



AVID Curriculum Continuum

Grade Levels and Objectives Grades 6 – 12

Created
by
AVID Region 8
Curriculum Development Committee



Italicized numbers in parentheses refer to *California English-Language Arts Content Standards*.

Content standards will be listed for only the *Leadership Curriculum* for each grade.

Page numbers listed for *AVID Curriculum* texts indicate the first page of a range of pages in the text.

Potential leaders listed at each grade level are embedded components of the curriculum at that level.

AVID WICR strategies and methodologies address most, if not all, of the strands, sub-strands, and standards of the following domains at each grade level:

Reading
Writing
Written and Oral Language Conventions
Listening and Speaking

AVID Region 8 Curriculum Development Committee

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AVID Grade Level Objectives Grade 6

AVID Core Strategies	WICR	Leadership Curriculum	AVID Curriculum
<p>New</p> <ul style="list-style-type: none"> • Organize Binder • Student agenda • SLANT (Active listening) • Time Management • Cornell Notes • Team-building • Tutorial skills • Computer skills/technology • Social protocol skills • Community service • Excellence in presentation • Test preparation • Vocabulary development • Graphic organizers • Goal-setting • Research skills • College exploration • Professional career exploration <p>Review</p> <ul style="list-style-type: none"> • Levels of inquiry 	<p>Writing</p> <ul style="list-style-type: none"> • Cornell Notes • Summarize learning and writing • Reflection • Standards-based writing to learn • Five-paragraph essay • Narrative essay • Expository essay • Research report • Response to literature • Persuasive essay • Formal/informal speaking • Portfolio <p>Inquiry</p> <ul style="list-style-type: none"> • Levels of questioning • Tutorial • Socratic seminar • Philosophical chairs • Small response groups <p>Collaboration</p> <ul style="list-style-type: none"> • Setting academic/life goals with peers/family/teachers • Tutorial • Open-mindedness activities • Socratic seminar • Philosophical chairs • Norms of group dynamics • Peer editing 	<p>Suggested Leaders</p> <ul style="list-style-type: none"> • Isaac Newton • Cleisthenes • Buddha • Socrates • Isis and Osiris • Hatshepsut • Confucius • Julius Caesar • Jane Goodall <p>Activities</p> <ul style="list-style-type: none"> • Class discussion <i>“Are there special traits that leaders possess?”</i> • Essay <ul style="list-style-type: none"> Narrative essay <i>(Writing App. 2.1)</i> Expository essay <i>(Writing App. 2.2)</i> Research report <i>(Writing App. 2.3)</i> Response to literature <i>(Writing App. 2.4)</i> Persuasive essay <i>(Writing App. 2.5)</i> <p>*** Any of the five modes of discourse can be assigned.</p>	<p style="text-align: center;">The page numbers listed for the AVID Curriculum texts often indicate the first page in a range of pages.</p> <p><i>ML Writing</i> p. 124 <i>Write Path ELD</i> p. 153 <i>Write Path ELD</i> p. 79</p> <p><i>HS Writing</i> p. 300</p> <p><i>HS Writing</i> p. 345</p> <p><i>ML Writing</i> p. 245</p>

	<p>Reading</p> <ul style="list-style-type: none"> • Reciprocal reading • KWL • SQ5R • Jigsaw • GIST • SOAPSTONE • H5W • Chunking <p>Bulleted items in boldface are optional. Remaining items are required components of the AVID elective class.</p>	<ul style="list-style-type: none"> • Leader in a Bag • Choose Oral Language strategy <p>Research</p> <ul style="list-style-type: none"> • <i>Writing Strategies (1.4)</i> Use electronic text. • <i>Writing Applications (2.3b)</i> Support main ideas. • <i>Writing Application (2.3c)</i> Include a bibliography. 	<p><i>Write Path ELD</i> p. 75 <i>ELL</i> p. 20 <i>ML Writing</i> p. 237</p> <p><i>Write Path ELA</i> p. 165 <i>ML Writing</i> p. 90 <i>HS Writing</i> p. 165 <i>HS Writing</i> p. 81</p>
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AVID Grade Level Objectives Grade 6 Calendar

