supporting Math in the AVID Elective*, *Write Path* content-area books, focused note-taking resources, my.avid.org Curriculum Book Webpages

Student Outcome

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 that includes 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 (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head “yes” or “no,” Talk with your teachers)
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 pre-writing
2. Analyze a writing task to determine the purpose, format/style, and audience
3. Write multiple drafts with increasing depth based on feedback and observations
4. Analyze and edit sentence structure 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 whether 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, whether those learning strategies were effective, and how methods could be adjusted in the future
6. Reflect on a process that was used, whether that process was effective, and how methods could be adjusted 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 quotations to support claims, citing locations and references for texts
11. Publish research to entire class, such as an oral presentation

Collaboration

1. Hold self and peers accountable for following group norms about shared responsibility
2. Summarize points of agreement and disagreement from varying perspectives
3. Deepen relational capacity with classmates through effective conflict management
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 nonverbal 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 for community extracurricular activities and hours
2. a) Utilize an organizational tool to record obligations and constraints on time
b) Demonstrate the process of backward mapping
3. Identify the steps necessary to accomplish goals
4. Identify reasons for why progress is or isn't being made toward accomplishing goals
5. Apply visual frameworks to organize language and comprehend key concepts

Reading

1. Assess whether 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 by 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