Avid Elective Curriculum Table of Contents

1. How to use Avid Online
2. Avid Elective Standards
3. Avid Elective Class and Common Core Standards
4. Elective Lesson Overview One-Pager (for your grade)
5. Everyday Lesson Plans (only 5 lessons have been printed with Class Handouts.)
6. Go to Avid Online for the other Class Handouts.
7. See Appendix for Cool Avid Material

HOW

To

Use

Avid

How to Use Avid Online

Elective Grade:_____
Elective Teacher:_____
Website: www.myavid.org
Username:_____
Password:_____

Step 1. Go to Avid.Org

Step 2: Type Username and Password

Step 3: Go to *Weeks at a Glance*

Step 4: Click Grade Curriculum

Step 5: Click Days 1-30

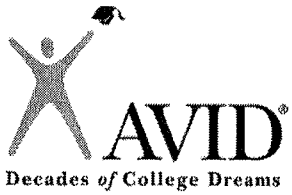
Step 6: Click corresponding handouts for each day's lesson on right hand side of page.

Step 7: Print 2copies and submit 1 copy request for class set.

Avid Elective Standards

AVID Elective Standards

Grade 12



Course Description

12th 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 utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

AVID Curriculum Books Used:

AVID College Readiness: Working with Sources Grades 11-12
AVID College and Careers
Implementing and Managing the AVID Program for High School
High School Writing
Organizing the AVID Student Binder
Strategies for Success
AVID Tutorial Guide
Preparing for College Grades 11-12

Supplemental Materials could include the following:

AVID Weekly, *Supporting Math in the AVID Elective, Write Path* content books, AVID Test Prep, Roadtrip Nation Weekly, Focused Note-Taking

Domains	Reference
Character Development	CD
Communication	COMM
Writing	WRI
Inquiry	INQ
Collaboration	COLL
Organization	ORG
Reading	REA
College Preparedness	CP

Character Development 12-CD

A. Self-Awareness

1. Understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students
2. Serve as a mentor and role model to younger AVID students
3. Prepare to successfully resolve conflicts and disputes that may arise in college (e.g., roommates, professors)
4. Apply for scholarships that align with abilities, talents and interests

B. Goals

1. Monitor progress toward goals regarding the college application process
2. Continue developing academic strengths with the incorporation of college level courses with a focus on academic stretch
3. Break goals down into achievable action steps and monitor progress regularly
4. Assess areas of potential weakness and plan appropriately to break poor habits of mind
5. Reflect upon previous three years' goals and determine successes and challenges in reaching those goals
6. Design appropriate short- and mid-term goals, which take into account many of the critical aspects of senior year, including college acceptance, GPA, college entrance testing, community service and college level coursework
7. Determine a new/revised long-term goal (which will take three to five years to accomplish)

C. Community and School Involvement

1. Continue with selected school activities/clubs, seeking out positions of leadership
2. Consider putting on community service/service learning activity within collaborative groups
3. Track community service hours and extracurricular activity participation in a multi-year student portfolio
4. Research and apply for potential scholarships associated with clubs, sports, and/or community involvement
5. Plan an end of the year celebration, focusing on college acceptance and scholarships

D. Ownership of Learning

1. Access grades online or from teachers on a regular basis
2. Analyze grade reports to create an action plan for continued academic improvement
3. Communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity
4. Develop a sense of building community within the school, advocating for positive school change
5. Integrate academic questions before, during and after class with teachers and peers

A. Speaking

1. Refine articulation, inflection and vocabulary within speeches and presentations
2. Prepare for, conduct and utilize interviews within research writing
3. Present research findings which is judged by a panel of teachers, administrators and parent volunteers
4. Improve oral communication and leadership skills through a variety of means, including presentations, Socratic Seminars and Philosophical Chairs discussions
5. Utilize opportunities to act as a cross-age tutor to lower grades, middle schools or after-school programs
6. Speak in a variety of public venues, such as middle school recruitment and middle school shadowing days at school

B. Listening

1. Critically listen and respond to others' ideas in formal and informal settings
2. Evaluate own and others' speaking, using rubrics and scoring guides
3. Clarify understanding of content through questioning

Writing 12-WRI

A. The Writing Process

1. Understand and identify the audience, purpose and form for writing assignments
2. Analyze complex college level prompts and design arguments with fully developed claims and cited evidence
3. Edit students' essays, checking for professionalism in all aspects of writing
4. Use a variety of rubrics to grade essays, especially those used to grade essays for the SAT and other college admissions tests

B. Writing Skills

1. Create academic introductions through the incorporation of valuable background information, a "hook," and well-constructed thesis
2. Refine skills in research techniques and proper source integration into essays
3. Utilize multiple structures commonly used at collegiate levels, such as MLA/APA citations, source integration and abstract writing
4. Focus on improving sentences through word choice and varying sentence structure
5. Create precision and interest by elaborating on ideas through supporting details

C. Writing Applications

1. Develop and strengthen writing through the creation of a research paper
2. Write timed in-class essays modeled after those required for college-entrance courses
3. Develop and strengthen writing through the creation of a personal statement essay
4. Write letters of advice to younger AVID students offering tips and advice

D. Writing to Learn

1. Reflect upon research skills gained during the research project and how those skills will relate to postsecondary education

Inquiry 12-INQ

A. Costa's Levels of Thinking

1. Refine collaborative group study skills in academic tutorials to form groups independently for each core class, especially around college level courses

B. Tutorials

1. Create a study group with a discussion of rules and expectations
2. Reflect upon the relationship between high school tutorials and their connection at the collegiate level
3. Reflect upon participation and knowledge gained from tutorials and other collaborative activities

C. Socratic Seminar and Philosophical Chairs

1. Students select their own topics for Socratic Seminar/Philosophical Chairs discussions
2. Integrate a variety of source evidence to support position statements
3. Articulate a more thorough understanding of the topic, based on the discussion
4. Take an active leadership role that results in higher levels of thinking and comprehension
5. Analyze a 17th, 18th, or 19th century foundational U.S document of historical and literary significance (e.g., The Bill of Rights or Lincoln's Second Inaugural Address) for themes, purposes and rhetorical features in a Socratic Seminar or Philosophical Chairs discussion
6. Integrate and evaluate multiple courses of information presented in different media or formats (e.g., visually, quantitatively), as well as in words, in order to address a question or solve a problem in a Socratic Seminar or Philosophical Chairs discussion

Collaboration 12-COLL

A. Types of Interactions

1. Independently create study groups for academically rigorous coursework
2. Develop positive peer relationships, especially with those taking advanced coursework
3. Discuss informal study group norms and how to become a member of a study team in college

Organization 12-ORG

A. Organization and Time Management

1. Begin developing a personal organizational system to prepare for success in college
2. Use the planner/agenda to track senior year tasks and responsibilities, including exams, college applications deadlines, letters of recommendation, FAFSA, scholarships, and final transcripts
3. Develop and discuss plans when the academic work load is especially difficult
4. Plan for future time commitments in college and discuss with both the teacher and college tutor
5. Reflect on academic performance and independently adjust study habits and time management skills as needed
6. Continue to add to academic portfolio to demonstrate student growth
7. Present portfolio of personal academic work at the end of the year emphasizing personal growth and successes
8. Publish final versions of writing for the academic portfolio

B. Note-Taking

1. Take 15 to 25 pages of quality Cornell notes per week
2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
3. Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work
4. Create notes which track reading and research effectively
5. Personalize notations to call out key information while taking notes
6. Utilize notes during in-class and independently formed study groups
7. Refine the skill of editing and revise notes outside of class to improve their usability
8. Refine the skill of writing higher-level summaries for Cornell notes that link all of the learning together

