9th GRADE STANDARDS

Course Description — 9th 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.

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9th grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

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®, Write Path content-area books, focused note-taking resources, my.avid.org Curriculum Book Webpages.

The standards for the AVID Elective classes 6-12 are organized around three components of AVID's College and Career Readiness Framework:

- Rigorous Academic Preparedness
- Opportunity Knowledge
- Student Agency

These components represent the outcomes for students. The standards start by considering what a portrait of a "college-ready student" would be. These skills are then captured as the 12th grade standards as well as the AVID Anchor Standards. To build to this level of college-readiness, we vertically align the development of these skills in 6th, 7th and 8th grade. Then as students enter high school, they take a second loop through those same skills, which are naturally scaffolded as students apply the skills and knowledge at the high school level to more rigorous content. This looping also helps to address the challenge of students that don't start AVID until high school.
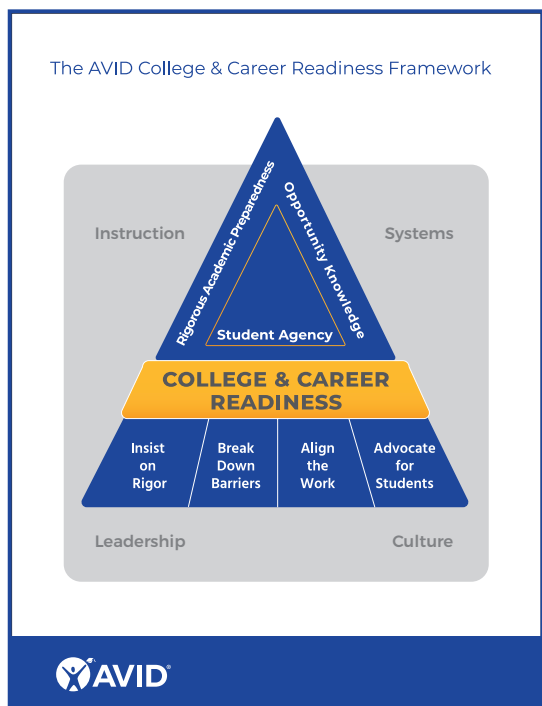
AVID Elective Standards are:

- Observable
- Measurable
- Aligned to the following national standards:

International Society for Technology in Education (ISTE)	Common Core State Standards (CSSS)	The Common Career Technical Core (CCTC)
Collaborative for Academic, Social, and Emotional Learning (CASEL)	American School Counselor Association (ASCA)	English Language Proficiency Assessment for the 21st Century (ELPA21)
Conley's Four Keys to College and Career Readiness	Danielson's Framework for Teaching	Marzano's Strategies for Reflective Practice

The College and Career Readiness Framework (see next page) defines the outcomes for students (What Students Need) and outlines the actions that adults take on the campus (What Educators Need to Do) to ensure that students are able to reach their full potential. AVID's four domains — Instruction, Systems, Leadership, and Culture — support the CCR Framework and the work of the students and educators schoolwide.

No matter what postsecondary path high school graduates choose, students must develop certain essential skills to design their own futures:

critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks. When educators believe in students, learning and confidence are activated. With teacher support for developing a growth mindset and the academic skills they need for future success, students grow to see their capabilities and find their own way.

The AVID College & Career Readiness Framework

Instruction

Opportunity Knowledge

Rigorous Academic Preparedness

Systems

Student Agency

COLLEGE & CAREER READINESS

| Insist on Rigor | Break Down Barriers | Align the Work | Advocate for Students |

Leadership

Culture

AVID

What Students Need

College and Career Readiness is the outcome of these three critical components:

Rigorous Academic Preparedness

Students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

Opportunity Knowledge

Students research opportunities, set goals, and make choices that support their long-term aspirations, and successfully navigate transitions to the next level.

Student Agency

Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills.

What Educators Need to Do

Through these intentional and deliberate adult behaviors, educators develop relationships with students, and throughout their school culture, to achieve desired student outcomes. In this way, educators reduce the variability of the learning experience and ensure greater equity for all students.

Insist on Rigor	Break Down Barriers	Align the Work	Advocate for Students
Educators across the school provide learning experiences where every student is challenged, engaged, and develops a greater ownership in their learning through increasingly complex levels of understanding.	Educators are champions for equity, who actively seek out and eliminate educational barriers that would limit or restrict students' access to meaningful and challenging learning opportunities.	Educators increasingly align their practices and beliefs to the common purpose of preparing all students for college and career readiness, as well as students' long-term success.	Educators are advocates of access and equity to challenging coursework for all students, as well as creating strong relationships that empower students' sense of self-belief, finding their voice in the world, and providing the guidance to achieve their dreams.

