



Advancement Via Individual Determination (AVID), Level I

PEIMS Code: N1290001

Abbreviation: AVID1

Grade Level(s): 9-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Advancement Via Individual Determination (AVID) is a series of courses that prepare students for college readiness and success. Students receive instruction using 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 around college and career opportunities and explore their own student agency, giving students voice and often choice in how they learn.

AVID I serves as a review of the AVID philosophy and strategies. Students work on academic and personal goals, communication, and adjusting to the high school setting. Students 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 work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. Students take an active role in field trips and guest-speaker preparations and presentations. College research includes financial topics and building their knowledge of colleges and careers of interest.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grade 9. Students shall receive one credit for the successful completion of this course.
- (b) Introduction.
 - (1) AVID I serves as a review of the AVID philosophy and strategies. Students work on academic and personal goals, communication, and adjusting to the high school setting. Students increase their

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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 work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. Students take an active role in field trips and guest-speaker preparations and presentations. College research includes financial topics and building their knowledge of colleges and careers of interest.

(c) Knowledge and Skills.

- (1) The student develops student agency through exploration of personal interests, individual choices, and character. The student is expected to:
 - (A) determine alignment of personal interest with extracurricular and community service activities within the school and community;
 - (B) research the availability of extracurricular and community service activities within the school and community;
 - (C) evaluate the impact of personal decisions on others;
 - (D) identify the characteristics of healthy, balanced lifestyles, including positive sleeping, eating, and exercise habits;
 - (E) identify concepts and content-specific vocabulary related to personal finance;
 - (F) identify the characteristics of positive, healthy relationships, including individual peer relationships;
 - (G) discuss motivators such as rewards, positive feedback, and encouraging self-talk that positively impact performance;
 - (H) self-monitor to determine areas of academic, personal, social-emotional need;
 - (I) identify and apply strategies that increase mental flexibility, such as engaging socially, playing team building games, and mindful reflection or meditation;
 - (J) describe the similarities and differences between grit and perseverance;
 - (K) describe the concept of self-awareness and identify strategies and skills that promote self-awareness; and
 - (L) determine key points from various learning experiences.
- (2) The student applies leadership and conflict resolution skills. The student is expected to:
 - (A) identify traits connected to personal integrity and ethics;
 - (B) determine formal and informal leadership opportunities that could be pursued;
 - (C) identify and select tools to analyze a conflict and identify a positive solution; and
 - (D) classify passive, assertive, and aggressive statements.
- (3) The student prepares for rigorous academic courses by developing writing skills and composing various types of texts. The student is expected to:
 - (A) develop writing skills related to expository and descriptive modes of writing;

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- (B) plan and structure writing based on the mode, including descriptive, narrative, expository, and argumentative;
 - (C) draft initial writing;
 - (D) analyze a writing task by identifying key vocabulary and audience;
 - (E) gather and analyze feedback from peers and instructors;
 - (F) edit drafts for grammar, mechanics, and spelling;
 - (G) integrate quotes and reference text with proper citations;
 - (H) analyze the organizational structure of writing;
 - (I) publish writing to a small group audience within the classroom;
 - (J) identify and record the note-taking objective or Essential Question;
 - (K) organize notes according to all required components, including format, processing, questions, summary, and application; and
 - (L) summarize written information by selecting the most relevant information from notes.
- (4) The student applies inquiry skills leading to research and analysis of a topic or problem. The student is expected to:
- (A) analyze Costa's Levels of Thinking and create questions based on each level;
 - (B) identify and communicate misunderstood concepts or problems;
 - (C) determine the strategies that lead to the solutions of various problems;
 - (D) analyze similarities between new learning and previous experiences;
 - (E) evaluate learning strategies that were employed and if those strategies were effective;
 - (F) analyze a research prompt;
 - (G) research sources that are relevant to the topic and support the purpose of the research assignment; and
 - (H) distinguish between primary and secondary sources.
- (5) The student applies collaboration and presentation skills in the classroom setting. The student is expected to:
- (A) establish norms and expectations around responsibility and diversity within a group;
 - (B) develop relational capacity with classmates;
 - (C) identify respectful and disrespectful actions of self and others;
 - (D) use technology, including online tutorials, digital learning apps and quizzes, and other learning platforms to collaborate with classmates;
 - (E) describe examples of and strategies for effective public speaking;
 - (F) incorporate visual aids or technology in presentations when appropriate;
 - (G) describe the characteristics of effective listening such as eye contact and mirroring;
 - (H) monitor word choice when speaking; and
 - (I) identify formal and informal language registers.