Semester 1	Semester 2
<p style="text-align: center;">Reading Strategies: Teach</p> <ul style="list-style-type: none"> • Strategies can be found in <ul style="list-style-type: none"> • <i>ML Writing</i> • <i>Region 8 Tutor Training</i> • <i>English Language Learners - Write Path</i> • Choose half of the strategies from the 6th Grade Reading List in the AVID Grade Level Objectives <p style="text-align: center;">The Writing Process</p> <p style="text-align: center;"><i>Middle Level Writing with Reading and Oral Language</i> (pp. 57-122, Chapters 2-5)</p> <p style="text-align: center;"><u>or</u></p> <p style="text-align: center;"><i>English Language Arts – Write Path</i> (pp. 122-205)</p> <ul style="list-style-type: none"> • Thesis • Paragraphs • Transitions • Diction • Sentences <p style="text-align: center;">Modes of Discourse (Essay Types)</p> <ul style="list-style-type: none"> • Persuasive Writing • Narrative Writing • Response Writing • Expository Writing • Genres determined by site/district pacing <p style="text-align: center;">Timed Writing</p> <p style="text-align: center;"><i>The Write Path: English Language Arts</i> (pp. 150-152)</p>	<p style="text-align: center;">Reading Strategies: Teach</p> <ul style="list-style-type: none"> • Strategies can be found in <ul style="list-style-type: none"> • <i>ML Writing</i> • <i>Region 8 Tutor Training</i> • <i>English Language Learners - Write Path</i> • Choose remaining strategies from the 6th Grade Reading List on the AVID Grade Level Objectives <p style="text-align: center;">The Writing Process</p> <p style="text-align: center;"><i>Middle Level Writing with Reading and Oral Language</i> (pp. 57-122, Chapters 2-5)</p> <p style="text-align: center;"><u>or</u></p> <p style="text-align: center;"><i>English Language Arts – Write Path</i> (pp. 122-205)</p> <ul style="list-style-type: none"> • Thesis • Paragraphs • Transitions • Diction • Sentences <p style="text-align: center;">Modes of Discourse (Essay Types)</p> <ul style="list-style-type: none"> • Persuasive Writing • Narrative Writing • Response Writing • Expository Writing • Genres determined by site/district pacing <p style="text-align: center;">Timed Writing</p> <p style="text-align: center;"><i>The Write Path: English Language Arts</i> (pp. 150-152)</p> <p style="text-align: center;">Research Paper</p> <p style="text-align: center;"><i>English Language Learners</i> (pp. 148-167, Chapter 6)</p> <ul style="list-style-type: none"> • Research process • Schedule • Instructions • Electronic research • Leader chosen from grade level <i>Potential Leaders</i> list

AVID Grade Level Objectives Grade 7

AVID Core Strategies	WICR	Leadership Curriculum	AVID Curriculum
<p>New</p> <p>Review</p> <ul style="list-style-type: none"> • Organize Binder • Student agenda • SLANT (Active listening) • Time Management • Cornell Notes • Levels of inquiry • Team-building • Tutorial skills • Computer skills/technology • Social protocol skills • Community service • Excellence in presentation • Test preparation • Vocabulary development • Graphic organizers • Goal-setting • Research skills • College exploration • Professional career exploration 	<p>Writing</p> <ul style="list-style-type: none"> • Cornell Notes • Summarize and reflect • Learning logs • Clear, coherent essay responses • Standards-based writing to learn • Autobiographical/fictional incident • Response to literature • Research report • Persuasive essay • Summary of reading material • Formal/informal speaking • Portfolio <p>Inquiry</p> <ul style="list-style-type: none"> • Levels of questioning • Tutorial • Socratic seminar • Philosophical chairs 	<p>Suggested Leaders</p> <ul style="list-style-type: none"> • Jane Goodall • Socrates • Gregor Mendel • Francis Crick • Charles Darwin • James Dewey Watson • Leonardo Da Vinci • Christopher Columbus • Mark Twain • Gary Soto • Mary Catherine Swanson <p>Activities</p> <ul style="list-style-type: none"> • Class discussion "Does there have to be a 'struggle' to create a leader?" • Essay Autobiog. incident (Writing App. 2.1) Response to literature (Writing App. 2.2) Research report (Writing App. 2.3) Persuasive essay (Writing App. 2.4) Summary of reading (Writing App. 2.5) 	<p style="text-align: center;">The page numbers listed for the AVID Curriculum texts often indicate the first page in a range of pages.</p> <p><i>Write Path ELA</i> p. 224</p> <p><i>Write Path ELD</i> p. 167</p> <p><i>HS Writing</i> p. 345</p> <p><i>HS Writing</i> p. 300</p> <p><i>ML Writing</i> p. 145</p> <p><i>Write Path ELA</i> p. 64</p> <p><i>ML Writing</i> p. 47</p>

	<p>Collaboration</p> <ul style="list-style-type: none"> • Setting academic/life goals with peers/family/teachers • Tutorial • Open-mindedness activities • Socratic seminar • Philosophical chairs • Norms of group dynamics • Peer editing <p>Reading</p> <ul style="list-style-type: none"> • Reciprocal reading • Content-specific vocabulary • KWL • SQ5R • Jigsaw • GIST • SOAPSTONE • H5W • Chunking <p>Bulleted items in boldface are optional. Remaining items are required components of the AVID elective class.</p>	<p>*** Any of the five modes of discourse can be assigned, focusing on any of the leader's struggles.</p> <ul style="list-style-type: none"> • Leader/Personality Crest <p>*** Statements in the crest as follows:</p> <ol style="list-style-type: none"> 1. What is the leader best known for? 2. What pos./neg. contributions has this leader made? 3. Create a symbol that represents this leader. 4. What is the leader's greatest success? 5. What is a struggle this leader had to overcome? 6. Would this person have still been a leader without the struggle? 7. Speculate how the leadership role would have been different without the struggle. 8. Write three adjectives that describe the leader. 9. Relate this leader's struggle to yourself. <ul style="list-style-type: none"> • Mandala • Leader Box <p>Research</p> <ul style="list-style-type: none"> • <i>Writing Strategies (1.4)</i> Develop a well focused question/thesis. • <i>Writing Applications (1.5)</i> Include citations. • <i>Writing Application (2.3)</i> Include in-text citations and Works Cited page. 	<p><i>Write Path ELD</i> p. 81</p> <p><i>Write Path ELA</i> p. 68 Lesson developed by Bridgette DePalma and Brenda Wiberg</p> <p><i>ML Writing</i> p. 85</p> <p><i>HS Writing</i> p. 165 <i>HS Writing</i> p. 313 <i>HS Writing</i> p. 165 <i>HS Writing</i> p. 394</p>
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AVID Grade Level Objectives Grade 7 Calendar