C. Research and Technology

1. Integrate research and interviews into writing, using citation circles
2. Compose a culminating research project using books, Internet and other primary sources
3. Utilize peer support and resources to complete an individual research project
4. Create research logs, tracking information for culminating research project
5. Create a methodology section, which helps track and organize thoughts and processes for writings
6. Research colleges/universities of interest with a focus on finalizing a decision about which colleges to apply to during fall and become aware of admissions deadlines

D. Test Preparation/Test-Taking

1. Work in peer groups to prepare for mid-terms, finals, AP and end of course exams
2. Seek clarification from instructors on exam format, timing and content, in order to fully prepare for successful completion of assessments
3. Analyze test results to determine errors and points of confusion and utilize weekly tutorials for revisiting those materials to ensure a clear understanding

Reading 12-REA

A. Vocabulary

1. Chart new vocabulary and meaning gathered from texts
2. Infer word meaning, using knowledge of advanced prefixes, suffixes and root words, including words of Anglo-Saxon, Greek, and Latin origin

B. Textual Analysis

1. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement)
2. Analyze authentic writing prompts and formulate the organization of a response
3. Pause to connect related parts of a text, drawing together various aspects of an argument
4. Utilize three-part source integration, including source, paraphrase/direct quote and comment about its relevance to the argument
5. Chart text, tracking key information and author's claims
6. Choose one or more writing in the margin strategies while reading text
7. Determine how to best take notes or record information garnered from readings and films, especially those dealing with advanced content
8. Identify the persona of the authors, finding elements of argument and compare/contrast views of various authors

College Preparedness 12-CP

A. Guest Speakers

1. Attend college awareness nights, where multiple postsecondary institutions are present, gaining information about institutions of interest, and integrate information into student projects and presentations
2. Utilize Cornell notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools to utilize as a part of a multi-year portfolio
3. Have at least one current college student as a guest speaker, with students pre-generating questions about campus life
4. Seek information from an array of guest speakers who provide expertise in college admissions, financial aid and the FAFSA, college selection and scholarships

B. Field Trips

1. Attend as many college/university visits early in the year, including listening to speakers from admissions who can focus on tips for college applications
2. Determine and plan college/university field trips, including contacting admissions counselors and student guides
3. Attend a cultural event trip for the second half of the year (the theater, a play or a museum visit) and complete a written assignment
4. Visit schools of interest independently during weekends or summer, to gain further exposure to postsecondary opportunities

C. College and Career Knowledge

1. Apply for scholarships as a class and individually
2. Check any specific college requirements or local graduation requirements for community service and log those in the student portfolio
3. Examine cost of colleges to which students have been accepted and determine how financial aid, grants, scholarships, work study programs and other funding sources can help meet those cost needs
4. Develop an understanding of selecting and scheduling courses in college, including fulfilling the requirements of a degree plan
5. Ask for letters of recommendation from teachers and club advisors with whom a strong relationship has been established
6. Select a college major based on a career choice of interest

D. College Entrance Testing

1. Prepare for and take the SAT and/or ACT at least once during the fall semester
2. Solve college entrance sample questions both independently and in groups and discuss how to best approach solutions

3. Execute the study plan during the fall, in order to prepare for college entrance testing
4. Independently utilize online college testing study websites to practice for exams
5. Become familiar with the formatting of college entrance exams, such as the SAT and ACT, and college level credit exams, such as Advanced Placement tests
6. Use SAT and ACT results from junior year to determine areas of weakness and independently address them with online resources
7. Track all testing results for input into college admission applications

E. College Admissions/Financial Aid

1. Select appropriate teachers/counselors for letters of recommendation
2. Distinguish between universities based on personal and academic need
3. Complete and submit college/university applications for schools of interest, including admission essays, letters of recommendation, SAT/ACT scores and official transcripts within the appropriate timeframe
4. Research and prepare financial aid application, including the FAFSA
5. Create a financial plan for the cost of applications and university expenses
6. Create and design a resume that reflects personal and academic strengths
7. Write an effective personal statement that illustrates academic and/or personal accomplishments where applicable
8. Fulfill all course and grade requirements during senior year to remain eligible for college acceptance

Avid Elective Class and Common Core Standards

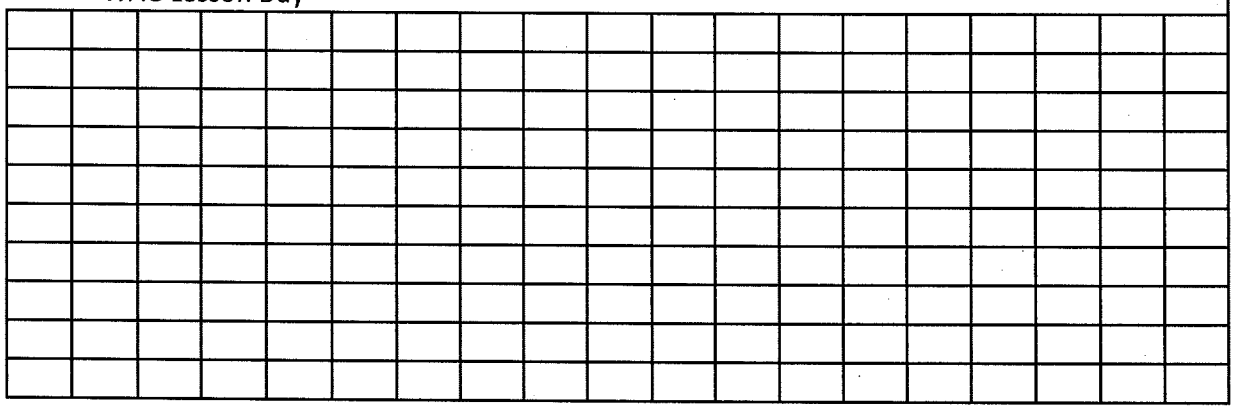
CCSS Reading Anchors													
CCSS.ELA-Literacy.CCRA.R.1													
CCSS.ELA-Literacy.CCRA.R.2	18	51	73	143									
CCSS.ELA-Literacy.CCRA.R.3	73												
CCSS.ELA-Literacy.CCRA.R.4	73												
CCSS.ELA-Literacy.CCRA.R.5	60	86	143										
CCSS.ELA-Literacy.CCRA.R.6	51												
CCSS.ELA-Literacy.CCRA.R.7													
CCSS.ELA-Literacy.CCRA.R.8	18	40	75	105	145	165							
CCSS.ELA-Literacy.CCRA.R.9	38												
CCSS.ELA-Literacy.CCRA.R.10	18	51	60	86	143								

CCSS Writing Anchors													
CCSS.ELA-Literacy.CCRA.W.1	43	60	66	76									
CCSS.ELA-Literacy.CCRA.W.2	80	83											
CCSS.ELA-Literacy.CCRA.W.3	51												
CCSS.ELA-Literacy.CCRA.W.4	41	46	48	61									
CCSS.ELA-Literacy.CCRA.W.5	41	61	70	83	88								
CCSS.ELA-Literacy.CCRA.W.6	53												
CCSS.ELA-Literacy.CCRA.W.7	41	46	48	61									
CCSS.ELA-Literacy.CCRA.W.8	53	70	86	153	48								
CCSS.ELA-Literacy.CCRA.W.9													
CCSS.ELA-Literacy.CCRA.W.10	43	81											