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- (6) The student identifies and applies organization and time management skills. The student is expected to:
- (A) implement organizational tools such as binders or eBinders, portfolios, or digital folders that support academic success;
 - (B) create an activity log or tracking system of extracurricular activities and hours;
 - (C) analyze a variety of organizational formats for calendaring or planning;
 - (D) discuss how to use time effectively and apply time management strategies;
 - (E) assess complex assignments and break them into smaller tasks; and
 - (F) organize information using visual frameworks.
- (7) The student prepares for rigorous academic courses by developing reading skills. The student is expected to:
- (A) analyze the characteristics of a text in relation to the reading purpose;
 - (B) preview text features;
 - (C) identify prior knowledge that may be relevant to the reading;
 - (D) assess knowledge of academic and content vocabulary words;
 - (E) identify the key components of a text related to the reading purpose and mark the text for future reference; and
 - (F) extend beyond the text by applying key learning.
- (8) The student demonstrates college preparedness by discussing college terminology and various factors of college acceptance. The student is expected to:
- (A) identify personal interests and skills such as through an interest inventory and relate these to college aspirations;
 - (B) calculate grade point average (GPA) or similar according to local district policy;
 - (C) develop familiarity with college terminology such as credit hours, syllabus, and adjunct professor;
 - (D) classify the various types of colleges such as two-year, four-year, or technical;
 - (E) describe scholarships, grants, and other types of aid and the role they play in college financing;
 - (F) analyze the net cost of attending college to inform decisions and budget plans;
 - (G) describe the importance of goal setting and achievement as a part of long-term academic plans;
 - (H) identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; and
 - (I) identify the differences between various college entrance exams such as PreScholastic Aptitude Test (PSAT), Pre American College Testing (PreACT), Scholastic Aptitude Test (SAT), American College Testing (ACT), and Texas Success Initiative Assessment (TSIA).
- (9) The student discusses personal career options. The student is expected to:
- (A) identify personal interests and skills related to career aspirations;

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- (B) identifies specific career terminology such as medical, legal, and business terms;
- (C) distinguish between jobs, careers, and career fields;
- (D) describe the characteristics that contribute to the academic, social, and financial fit of a career to an individual; and
- (E) analyze and select high school courses and pathways that match interests and goals.

Recommended Resources and Materials:

The recommended resources and instructional materials include the AVID Library and the AVID Professional Learning opportunities. Schools implementing the AVID elective course found the AVID Libraries to be useful support materials. The libraries contain resources for the AVID Elective Class and for schoolwide college readiness for all students.

Academic Reading Strategies / Clunis, T. (2013). Academic reading strategies. San Diego, CA: AVID Press.

AVID Academic Language and Literacy: A Schoolwide Approach / Bennett, S., Nagle, J., Scerrato, A., Castruita, J., & Platts, K. (2016). AVID academic language and literacy: A schoolwide approach. San Diego, CA: AVID Press.

AVID College and Careers: A Schoolwide Approach / Croce, A., Gerdes, K., Lamar, D., Lopez, H., Mata, D., Robin, J., & Scerrato, A. (2017). College and careers: A schoolwide approach. San Diego, CA: AVID Press.

AVID College Readiness: Working with Sources / Johns, A. M. (2009). AVID college readiness: Working with sources. San Diego, CA: AVID Press.

AVID Critical Thinking and Engagement: A Schoolwide Approach / Bendall, P., Bollhoefer, A., & Koilpillai, V. (2015). AVID critical thinking and engagement: A schoolwide approach. San Diego, CA: AVID Press.

