

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®, *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. 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