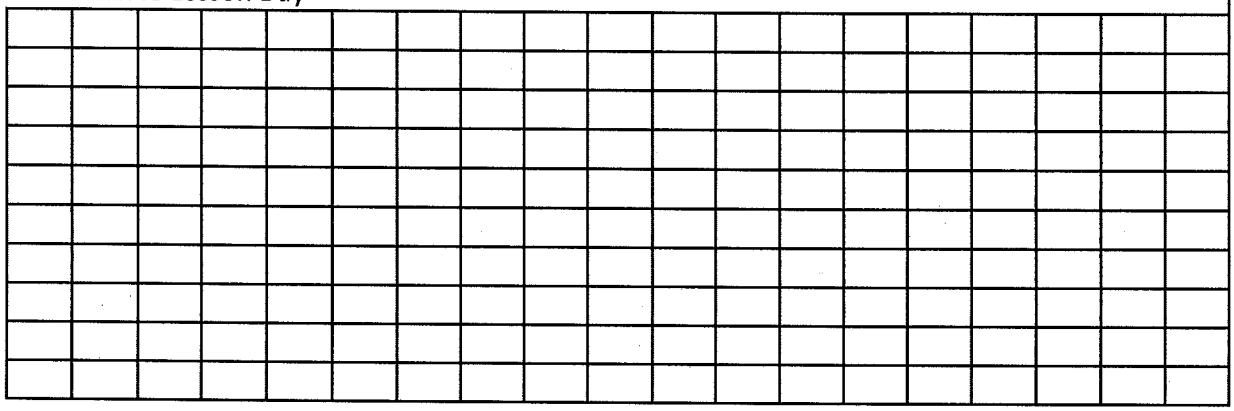
CCSS Speaking & Listening Anchors													
CCSS.ELA-Literacy.CCRA.SL.1	40	75	105	145	165	61	88	125	163				
CCSS.ELA-Literacy.CCRA.SL.2													
CCSS.ELA-Literacy.CCRA.SL.3	20												
CCSS.ELA-Literacy.CCRA.SL.4													
CCSS.ELA-Literacy.CCRA.SL.5													
CCSS.ELA-Literacy.CCRA.SL.6													

CCSS Language Anchors													
CCSS.ELA-Literacy.CCRA.L.1	48												
CCSS.ELA-Literacy.CCRA.L.2													
CCSS.ELA-Literacy.CCRA.L.3													
CCSS.ELA-Literacy.CCRA.L.4	18	51											
CCSS.ELA-Literacy.CCRA.L.5													
CCSS.ELA-Literacy.CCRA.L.6	75	123	126	128	130	155							

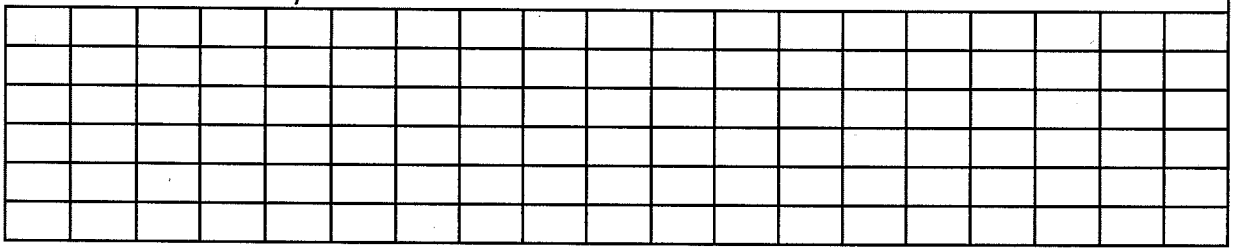
WAG Lesson Day



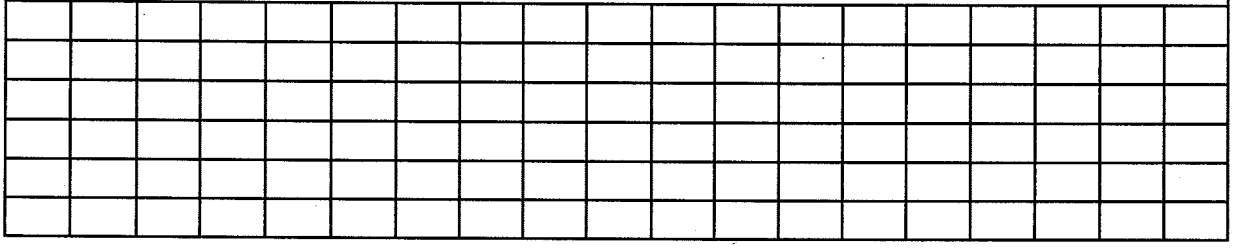
WAG Lesson Day



WAG Lesson Day



WAG Lesson Day



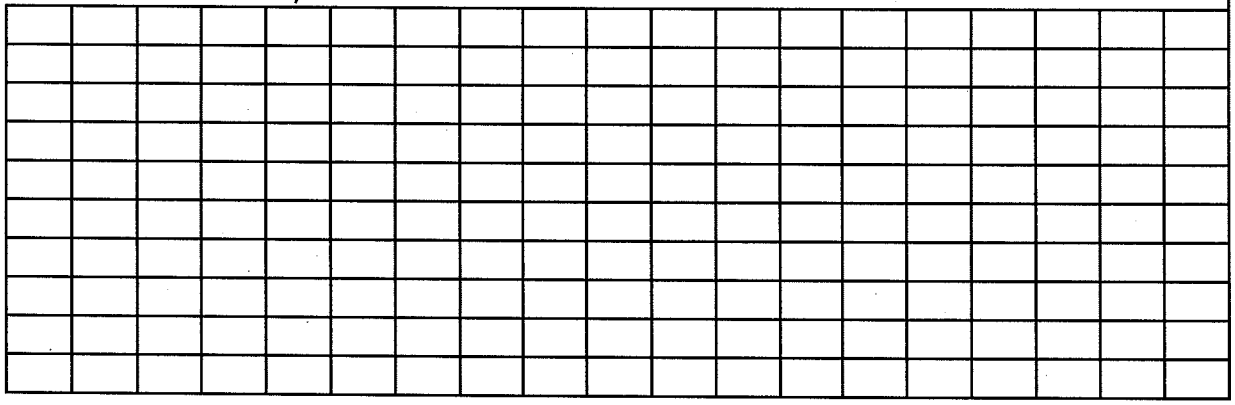
CCSS Reading Anchors													
CCSS.ELA-Literacy.CCRA.R.1													
CCSS.ELA-Literacy.CCRA.R.2	18	51	73	143									
CCSS.ELA-Literacy.CCRA.R.3	73												
CCSS.ELA-Literacy.CCRA.R.4	73												
CCSS.ELA-Literacy.CCRA.R.5	60	86	143										
CCSS.ELA-Literacy.CCRA.R.6	51												
CCSS.ELA-Literacy.CCRA.R.7													
CCSS.ELA-Literacy.CCRA.R.8	18	40	75	105	145	165							
CCSS.ELA-Literacy.CCRA.R.9	38												
CCSS.ELA-Literacy.CCRA.R.10	18	51	60	86	143								