AVID Culturally Relevant Teaching: A Schoolwide Approach / Boyko, T., Briggs, P., Cobb, M., Dragoo, H., Ferreira, L., O'Connor, J., & Sanders, J. (2016). AVID culturally relevant teaching: A schoolwide approach. San Diego, CA: AVID Press.

AVID for Higher Education Socratic Tutorial Support Guide / Krohn, B. (2015). AVID for Higher Education Socratic tutorial support guide. San Diego, CA: AVID Press.

AVID for Higher Education: High Engagement Practices for Teaching and Learning / Shapiro, D., & Cuseo, J. (2017). AVID for Higher Education: High engagement practices for teaching and learning. San Diego, CA: AVID Press.

AVID Reading for Disciplinary Literacy: A Schoolwide Approach / Allen, D., Duffy, M. M., Garcia, M. B., & Chippeaux, S. (2019). AVID reading for disciplinary literacy: A schoolwide approach. San Diego, CA: AVID Press.

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AVID Writing for Disciplinary Literacy: A Schoolwide Approach / McKinney, C., Glazebrook, B., Sanders, J., & Shapiro, D. (2018). AVID writing for disciplinary literacy: A schoolwide approach. San Diego, CA: AVID Press.

AVID Tutorial Guide / Daws, T., & Schiro, P. (2012). AVID tutorial guide. San Diego, CA: AVID Press.

Preparing for College / Neumann, S., & Lopez, H. (2012). Preparing for college. San Diego, CA: AVID Press.

Social Sciences Student Engagement Strategies / Nicholson-Preuss, M. L. (2013). Social sciences student engagement strategies. San Diego, CA: AVID Press.

Supporting Math in the AVID Elective / Bugno, T. (2011). Supporting math in the AVID Elective. San Diego, CA: AVID Press.

The College Student's Guide to Public Speaking / Harlow, W., & Grant-Brown, J. (2012). The college student's guide to public speaking with AVID's WICOR strategies. San Diego, CA: AVID Press.

The Student Success Path / Solomon, B. (2011). The student success path. San Diego, CA: AVID Press.

Recommended Course Activities:

The Instructional Domain includes a focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR strategies), Character Development, Communication, and College Preparedness in the AVID class and is encouraged schoolwide in all subject areas. Student activities include:

- Socratic Seminars,
- Costa's Levels of Thinking,
- Philosophical Chair discussions,
- collaborative activities, and
- inquiry-based tutoring.

Suggested methods for evaluating student outcomes:

The recommended assessment methods should include:

- binder checks;
- graded tutorial request forms;
- grade focused notes;
- tutorial participation grades;
- completed college applications; and
- class participation.

Teacher qualifications:

Educators must have a valid State Board of Educator Certification teaching certificate appropriate to grade level of assignment.

Additional information:

Interested districts should contact Barbara Copeland at bcopeland@avid.org or (972) 591-2525.

AVID elective teachers participate in extensive content area professional learning during AVID Summer Institute and Path trainings. The content of these sessions targets the instructional skill development specifically aligned with success in rigorous courses in the foundation content areas. We therefore request completion of the Implementation strand at the AVID Summer Institute or Path (2-3 days of intense professional learning), as well as the expressed desire to be an AVID teacher.

Schools use the professional training at AVID Summer Institute (SI) as a strong resource for guiding implementation of the course. The AVID Summer Institute includes online learning and face-to-face learning. Before the SI, participants have pre-work (launches) to complete. Costs for SI started at \$850 in 2020.

Additionally, thousands of Texas educators attended content-specific AVID Path trainings, learning to incorporate effective instructional strategies into their TEKS-aligned content curriculum. Path training starts at \$450.

AVID Center provides a plethora of online resources for AVID schools and educators. The lesson plans for each day of the AVID class are the Weeks at a Glance (WAG) that AVID class teachers use as the basis for their curriculum and instruction. The WAG are what AVID teachers use to make sure they are covering the AVID Standards (seen as the Essential Knowledge and Skills in this document). We have online learning in the form of On Demand Modules and virtual trainings to enhance the professional learning of all educators at AVID sites. We also have an extensive file sharing area online so that AVID educators can have access to resources that they need for College Readiness schoolwide.