Semester 1	Semester 2
<p style="text-align: center;">Reading Strategies: Teach</p> <ul style="list-style-type: none"> • Strategies can be found in <ul style="list-style-type: none"> • <i>ML Writing</i> • <i>Region 8 Tutor Training</i> • <i>English Language Learners - Write Path</i> • Choose half of the strategies from the 7th Grade Reading List on the AVID Grade Level Objectives <p style="text-align: center;">The Writing Process <i>Middle Level Writing with Reading and Oral Language</i> (pp. 57-122, Chapters 2-5)</p> <p style="text-align: center;"><u>or</u> <i>English Language Art – Write Path</i> (pp. 122-205)</p> <ul style="list-style-type: none"> • Thesis • Paragraphs • Transitions • Diction • Sentences <p style="text-align: center;">Modes of Discourse (Essay Types)</p> <ul style="list-style-type: none"> • Persuasive Writing • Narrative Writing • Response Writing • Expository Writing • Genres determined by site/district pacing <p style="text-align: center;">Timed Writing <i>The Write Path: English Language Arts</i> (pp. 150-152)</p>	<p style="text-align: center;">Reading Strategies: Teach</p> <ul style="list-style-type: none"> • Strategies can be found in <ul style="list-style-type: none"> • <i>ML Writing</i> • <i>Region 8 Tutor Training</i> • <i>ELD Write Path</i> • Choose remaining strategies from the 7th Grade Reading List on the AVID Grade Level Objectives <p style="text-align: center;">The Writing Process <i>Middle Level Writing with Reading and Oral Language</i> (pp. 57-122, Chapters 2-5)</p> <p style="text-align: center;"><u>or</u> <i>English Language Art – Write Path</i> (pp. 122-205)</p> <ul style="list-style-type: none"> • Thesis • Paragraphs • Transitions • Diction • Sentences <p style="text-align: center;">Modes of Discourse (Essay Types)</p> <ul style="list-style-type: none"> • Persuasive Writing • Narrative Writing • Response Writing • Expository Writing • Genres determined by site/district pacing <p style="text-align: center;">Timed Writing <i>The Write Path: English Language Arts</i> (pp. 150-152)</p> <p style="text-align: center;">Research Paper <i>English Language Learners</i> (pp. 148-167, Chapter 6)</p> <ul style="list-style-type: none"> • Research process • Schedule • Instructions • Electronic research • Leader chosen from grade level <i>Potential Leaders</i> list

	<p>Collaboration</p> <ul style="list-style-type: none"> • Setting academic/life goals with peers/family/teachers • Tutorial • Open-mindedness activities • Socratic seminar • Philosophical chairs • Norms of group dynamics • Peer editing <p>Reading</p> <ul style="list-style-type: none"> • Reciprocal reading • Content-specific vocabulary • KWL • SQ5R • Jigsaw • GIST • SOAPSTONE • H5W • Double entry/dialectical journal • Chunking <p>Bulleted items in boldface are optional. Remaining items are required components of the AVID elective class.</p>	<p>Persuasive essay (<i>Writing App. 2.4</i>) Career-related doc.'s (<i>Writing App. 2.5</i>) Technical document (<i>Writing App. 2.6</i>)</p> <p>*** Any of the six modes of discourse can be assigned, focusing on a specific timeline for the time period of the leader.</p> <ul style="list-style-type: none"> • Leader Brochure Inside the brochure Internal conflict Resolution Major players Outside the brochure External conflict Facts (10) Pictures History/bio Timeline for historical period <p>Research</p> <ul style="list-style-type: none"> • <i>Writing Strategies (1.4)</i> Student-directed information search • <i>Writing Applications (1.5)</i> Balance of student and researched ideas • <i>Writing Applications (2.3)</i> Defined thesis statement • <i>Writing Application (2.3 b)</i> Record important ideas, concepts, and direct quotations from significant sources and 	<p><i>ML Writing</i> p. 145 <i>HS Writing</i> p. 300</p> <p>Lesson developed by Bridgette DePalma and Brenda Wiberg</p> <p>*** All above skills and WICR tasks are practiced in this assignment. The resulting product/ brochure will be the demonstration of those skills.</p> <p><i>ML Writing</i> p. 195 <i>ML Writing</i> p. 142 <i>ML Writing</i> p. 81 <i>ML Writing</i> p. 157</p>
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		<p>paraphrase and summarize all perspectives on the topic as appropriate.</p> <ul style="list-style-type: none"> • <i>Writing Applications (2.3 c)</i> Use a variety of primary and secondary sources; distinguish nature and value of each. • <i>Writing Applications (2.3d)</i> Use graphic representation. 	<p><i>HS Writing</i> p. 165</p> <p><i>ML Writing</i> p. 33 <i>HS Writing</i> p. 108</p>
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AVID Grade Level Objectives Grade 8 Calendar