CCSS Writing Anchors													
CCSS.ELA-Literacy.CCRA.W.1	43	60	66	76									
CCSS.ELA-Literacy.CCRA.W.2	80	83											
CCSS.ELA-Literacy.CCRA.W.3	51												
CCSS.ELA-Literacy.CCRA.W.4	41	46	48	61									
CCSS.ELA-Literacy.CCRA.W.5	41	61	70	83	88								
CCSS.ELA-Literacy.CCRA.W.6	53												
CCSS.ELA-Literacy.CCRA.W.7	41	46	48	61									
CCSS.ELA-Literacy.CCRA.W.8	53	70	86	153	48								
CCSS.ELA-Literacy.CCRA.W.9													
CCSS.ELA-Literacy.CCRA.W.10	43	81											

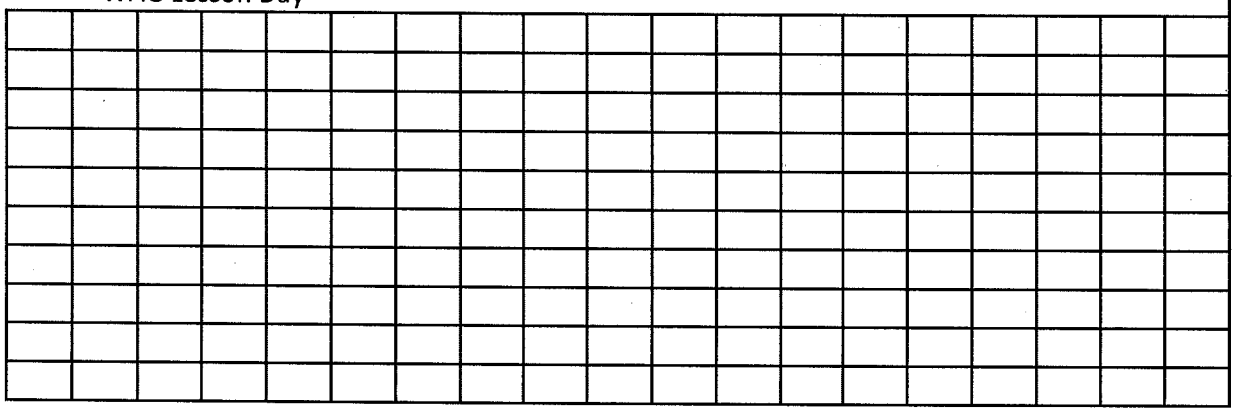
CCSS Speaking & Listening Anchors													
CCSS.ELA-Literacy.CCRA.SL.1	40	75	105	145	165	61	88	125	163				
CCSS.ELA-Literacy.CCRA.SL.2													
CCSS.ELA-Literacy.CCRA.SL.3	20												
CCSS.ELA-Literacy.CCRA.SL.4													
CCSS.ELA-Literacy.CCRA.SL.5													
CCSS.ELA-Literacy.CCRA.SL.6													

CCSS Language Anchors													
CCSS.ELA-Literacy.CCRA.L.1	48												
CCSS.ELA-Literacy.CCRA.L.2													
CCSS.ELA-Literacy.CCRA.L.3													
CCSS.ELA-Literacy.CCRA.L.4	18	51											
CCSS.ELA-Literacy.CCRA.L.5													
CCSS.ELA-Literacy.CCRA.L.6	75	123	126	128	130	155							

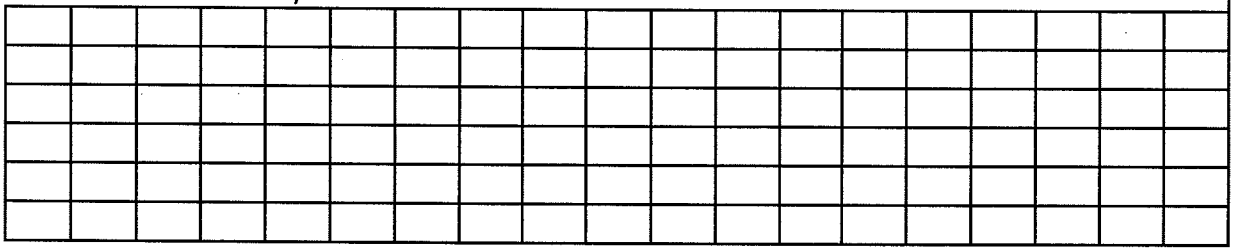
WAG Lesson Day



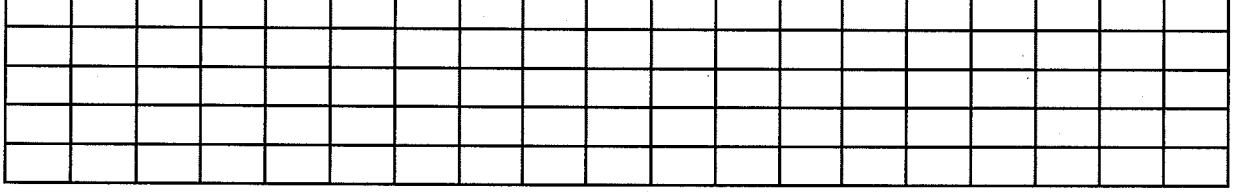
WAG Lesson Day



WAG Lesson Day



WAG Lesson Day



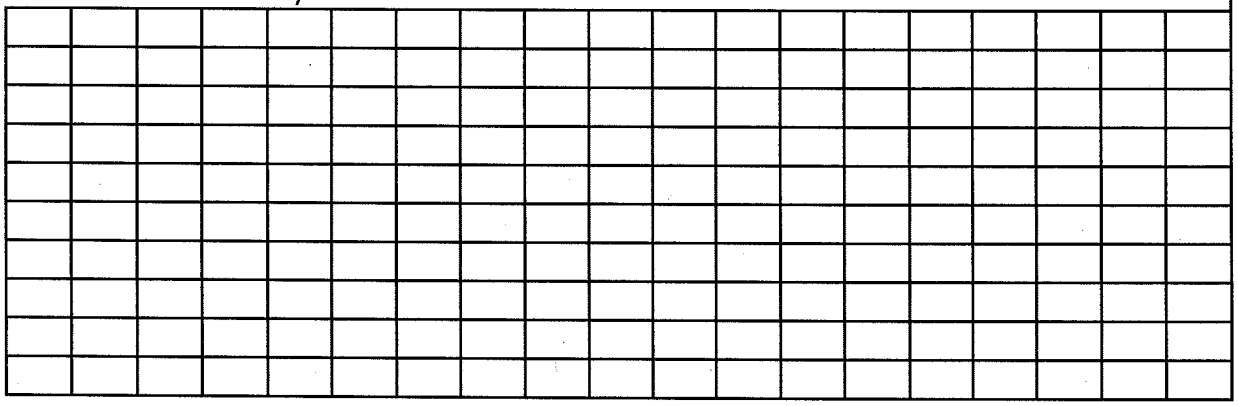
CCSS Reading Anchors													
CCSS.ELA-Literacy.CCRA.R.1													
CCSS.ELA-Literacy.CCRA.R.2	18	51	73	143									
CCSS.ELA-Literacy.CCRA.R.3	73												
CCSS.ELA-Literacy.CCRA.R.4	73												
CCSS.ELA-Literacy.CCRA.R.5	60	86	143										
CCSS.ELA-Literacy.CCRA.R.6	51												
CCSS.ELA-Literacy.CCRA.R.7													
CCSS.ELA-Literacy.CCRA.R.8	18	40	75	105	145	165							
CCSS.ELA-Literacy.CCRA.R.9	38												
CCSS.ELA-Literacy.CCRA.R.10	18	51	60	86	143								