Student Empowerment

1. a) Determine personal interest for extracurricular and community service activities within the school and community
   b) Gain awareness of extracurricular and community service activities within the school and community

2. Evaluate the impact of decisions on others

3. Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

4. Establish understanding of concepts and content-specific vocabulary related to personal finance

5. a) Identify the characteristics of positive, healthy relationships
   b) Explore individual peer relationships and identify those that are positive and healthy

6. Gain awareness of motivators that positively impact performance

7. Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)

8. a) Gain awareness of skills that increase mental flexibility

   b) Explore the relationship between grit and perseverance

9. a) Identify strategies and skills that promote self-awareness

   b) Identify individual strengths and areas of challenge related to academic skills and performance

10. Determine key points from learning experiences

Leadership of Others

1. Identify traits connected to personal integrity and ethics

2. a) Identify leadership opportunities and positions in the school and community

   b) Determine formal and informal leadership opportunities that could be pursued

3. a) Select tools to analyze a conflict and identify a positive solution

   b) Classify passive, assertive, and aggressive statements

Writing

1. a) Develop writing skills related to expository, timed, and descriptive modes of writing

   b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative)

   c) Draft initial writing

2. Analyze a writing task by identifying key vocabulary and audience

3. Gather and analyze feedback from peers and instructors

4. a) Edit drafts for grammar, mechanics, and spelling

   b) Analyze the organizational structure of writing

5. Publish writing to a small group audience within the classroom, such as a formal written paper

6. a) Take notes with an emphasis on identifying and recording the note-taking objective and/or Essential Question

   b) Take notes with an emphasis on setting up notes, including all required components

7. Summarize by pulling together the most important information related to the objective and/or Essential Question

Inquiry

1. Create questions based on Costa's Levels of Thinking

2. Identify misunderstood concepts or problems

3. Determine the steps/process that led to a solution

4. Reflect on learning to make connections between new learning and previous learning

5. Reflect on learning strategies that were employed and whether those strategies were effective

6. a) Identify processes that are used

   b) Reflect on a process that was used and whether that process was effective

7. Analyze a research prompt

8. a) Locate sources that are relevant to the topic and support the purpose of the research assignment

   b) Distinguish between primary and secondary sources

9. Plan and structure the writing based on the research prompt

10. Integrate quotations and references to texts, using proper citations

11. Publish research to a small group audience within the classroom, such as a formal, written paper

Collaboration

1. Establish norms and expectations around shared responsibility among group members
2. Establish norms and expectations around appreciating diversity among group members
3. Develop a foundational familiarity and comfort with classmates
4. Identify respectful and disrespectful actions of self and others
5. Check group members' level of understanding
6. Utilize technology to collaborate with classmates
7. a) Apply basic understanding of effective public speaking

   b) Incorporate visual aids and/or technology when appropriate
8. Describe the characteristics of effective listening, such as eye contact and mirroring
9. Monitor word choice when speaking
10. Identify formal and informal language registers

Organization

1. a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success

   b) Create an activity log or tracking system for community extracurricular activities and hours
2. a) Explore a variety of organizational formats for calendaring/planning

   b) Determine how to use time effectively

   c) Assess complex assignments and break them into smaller tasks
3. Set personal, academic, and career goals
4. Monitor progress towards goals
5. Utilize visual frameworks to organize information

Reading

1. Determine the characteristics of a high-quality text in relation to the reading purpose
2. a) Preview text features

   b) Identify prior knowledge that may be relevant to the reading
3. Assess knowledge of academic and content-specific vocabulary words
4. a) Mark the text to accomplish the reading purpose

   b) Identify the key components of a text related to the reading purpose
5. Extend beyond the text by applying key learning

Advancing College Preparedness

1. Identify personal interests and skills related to future college aspirations, such as through an interest inventory

2. a) Know how to determine GPA

   b) Develop familiarity with college terminology

   c) Classify the various types of colleges

3. Understand scholarships and the role they play in college financing

4. Articulate the importance of long-term academic plans as a part of goal setting and achievement

5. a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process

   b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

Building Career Knowledge

1. Identify personal interests and skills related to future career aspirations

2. a) Increase familiarity with career terminology

   b) Distinguish between jobs, careers, and career fields

3. a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit

   b) Explore the net cost of attending college to inform decisions and budget plans

4. Request assistance in selecting career elective courses and pathways that match interests and goals