Semester 1	Semester 2
<p style="text-align: center;">Reading Strategies: Teach</p> <ul style="list-style-type: none"> • Strategies can be found in <ul style="list-style-type: none"> • <i>ML Writing</i> • <i>Region 8 Tutor Training</i> • <i>English Language Learners Write Path</i> • Choose half of the strategies from the 8th Grade Reading List on the AVID Grade Level Objectives <p style="text-align: center;">The Writing Process <i>Middle Level Writing with Reading and Oral Language</i> (pp. 57-122, Chapters 2-5)</p> <p style="text-align: center;"><u>or</u> <i>English Language Art – Write Path</i> (pp. 122-205)</p> <ul style="list-style-type: none"> • Thesis • Paragraphs • Transitions • Diction • Sentences <p style="text-align: center;">Modes of Discourse (Essay Types)</p> <ul style="list-style-type: none"> • Persuasive Writing • Narrative Writing • Response Writing • Expository Writing • Using genres determined by site/district pacing <p style="text-align: center;">Timed Writing <i>The Write Path: English Language Arts</i> (pp. 150-152)</p>	<p style="text-align: center;">Reading Strategies: Teach</p> <ul style="list-style-type: none"> • Strategies can be found in <ul style="list-style-type: none"> • <i>ML Writing</i> • <i>Region 8 Tutor Training</i> • <i>ELD Write Path</i> • Choose remaining strategies from the 8th Grade Reading List on the AVID Grade Level Objectives <p style="text-align: center;">The Writing Process <i>Middle Level Writing with Reading and Oral Language</i> (pp. 57-122, Chapters 2-5)</p> <p style="text-align: center;"><u>or</u> <i>English Language Art – Write Path</i> (pp. 122-205)</p> <ul style="list-style-type: none"> • Thesis • Paragraphs • Transitions • Diction • Sentences <p style="text-align: center;">Modes of Discourse (Essay Types)</p> <ul style="list-style-type: none"> • Persuasive Writing • Narrative Writing • Response Writing • Expository Writing • Using genres determined by site/district pacing <p style="text-align: center;">Timed Writing <i>The Write Path: English Language Arts</i> (pp. 150-152)</p> <p style="text-align: center;">Research Paper <i>English Language Learners</i> (pp. 148-167, Chapter 6)</p> <ul style="list-style-type: none"> • Research process • Schedule • Instructions • Electronic research • Leader chosen from grade level <i>Potential Leaders</i> list

Synopsis of Previous Leadership Curriculum

Goal: To ensure that incoming high school students, new to AVID, receive instruction in the basic foundations of leadership addressed in the AVID Curriculum Grades 6-8, the following material must be presented to the students as a three-week review unit.

- Class discussion
 - “Are there special traits that leaders possess?”
- Activities
 - Leader in a Bag
 - Strategy: “Leader in a Bag Speech”
 - Begin “field notes” / journal

- Class discussion
 - “Does there have to be a ‘struggle’ to create a leader?”
- Activities
 - Leader Box
 - Strategy: “Cereal Box” (*History: Write Path*)
 - Continue “field notes” / journal

- Class discussion
 - “What is the responsibility of a leader when it comes to resolving conflicts?”
- Activities
 - Leader Brochure (see 8th Grade Objectives)
 - Continue “field notes” / journal

“Field notes” portfolio should transition to subsequent grade and beyond.