CCSS Writing Anchors													
CCSS.ELA-Literacy.CCRA.W.1	43	60	66	76									
CCSS.ELA-Literacy.CCRA.W.2	80	83											
CCSS.ELA-Literacy.CCRA.W.3	51												
CCSS.ELA-Literacy.CCRA.W.4	41	46	48	61									
CCSS.ELA-Literacy.CCRA.W.5	41	61	70	83	88								
CCSS.ELA-Literacy.CCRA.W.6	53												
CCSS.ELA-Literacy.CCRA.W.7	41	46	48	61									
CCSS.ELA-Literacy.CCRA.W.8	53	70	86	153	48								
CCSS.ELA-Literacy.CCRA.W.9													
CCSS.ELA-Literacy.CCRA.W.10	43	81											

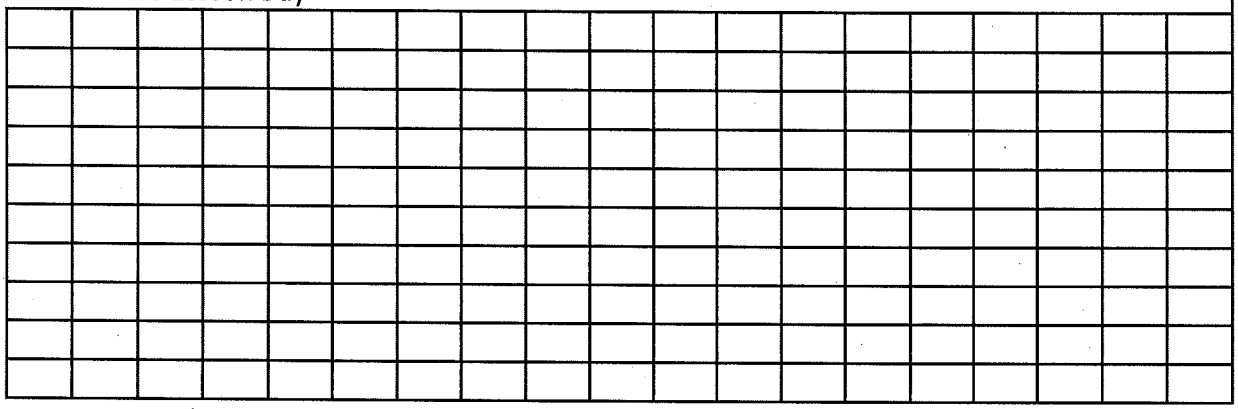
CCSS Speaking & Listening Anchors													
CCSS.ELA-Literacy.CCRA.SL.1	40	75	105	145	165	61	88	125	163				
CCSS.ELA-Literacy.CCRA.SL.2													
CCSS.ELA-Literacy.CCRA.SL.3	20												
CCSS.ELA-Literacy.CCRA.SL.4													
CCSS.ELA-Literacy.CCRA.SL.5													
CCSS.ELA-Literacy.CCRA.SL.6													

CCSS Language Anchors													
CCSS.ELA-Literacy.CCRA.L.1	48												
CCSS.ELA-Literacy.CCRA.L.2													
CCSS.ELA-Literacy.CCRA.L.3													
CCSS.ELA-Literacy.CCRA.L.4	18	51											
CCSS.ELA-Literacy.CCRA.L.5													
CCSS.ELA-Literacy.CCRA.L.6	75	123	126	128	130	155							

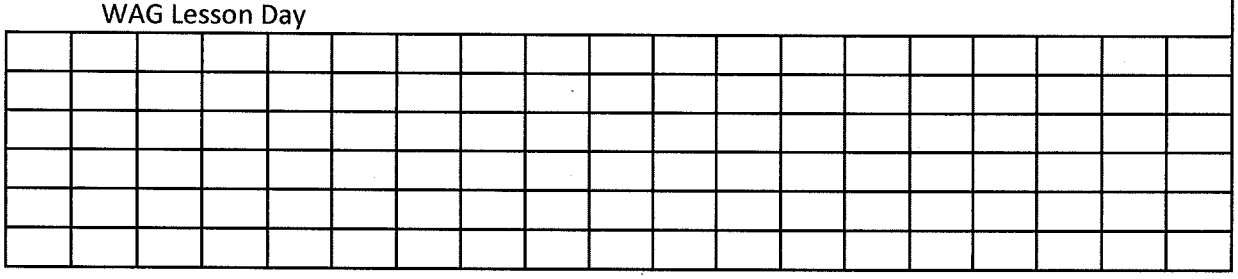
WAG Lesson Day



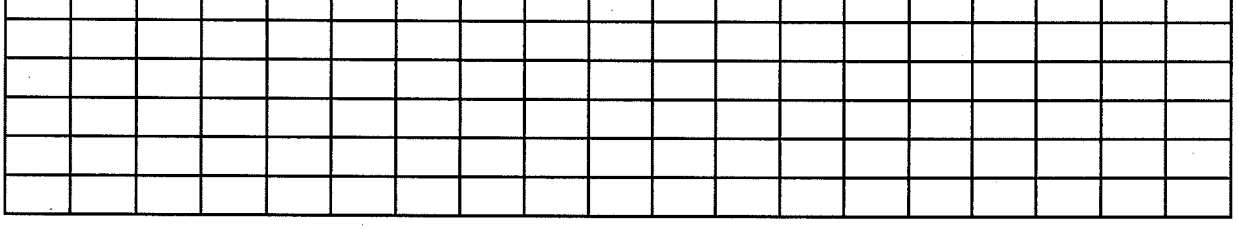
WAG Lesson Day



WAG Lesson Day



WAG Lesson Day



Elective Lesson Overview Grade Level

Days 1-30 One Pager

Major Objectives: Community Building, Set Years Expectations, College Essays, College Applications, Scaffolding to Senior Study Groups, Philosophical Chairs

Theme Connections: Defining, Role Model, Enterprising, Admission to College, Money, Success

Preparation: Guest speaker on day 25, Reserve Computer Lab Day 28 & 30

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
Intro to Start the Year, Intro to AVID, Syllabus, Senior Year Checklist, Conga Line* 12-CD.A1 3.3	AVID Student Agreement, Class Norming, AVID Theme, Team Builder 12-CD.A1	Cornell Note Expectations, Binder, Calendaring, Team Building 12-ORG.A2	Senior Bucket List, Role of the AVID Senior, Legacy, Team Building 12-CD.A2	Binder Check*, Summer Work Debrie AVID Graduates, Tean builder 12-COMM.B3 12-CR.A2,A3 6
6	7	8	9	10
Update High School Activities, Update Top Ten Colleges, Homework 12-CR.C2	Tutorials*, College Application Work* 12-INQ.B1	College Essay Jigsaw and First Draft, Refining the College Essay 12-CR.C2 9.6	Tutorials*, College Work*, Homework 12-INQ.B1	Team Builder, College Essays, Cornell Note Quality Check 12-CD.B3, B6 5
11	12	13	14	15
Final Three Schools, Calculating Academic GPA, Homework 1. .E2, E8 9.6	Tutorials – Forming Their Own Group, Tutorial Reflection 12-INQ.B1	Educational Resume, Teacher Recommendation, scholarship search 12-CR.E6 12-CD.A4 9.6	Tutorials – Forming Their Own Group, Formal Observation 12-INQ.B1	Top 3 Colleges, Application Deadlines College Sweatshirt, College Cube*, CNQuantity Check 12-CR.C2
16	17	18	19	20
SAT/ACT Planning, SAT/ACT Preparation 12-CR.A5, A6 4.4	Formal Observation Debrief, Tutorials – Forming Their Own Group 12-INQ.B3	Marking the Text, Charting the Text, Degree of Immorality 12-REA.A1, B5 6.5	Tutorials – Forming Their Own Group 12-INQ.B3	Binder and Planner Check, Philosophical Chairs, Evaluation 6
21	22	23	24	25
Flex Day, Homework 12-CD.A3 4.4	Tutorials – Forming Their Own Group, Formal Observation 12-INQ.B1	Flex Day, Homework 12-CD.A3 4.4	Formal Observation Debrief, Tutorials – Forming Their Own Group 12-INQ.B2	Mystery Check, Your Responsibilities, Gues Speaker 12-CR.A2, A4 3
26	27	28	29	30
My College Fears, Marking the Common App 12-CR.E3	Tutorials – TRF on Notebook Paper, Tutorial Reflection 12-INQ.B2	College Applications 12-CR.E3 9.6	Tutorials – TRF on Notebook Paper 12-INQ.B2	CN Quality Check, College Admissions, 4 corner Check-in 12-CR.E3 5