AVID Grade Level Objectives Grade 9

AVID Core Strategies	WICR	Leadership Curriculum	AVID Curriculum
<p>New</p> <p>Review</p> <ul style="list-style-type: none"> • Organize Binder – weekly chk. • Student agenda/calendar/assignment sheet • SLANT (Active listening) • Time Management • Cornell Notes • Levels of inquiry • Team-building • Tutorial skills • Computer skills/technology • Social protocol skills • Community service • Excellence in presentation • Test preparation • Vocabulary development • Graphic organizers • Goal-setting • Research skills • College and career exploration • Professional career exploration 	<p>Writing</p> <ul style="list-style-type: none"> • Cornell Notes • Summarize and reflect • Learning logs • Clear, coherent essay responses • Refine writing process <ul style="list-style-type: none"> ○ Beyond formulaic writing • Standards-based writing to learn <ul style="list-style-type: none"> ○ Autobiographical incident • Prepare for writing proficiencies • Formal/informal speaking • Portfolio <p>Inquiry</p> <ul style="list-style-type: none"> • Levels of questioning • Tutorial • Socratic seminar • Philosophical chairs • Critical/creative thinking • Discussion/debate <p>Collaboration</p> <ul style="list-style-type: none"> • Setting academic/life goals with peers/family/teachers • Tutorial • Open-mindedness activities • Socratic seminar • Philosophical chairs • Norms of group dynamics • Jigsaw activities • Peer editing 	<p>Potential Leaders</p> <ul style="list-style-type: none"> • Martin Luther King, Jr. • Leonard Bernstein • Dr. David Suzuki • Odysseus • Cesar Chavez • Dolores Huerta • Nelson Mandela • John Steinbeck • Madame Curie <p>Activities</p> <ul style="list-style-type: none"> • Quickwrite What is meant by "leadership" as a catalyst for change in society"? • Philosophical chairs Follow-up to essay • Establish study teams Each group selects a leader to study in-depth. Groups will discuss and examine the historical, social, and cultural period in which the leader lived and worked. Groups will read critically information written 	<p>The page numbers listed for the <i>AVID Curriculum</i> texts often indicate the first page in a range of pages.</p> <p><i>HS Writing</i> p. 406 <i>Write Path ELA</i> p. 29 <i>Write Path ELA</i> p. 58</p> <p><i>Student Success Path Middle Level</i> p. 157 <i>Write Path ELA</i> p. 48</p> <p><i>Write Path ELA</i> p. 32</p>

	<p>Reading</p> <ul style="list-style-type: none"> • Reciprocal reading • Content-specific vocabulary • KWL • SQ5R • Jigsaw • GIST • SOAPSTONE • H5W • Double entry/dialectical journal • Chunking <p>Bulleted items in boldface are optional. Remaining items are required components of the AVID elective class.</p>	<p>by and about their leader. Groups will produce a Research Log. Groups will Jigsaw an essay analyzing the historical period of their leader focusing on the economical, social, cultural, and political aspects. Groups will give some sort of presentation. Each member of the group will write an individual essay analyzing the leader's life.</p> <p>Research</p> <ul style="list-style-type: none"> • <i>Writing Strategies (1.6)</i> Integrate quotations and citations into a text. • <i>Writing Strategies (1.8)</i> Design and publish documents by using advanced publishing software and graphic organizers. • <i>Writing Applications(2.3e)</i> Anticipate & address readers' expectations. 	<p><i>HS Writing</i> p. 8 <i>HS Writing</i> p. 144 <i>Write Path ELD</i> p. 41 <i>Write Path ELD</i> p. 77 <i>Region 8 Tutor Training</i> Part 9</p> <p><i>Write Path ELA</i> p. 210 <i>Write Path History-Social Science</i> p. 167 <i>HS Writing</i> p. 81</p> <p><i>HS Writing</i> p. 165</p> <p><i>HS Writing</i> p. 65 *** Note: <i>Junior-Senior Seminar Curriculum Binder</i> "Unit I, Part 1, Lesson 1" has additional materials.</p> <p><i>HS Writing</i> p. 66</p>
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AVID Grade Level Objectives Grade 9 Calendar

Semester 1	Semester 2
<p style="text-align: center;">Reading Strategies: Teach/Review</p> <p style="text-align: center;"><i>The Write Path: English Language Arts</i> (pp. 10-13 & 16-78) <i>High School Writing</i> (pp. 1-50, Chapter 1)</p> <p style="text-align: center;">The Writing Process: Teach/Review</p> <p style="text-align: center;"><i>The Write Path: English Language Arts</i> (pp. 120-136) <i>High School Writing</i> (pp. 51-80, Chapter 2)</p> <ul style="list-style-type: none"> • Mandala Assignment 5.1 – <i>High School Writing</i> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Description of a Place Assignment 6.3 – <i>High School Writing</i> <p>***Focus lessons & timed writing practice as needed.</p>	<p style="text-align: center;">Reading Strategies: Teach/Review</p> <p style="text-align: center;">Ongoing teaching/reviewing of reading strategies throughout the semester.</p> <p style="text-align: center;">The Writing Process: Teach/Review</p> <p style="text-align: center;">Ongoing teaching/reviewing of the writing process throughout the semester.</p> <ul style="list-style-type: none"> • Autobiographical Incident Assignment 5.2 – <i>High School Writing</i> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Explanation of a Process Assignment 6.4 – <i>High School Writing</i> <p>***Focus lessons & timed writing practice as needed.</p>

AVID Grade Level Objectives Grade 10

AVID Core Strategies	WICR	Leadership Curriculum	AVID Curriculum
<p>New</p> <p>Review</p> <ul style="list-style-type: none"> • Organize Binder <ul style="list-style-type: none"> ○ Weekly binder check • Student agenda • SLANT (Active listening) • Time Management • Cornell Notes • Levels of inquiry • Team-building • Tutorial skills • Computer skills/technology • Social protocol skills • Community service • Excellence in presentation • Test preparation • Vocabulary development • Graphic organizers • Goal-setting • Research skills • College exploration • Professional career exploration 	<p>Writing</p> <ul style="list-style-type: none"> • Cornell Notes • Summarize and reflect • Learning logs • Clear, coherent essay responses • Refine writing process <ul style="list-style-type: none"> ○ Beyond formulaic writing • Standards-based writing to learn <ul style="list-style-type: none"> ○ Problem-solution essay • Prepare for writing proficiencies • Formal/informal speaking • Portfolio <p>Inquiry</p> <ul style="list-style-type: none"> • Levels of questioning • Tutorial • Socratic seminar • Philosophical chairs • Critical/creative thinking • Discussion/debate <p>Collaboration</p> <ul style="list-style-type: none"> • Setting academic/life goals with peers/family/teachers • Tutorial • Open-mindedness activities • Socratic seminar • Philosophical chairs • Norms of group dynamics 	<p>Potential Leaders</p> <ul style="list-style-type: none"> • Stephen J. Gould • Eleanor Roosevelt • Pablo Naruda • Franklin D. Roosevelt • Theodore Roosevelt • Mao-Tse-Tung • George Patton • Dwight D. Eisenhower • Emperor Hirohito • Adolf Hitler • Benito Mussolini • Pablo Picasso • Gertrude Stein • Ernest Hemingway • Plato • Aristotle • Jean Jacques Rousseau • Simon Bolivar • Thomas Jefferson • James Madison • John Locke • Eli Whitney • Louis Pasteur • Mother Theresa • Evita Peron <p>Activities</p> <ul style="list-style-type: none"> • Groups of four students Each group member 	<p style="text-align: center;">The page numbers listed for the <i>AVID Curriculum</i> texts often indicate the first page in a range of pages.</p>

	<ul style="list-style-type: none"> • Jigsaw activities • Peer editing <p>Reading</p> <ul style="list-style-type: none"> • Reciprocal reading • Content-specific vocabulary • KWL • SQ5R • Jigsaw • GIST • SOAPSTONE • H5W • Double entry/dialectical journal • Chunking 	<p>will select a leader to study individually. The leaders selected by the group must be from the same time period.</p> <p>Groups will discuss and examine the historical, social, and cultural period in which their leaders lived and worked. Students will read, independently (H5W), information written by and about their leader.</p> <p>Groups will Jigsaw an essay analyzing the historical period of their leaders focusing on the economical, social, cultural, and political aspects. Each group will give some sort of presentation. Each group member will write an individual essay with the following prompt:</p> <p><i>Examine the leader and his/her impact on the major trends, conflicts, and issues of the historical period in which he/she lived & worked.</i></p>	<p><i>ML Writing</i> p. 234 <i>Write Path ELA</i> p. 224</p> <p><i>Region 8 Tutor Training</i> Part 9</p> <p><i>Write Path ELD</i> p. 77</p> <p><i>Write Path ELA</i> p. 210 <i>Write Path History-Social Science</i> p. 167</p>
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		<p>Research</p> <ul style="list-style-type: none"> • <i>Writing Strategies (1.6)</i> Integrate quotations and citations into a text. • <i>Writing Strategies (1.8)</i> Design and publish documents using software. • <i>Writing Applications (2.3e)</i> Anticipate and address readers' expectations. 	<p><i>HS Writing</i> p. 165</p> <p><i>HS Writing</i> p. 65</p> <p><i>HS Writing</i> p. 66</p>
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AVID Grade Level Objectives Grade 10 Calendar

Semester 1	Semester 2
<p style="text-align: center;">Reading Strategies: Teach/Review</p> <p style="text-align: center;"><i>The Write Path: English Language Arts</i> (pp. 10-13 & 16-78) <i>High School Writing</i> (pp. 1-50, Chapter 1)</p> <p style="text-align: center;">The Writing Process: Teach/Review</p> <p style="text-align: center;"><i>The Write Path: English Language Arts</i> (pp. 120-136) <i>High School Writing</i> (pp. 51-80, Chapter 2)</p> <ul style="list-style-type: none"> • Autobiographical Incident Assignment 5.2 – <i>High School Writing</i> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Description of a Place Assignment 6.3 – <i>High School Writing</i> <p>***Focus lessons & timed writing practice as needed.</p>	<p style="text-align: center;">Reading Strategies: Teach/Review</p> <p style="text-align: center;">Ongoing teaching/reviewing of reading strategies throughout the semester.</p> <p style="text-align: center;">The Writing Process: Teach/Review</p> <p style="text-align: center;">Ongoing teaching/reviewing of the writing process throughout the semester.</p> <ul style="list-style-type: none"> • Career Research Assignment 6.2 – <i>High School Writing</i> <p>***Focus lessons & timed writing practice as needed.</p>