Key:

Major activities for the day	
AVID Elective Standard(s) covered	CSS evidence

Days 31-60 One Pager

Major Objectives:

Theme Connections: Defining, Role Model, Excellence, Admission to College, [redacted], Success

Preparation: Guest speaker on day 15

Monday	Tuesday	Wednesday	Thursday	Friday
31	32	33	34	35
The Evolution of Cornell Notes, Catch-Up 12-ORG.B3 6.3	Tutorials – TRFs on Notebook Paper 12-INQ.B2	Senior Data Collection, Scholarships 12-CD.A4,B3 12-CP.A2,A4,C1 9.1	Tutorials – TRFs on Notebook Paper, Formal Observation 12-INQ.B2	Cornell Note Quality Check, Your Responsibilities Check College Field Trip 12-ORG.B3 12-CP.B1,B2 6
36	37	38	39	40
College Rejection Letter*, Flex Day 12-WRI.A1 5.5	Formal Observation Debrief, Tutorials – TRFs on Notebook Paper 12-INQ.B3	Critical Reading: Two Kinds of People. 12-REA.B6 6.5	Tutorials – TRFs on Notebook Paper 12-INQ.B2	Binder and Planner Check Socratic Seminar: Two Kinds of People 12-ORG.A2 7 12-INQ.C3,C4 7
41	42	43	44	45
Accessing Prior Knowledge and Review, Evaluation & Goal Setting, Exit Ticket 1[redacted] E2, E8 9.6	Tutorials – Forming Their Own Group, Tutorial Reflection 12-INQ.B1	Educational Resume, Teacher Recommendation, Scholarship Search 12-CR.E6 12-CD.A4 9.6	Tutorials – Forming Their Own Group, Formal Observation 12-INQ.B1	Top 3 Colleges, Application Deadlines College Sweatshirt, CNQuantity Check 12-CR.C2
46	47	48	49	50
SAT/ACT Planning, SAT/ACT Preparation, AVID Test Prep* 12-CR.A5, A6 4.4	Formal Observation Debrief, Tutorials – Forming Their Own Group 12-INQ.B3	Marking the Text, Charting the Text, Degree of Immorality 12-REA.A1, B5 6.5	Tutorials – Forming Their Own Group 12-INQ.B3	, Philosophical Chairs, Evaluation 6
51	52	53	54	55
SAT/ACT Test Preparation, Extension: AVID Test Prep* 12-CD.A3 4.4	Tutorials – Forming Their Own Group, Formal Observation 12-INQ.B1	SAT/ACT Test Preparation, Extension: AVID Test Prep* 12-CD.A3 4.4	Formal Observation Debrief, Tutorials – Forming Their Own Group 12-INQ.B2	Mystery Check, Guest Speaker 12-CR.A2, A4 3
56	57	58	59	60
Eliminating Excuses, Marking the Common App 12-CR.E3	Tutorials – TRF on Notebook Paper, Tutorial Reflection 12-INQ.B2	College Applications 12-CR.E3 9.6	Tutorials – TRF on Notebook Paper 12-INQ.B2	CN Quality Check, College Admissions, 4 corner Check-in 12-CR.E3 5

Key:

Major activities for the day	
AVID Elective	
Standard(s) covered	CSS evidence

Everyday Lesson Plans

Go to Avid Online For the Other Class Handouts

AVID
academies of College Dreams

Lesson Plan, Day 1

AVID – 12th Grade

Standard and Essential Question:

- **12-CD.A1** Understand the role of AVID students and display characteristics on a regulary basis, especially to younger AVID students
- **EQ:** "What should I expect from the AVID class and my AVID peers this year?"

Lesson

Note: This week's lessons are intentionally shorter to allow time for presenting school policies and expectations.

1. **Ideas to Start the Year**
   - Idea #1: Play "Pomp and Circumstance" as seniors first enter the room (http://www.youtube.com/watch?v=Kw-_Ew5bVxs). Talk about commencements as the beginning of something, not the end.
   - Idea #2: Have students sit with their eyes closed and visualize where they will be in a year. Connect this vision to the work that needs to happen this year.

2. **Introduction to AVID**
   - Welcome students to your AVID class.
   - Explain that being in AVID is a privilege and an honor. The expectations for 12th grade students are very high, as they will serve as representatives for AVID to younger students, the faculty, and the community.

3. **Syllabus**
   - Distribute the syllabus for your AVID class. Consider utilizing the information from the 12th Grade Course Description in the AVID Elective Standards.

4. **Senior Year Checklist**
   - Distribute the Senior Year Checklist to all students.
     - Note: Look over the checklist and determine if items should be added or deleted, or if numbers should be increased (e.g., requiring three scholarships in a month, instead of two).
   - Let seniors know that this checklist will be critical in guiding them through their senior year, through the summer, and into their first semester of college.
   - Have students review the list and generate a list of questions and "ah-ha" ideas.
   - Have students form a group of four and discuss their expectations for the year in their groups.
   - Have select groups briefly share their discussion.
   - Answer any remaining questions.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

Reference
AVID Elective Essentials for High School
7.4.3A Conga Line (p. 193)

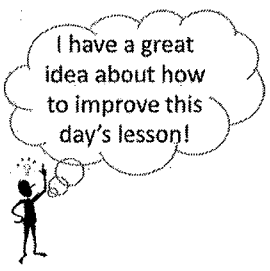
Class Set
12th Grade Course Description

Senior Year Checklist

Materials
Music (possibly conga music)

(Music starts at 00:56.)

Documentation for Essentials
3.3, 7.4



5. **Conga Line***
   - Review the Conga Line protocol.
   - Have students form two parallel lines facing each other.
   - Explain that you will be providing conversation topics, and they will have one minute to discuss the topic. After one minute, you will have a different side of the line dance down the middle.
   - Sample Conga Line conversation topics include the following:
     - What are you most looking forward to during your senior year?
     - What do you think will be most challenging about this year?
     - What are you most worried about, or afraid of, this year?
     - What is one thing that you really want to accomplish this year?
     - Where do you want to be in a year?

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Course Description

12th 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 utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking, and research.