AVID Grade Level Objectives Grade 11

AVID Core Strategies	WICR	Leadership Curriculum	
<p>New</p> <ul style="list-style-type: none"> • FAFSA: (Free Application for Federal Student Aid) <p>Review and Refine</p> <ul style="list-style-type: none"> • Goal-setting • Organization • Student agenda/assignment sheets/calendar • Weekly binder checks • SLANT (Active listening) • Time Management • Cornell Notes • Levels of inquiry • Team-building • Tutorial skills • Computer skills/technology • Social protocol skills • Community service • Excellence in presentation • Test preparation • Vocabulary development • Graphic organizers • Goal-setting • Research skills • College exploration • Prof.I career exploration 	<p>Writing</p> <ul style="list-style-type: none"> • Cornell Notes • Summarize and reflect • Learning logs • Clear, coherent essay responses • Refine writing process <ul style="list-style-type: none"> ○ Beyond formulaic writing • Standards-based writing to learn <ul style="list-style-type: none"> ○ Life goals argument essay • Prepare for writing proficiencies • Formal/informal speaking • Portfolio <p>Inquiry</p> <ul style="list-style-type: none"> • Levels of questioning • Tutorial • Socratic seminar • Philosophical chairs • Critical/creative thinking • Discussion/debate <p>Collaboration</p> <ul style="list-style-type: none"> • Setting academic/life goals with peers/family/teachers • Tutorial • Open-mindedness activities • Socratic seminar • Philosophical chairs • Norms of group dynamics • Jigsaw activities • Peer editing 	<p>Junior-Senior Seminar Tasks List</p> <ul style="list-style-type: none"> • Review previous year's study of leader. • Review/revise last year's essay and plan research. • Begin work with reading list on leader. <ul style="list-style-type: none"> At least two long works (books) by leader. At least four essays (speeches) by leader Four other sources (articles, etc.) about leader Four sources about leader's historical period • Keep a research log (notes, essays, journal, etc.). • Create a mentorship with a scholar or leader. • Create student research groups. • Facilitate Socratic seminars regularly. • Review research plan and timeline. • Give oral presentations on findings. 	<p><i>HS Writing</i> p. 171 <i>Write Path ELA</i> p. 127</p> <p style="text-align: center;">The page numbers listed for the AVID Curriculum texts often indicate the first page in a range of pages.</p> <p><i>Junior-Senior Seminar Curriculum Binder</i> "Unit 1, Part 1, Day 1"</p> <p><i>ML Writing</i> p. 250 <i>Write Path ELA</i> p. 58</p> <p><i>Write Path ELA</i> p. 210</p>

	<p>Reading</p> <ul style="list-style-type: none"> • Reciprocal reading • Content-specific vocabulary • KWL • SQ5R • Jigsaw • GIST • SOAPSTONE • H5W • Double entry/dialectical journal • Chunking 	<p>Potential Leaders</p> <ul style="list-style-type: none"> • Upton Sinclair • William Sumner • Dwight Moody • Charles Darwin • John Fitzgerald Kennedy • Dwight Eisenhower • John Carter • Ronald Reagan • William Clinton • Barbara Jordan • Sally Ride • Indira Gandhi <p>Activities</p> <p>At the beginning of the year:</p> <ul style="list-style-type: none"> • One-page paper Student explains why he/she has chosen a particular leader based on his/her readings and/or discussions. • Critical essay In this assignment, students work with the leader’s writings, relating them to the period in which the leader lived and explaining how these works contributed to the leader’s efforts to make changes in his/her (leader’s) own world and in the future. 	<p><i>HS Writing</i> p. 385</p> <p>Alternate Assignment: <i>Junior-Senior Seminar Curriculum Binder</i> “Unit II, Part 2, Lesson 9”</p>
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		<ul style="list-style-type: none"> • Critical writing in two formats focusing upon opposition to the leader This assignment is to be written in two formats. The first is an op-ed piece written by a person (or group) opposing the leader. The second is a letter to the editor written by the leader in response to the op-ed piece. <p>Research</p> <ul style="list-style-type: none"> • <i>Writing Strategies (1.7)</i> Use systematic strategies to organize and record information: <i>annot. bib./res. log</i> • <i>Writing Strategies (1.8)</i> Integrate graphics and spreadsheets into the word-processed document. • <i>Writing Applications(2.4b)</i> Analyze several records of an event, examining key relationships. 	<p><i>Junior-Senior Seminar Curriculum Binder</i> "Unit 1, Part 1, Day1"</p>
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AVID Grade Level Objectives Grade 11 Calendar