The AVID Elective 12th grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

Senior Year Checklist

August/September

- ☐ Be sure that you are continuing a schedule with courses of rigor and do not become overcommitted (i.e., too many clubs, sports, jobs, etc.).
- ☐ Continue researching your Top 10 colleges with the purpose of narrowing down to a Top 3–5.
- ☐ Visit colleges of interest and attend college fairs.
- ☐ Determine if you are applying for an "impacted major," which may require higher admission standards.
- ☐ Fill out college applications early! Some colleges need applications in by October 1st for certain housing and scholarship options.
- ☐ Narrow your list of potential colleges to 1–2 "stretch schools" where you might be on the lower GPA and SAT®/ACT® score average, 1–2 "strong match schools" where you meet the schools' average GPA and SAT/ACT average, and 1 "fallback school" that you are certain you will get into.
- ☐ Examine college applications and record application deadlines in your agenda/planner.
- ☐ Determine application options (early decision, early action, or regular decision).
- ☐ Update résumé.
- ☐ Ask for an unofficial transcript.
- ☐ Compute final GPA to be submitted on applications.
- ☐ Ask select teachers/counselors/others to write letters of recommendation.
- ☐ Keep your grades up and stay in challenging courses! 75% of revoked acceptances are because seniors do poorly in classes or take too light of a load!

October

- ☐ Revise college essays for submission.
- ☐ Request fee waivers from your counselor (if applicable).
- ☐ Submit public college applications online.
- ☐ Submit applications if applying "early decision."
- ☐ Be sure you include courses you've taken at a community college on your applications.
- ☐ Continue filling out scholarships, with a minimum of 1 scholarship for the month of October.
- ☐ Study for the final SAT/ACT test.

November/December

- ☐ Submit applications for private colleges/universities.
- ☐ Research financial aid requirements and deadlines.
- ☐ Continue filling out scholarships, with a minimum of 3 scholarships in November and December.
- ☐ Keep those grades up! Reach out for help if you feel like you are falling behind.

January

- ☐ Apply for your FAFSA pin.
- ☐ Complete the FAFSA application and worksheet.
- ☐ Make sure all test scores (SAT, ACT, AP®) have been submitted to colleges/universities where you have applied.
- ☐ Submit your FAFSA as close to January 1st as possible.
- ☐ Continue filling out scholarships, with a minimum of 2 scholarships for the month of January.
- ☐ Be sure to contact colleges early if there were unexpected changes to your class schedule.

February/March

- ☐ Enroll and take English and Math Placement Tests for colleges. (Tests are generally given Feb. through May.)

- ☐ Continue applying for scholarships, with a minimum of 3 scholarships for February and March.
- ☐ Research dorm applications and deadlines.
- ☐ At the end of March, follow up with colleges that you haven't heard from to be sure they have everything they need (transcript, SAT/ACT scores, essays, fee waiver, etc.).

April

- ☐ Study for upcoming AP exams.
- ☐ Continue applying for scholarships, with a minimum of 2 scholarships for April. (Look into scholarships at the college/university that you plan to attend.)
- ☐ Be sure to submit your housing application to the school that you plan to attend.
- ☐ Research the placement tests that you will need to take (and pass) at the college that you plan to attend.
- ☐ Were you denied admission? Don't give up, contact the admissions office, and ask if there is an appeal process.
- ☐ Don't slack! Finish strong. A drop in grades is the number one reason that colleges revoke admissions (over 50%).

May/Early June

- ☐ Take AP exams. Be sure test scores are sent to the appropriate colleges.
- ☐ Look into taking college courses at a local community college (especially courses that cover any remediation or first-year classes, if you haven't passed).
- ☐ Be sure you send official transcripts from courses taken at the community college to the college you will attend.
- ☐ Continue applying for scholarships, with a minimum of 2 scholarships for May. (Look into scholarships at the college/university that you plan to attend.)
- ☐ Complete AVID Senior Data.
- ☐ Sign up to be an AVID tutor next year.
- ☐ See your physician to get a meningitis shot, as you will need this to attend college.
- ☐ Write thank-you notes to teachers and your counselor for helping you through the process.
- ☐ Take a day to celebrate the fact that you graduated and are one step closer to your dreams of college.

Early Summer

- ☐ Make a decision about which college you will attend and notify the college that you will attend.
- ☐ Notify schools that you are not attending.
- ☐ Send deposits for housing (if you haven't already).
- ☐ Sign up for orientation.
- ☐ Enroll in classes (refer back to 14.12 The 4-Year College Plan).
- ☐ Be sure you have completed and passed placement tests for English and math.
- ☐ Send official score reports to college from ACT/SAT.
- ☐ Continue to apply for scholarships.
- ☐ Talk to counselor about sending final transcript to college.
- ☐ Contact your roommate:
    - Name: _____ Phone Number: _____ Email: _____
- ☐ Contact financial aid office at the college that you plan to attend to be sure they have everything they need:
    - Phone Number: _____
- ☐ Sign up for work study (contact career services at the campus):
    - Phone Number: _____ Website: _____
- ☐ Search campus job opportunities.
- ☐ Accept financial aid and determine if you need to accept student loans (tuition, housing, books).

- ☐ Examine your chosen school using Websites for the AVID Elective Teacher and Student Worksheet (*Preparing for College*, pp. 285–288).
- ☐ FIND OUT HOW TO LOG IN TO CAMPUS WEBSITE AND YOUR STUDENT EMAIL. A lot of important emails may come to the new college email, and you will miss it if you aren't checking.

Late Summer

- ☐ Check out campus organization, clubs, etc.
- ☐ Be sure that AP scores are sent to college and adjust first semester schedule accordingly.
- ☐ Attend orientation:
    - Date: _____ Location: _____
- ☐ Continue to apply for scholarships.
- ☐ Set up appointment with academic advisor.
- ☐ Get student ID card.
- ☐ BE SURE YOU SIGN INTO YOUR COLLEGE EMAIL ACCOUNT!
- ☐ Pack. (Coordinate larger items with roommate.)
- ☐ Obtain parking permits.
- ☐ Determine if professors have posted syllabi and look into purchasing books.

Early First Semester (Freshman Year of College)

- ☐ Check out tutoring opportunities.
- ☐ Study, study, study. (Remember that studying in college is not just doing homework; it is reading the book and reviewing your notes every day.)
- ☐ Visit the Financial Aid Office and find out about scholarship opportunities.
- ☐ Look into extracurricular activities.
- ☐ Go to the Tutoring Center on campus and find out about resources.
- ☐ Introduce yourself to your professor.
- ☐ Follow Study Group Plan.
- ☐ Calendar dates of homework and tests.
- ☐ Critically read the syllabi to examine grading expectations and midterm/final projects or tests.
- ☐ Attend at least one set of professor office hours during the first two weeks.
- ☐ Talk with other students from your classes and share contact info (for study groups, missed classes).
- ☐ Continue to apply for scholarships.
- ☐ Set up a study group with students from your class (friends from dorm).
- ☐ Check grades.
- ☐ Set up regular study hours (5.3.2b).
- ☐ Reserve study group locations.

Late First Semester (Freshman Year of College)

- ☐ Continue to apply for scholarships.
- ☐ Prepare to re-apply for financial aid in January. (This is a yearly process!)
- ☐ If attending a community college: Check if the classes that you are taking will transfer to your destination four-year college in your intended major (not the community college that you are attending). Talk with an admissions counselor at the destination school to determine a transfer timeline.

Lesson Plan, Day 2

AVID – 12th Grade

Standard and Essential Question:

- **12-CD.A2** Serve as a mentor and role model to younger AVID students
- **EQ:** "What do I need to learn this year to successfully transition to college?"

Lesson

Note: The activities this week are intentionally shorter to allow time for presenting school policies and expectations.