Semester 1	Semester 2
<p>Junior/Senior Seminar</p> <ul style="list-style-type: none"> • Selected Assignments and Schedule <i>College Readiness: Working with Sources</i> <p style="text-align: center; margin: 10px 0;">AND</p> <ul style="list-style-type: none"> • Argument Assignment 7.3 – <i>High School Writing</i> • Timed Writing: <i>High School Writing</i> (Chapter 8) <ul style="list-style-type: none"> ▪ ACT & SAT Preparation (Assignment 8.2-8.4) <p>***Focus lessons & timed writing practice as needed.</p>	<p>Junior/Senior Seminar</p> <ul style="list-style-type: none"> • Selected Assignments and Schedule <i>College Readiness: Working with Sources</i> <p style="text-align: center; margin: 10px 0;">AND</p> <ul style="list-style-type: none"> • College Admissions Essay Assignment 5.4 – <i>High School Writing</i> • Problem-Solution Assignment 7.2 – <i>High School Writing</i> • Timed Writing: <i>High School Writing</i> (Chapter 8) <ul style="list-style-type: none"> ▪ ACT & SAT Preparation (Assignment 8.2-8.4) <p>***Focus lessons & timed writing practice as needed.</p>

AVID Grade Level Objectives Grade 12

AVID Core Strategies	WICR	Leadership Curriculum	AVID Curriculum
<p>New</p> <p>Review and Refine</p> <ul style="list-style-type: none"> • Goal-setting • Organization • Student agenda/assignment sheets/calendar • Weekly binder checks • SLANT (Active listening) • Time Management • Cornell Notes • Levels of inquiry • Team-building • Tutorial skills • Computer skills/technology • Social protocol skills • Community service • Excellence in presentation • Test preparation • Vocabulary development • Graphic organizers • Goal-setting • Research skills • College exploration • Professional career exploration • FAFSA: Financial Aid Applic. 	<p>Writing</p> <ul style="list-style-type: none"> • Cornell Notes • Summarize and reflect • Learning logs • Clear, coherent essay responses • Refine writing process <ul style="list-style-type: none"> ○ Beyond formulaic writing • Standards-based writing to learn <ul style="list-style-type: none"> ○ Life goals argument essay • Prepare for writing proficiencies • Formal/informal speaking • Portfolio <p>Inquiry</p> <ul style="list-style-type: none"> • Levels of questioning • Tutorial • Socratic seminar • Philosophical chairs • Critical/creative thinking • Discussion/debate <p>Collaboration</p> <ul style="list-style-type: none"> • Setting academic/life goals with peers/family/teachers • Tutorial • Open-mindedness activities • Socratic seminar • Philosophical chairs • Norms of group dynamics • Jigsaw activities • Peer editing 	<p>Junior-Senior Seminar Tasks List</p> <ul style="list-style-type: none"> • Review junior year “Tasks List”. • Review previous year’s study of leader. • Review MLA format for writing research papers. • Submit a schedule for submitting paper drafts. • Refine thesis for research paper. • Present an outline for research paper. • Implement writing process for research paper. • Establish and follow timelines for paper. • Conference with mentor and teacher on paper. • Draft and compose an “individual reflections” essay. <p>Potential Leaders</p> <ul style="list-style-type: none"> • Upton Sinclair • William Sumner • Dwight Moody • Charles Darwin • John Fitzgerald Kennedy 	<p>The page numbers listed for the <i>AVID Curriculum</i> texts often indicate the first page in a range of pages.</p> <p><i>HS Writing</i> p. 165</p> <p><i>HS Writing</i> p. 134</p> <p><i>HS Writing</i> p. 51</p>

	<p>Reading</p> <ul style="list-style-type: none"> • Reciprocal reading • Content-specific vocabulary • KWL • SQ5R • Jigsaw • GIST • SOAPSTONE • H5W • Double entry/dialectical journal • Chunking 	<ul style="list-style-type: none"> • Dwight Eisenhower • John Carter • Ronald Reagan • William Clinton • Barbara Jordan • Sally Ride • Indira Gandhi <p>Activities</p> <ul style="list-style-type: none"> • Collaborative formal research paper <p>Research</p> <ul style="list-style-type: none"> • <i>Writing Strategies (1.7)</i> Use systematic strategies to organize and record information: <i>annot. bib./res. log</i> • <i>Writing Strategies (1.8)</i> Integrate graphics and spreadsheets into the word-processed document. • <i>Writing Applications(2.4b)</i> Analyze several historical records of a single event, examining critical relationships between elements of the research topic. 	<p><i>Junior-Senior Seminar Curriculum Binder "Unit II, Part 3"</i></p> <p><i>HS Writing</i> p. 28</p> <p><i>HS Writing</i> p. 18</p> <p><i>HS Writing</i> p. 30</p>
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AVID Grade Level Objectives Grade 12 Calendar

Semester 1	Semester 2
<p>Junior/Senior Seminar</p> <ul style="list-style-type: none"> • Selected Assignments and Schedule <i>College Readiness: Working with Sources</i> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • College Admissions Essay Assignment 5.4 – <i>High School Writing</i> <p>***Focus lessons & timed writing practice as needed.</p>	<p>Junior/Senior Seminar</p> <ul style="list-style-type: none"> • Selected Assignments and Schedule <i>College Readiness: Working with Sources</i> resulting in culminating research paper. <p>***Focus lessons & timed writing practice as needed.</p>

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