1. **AVID Student Agreement/Photo Release**
   - Distribute the AVID Student Agreement and a copy of your site's Photo Release to each student.
   - Read through the AVID Student Agreement as a class. Ask students to Mark the Text as they read. Suggested markings include:
     - Underlining sections that will be especially important to do well as seniors
   - Each student must return their signed AVID Student Agreement as documentation for the Certification Self-Study.

2. **Class Norming**
   - Have students create bullets to the following question: "What class norms do I need on order to get the most out of AVID this year?"
   - Have students share out their ideas and record them in the front of the class.
   - Another option is to have students create an acrostic using a word reflecting the senior year experience. For example:
     - **F**ocused
     - **U**nderstanding
     - **T**eam-Oriented
     - F**U**n
     - Info**R**mative
     - **E**ngaged
   - You can then use the chosen acrostic word as a way to refocus the class, or the students can use the word to refocus each other.
     - For example, if a couple of students are talking when someone else is focused on the task at hand, the student can say, "FUTURE," and the other two would know to re-engage in the task.

3. **AVID Theme**
   - Have students write to the following prompt: "What do you need to learn this year in order to feel ready to attend college next year?"

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

Project
AVID 4 Theme

Reference
Strategies for Success
Magic Carpet

Class Set
AVID Tutorial Guide
1.6f AVID Student Agreement (pp. 34–35)

Photo Release

Materials
Large Bed Sheet or Tarp

AVID
exades of College Dreams

Lesson Plan, Day 2

AVID – 12th Grade

- Tell students that there are many key aspects to navigating their senior year in order to successfully matriculate into college.
- As the teacher, discuss each theme one at a time:
  - Defining Yourself:
    - A big portion of this is determining which college they will attend and what their major will be.
  - Role Modeling:
    - As seniors, they will be huge ambassadors of what it is to be an AVID student.
    - Have seniors think about: a) How will you give back to the school/community? and b) How can I support the underclassmen, especially those in AVID?
    - *Note: Before stating the bullet point below, examine the WAG lessons beginning on Day 43, as the lessons outline a service learning paper and project. Students will research a topic that affects the community, such as homelessness, illiteracy, etc. They will then write a paper and participate in a project that gives back.*
    - There will also be a MAJOR service learning project that is modeled after a college-level task.
  - Excellence:
    - One of the largest changes this year will be to tutorials. A major focus of the year is removing support structures so that students will be equipped to form study groups at the college level.
    - Students will also glimpse at some of the tasks/expectations of college.
  - Admission to College:
    - Students will submit college applications, submit essays, and retake the SAT® and ACT®.
    - Discuss the importance that they are proactive and work both collaboratively and independently.
  - Money:
    - Funding for college will be a huge focus of the year, but students will also learn how to manage their money in college.
  - Success:
    - Students will examine how they can successfully transition to college. For example, dealing with roommates, how to study, dealing with stress, etc.
- Tying this all together, this year is about helping seniors achieve their DREAMS of college and career success.
  - Connect this to the fact that they will need to rely on each other this year, more than any other.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

- Pass out the Study Buddy sheets or have students enter contact info into their cell phones.

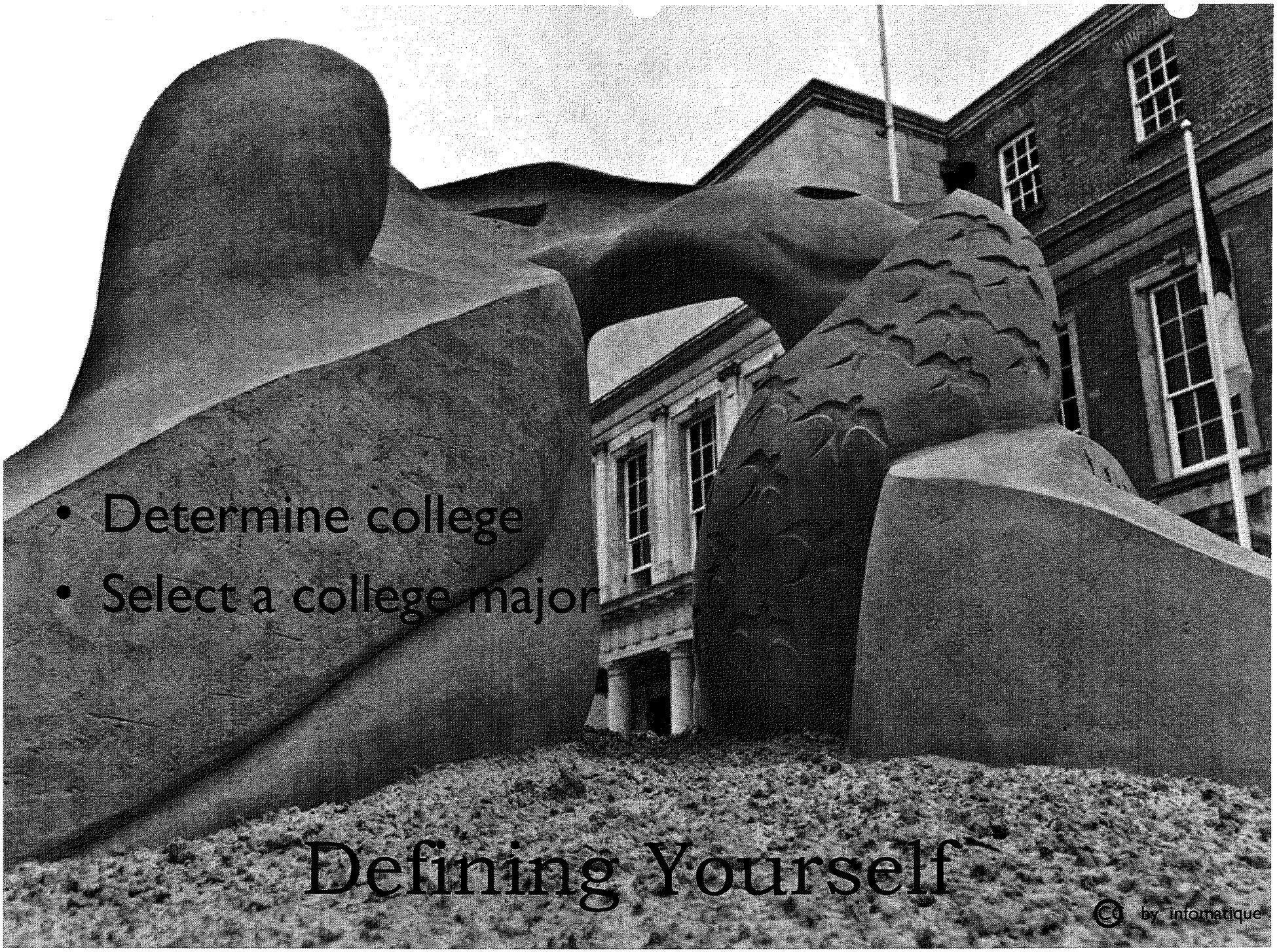
4. **Stage 3 Team-Builder: Magic Carpet***
   - This is a Stage 3 collaborative structure to build team problem solving.
   - Have the entire class stand on the bedspread.
     - The size of the bedspread should be large enough so that everyone fits, but they should still be cramped.
   - The object of the team-builder is to flip the sheet with everyone remaining on the sheet at all times.
   - *Note: If this is a very large class, you can break it into two teams and race, but it is better to have the entire class try to problem solve together.*

* Indicates an optional activity, which can be shortened or removed, based on time constraints

What do we need to accomplish this year?

AVID 4

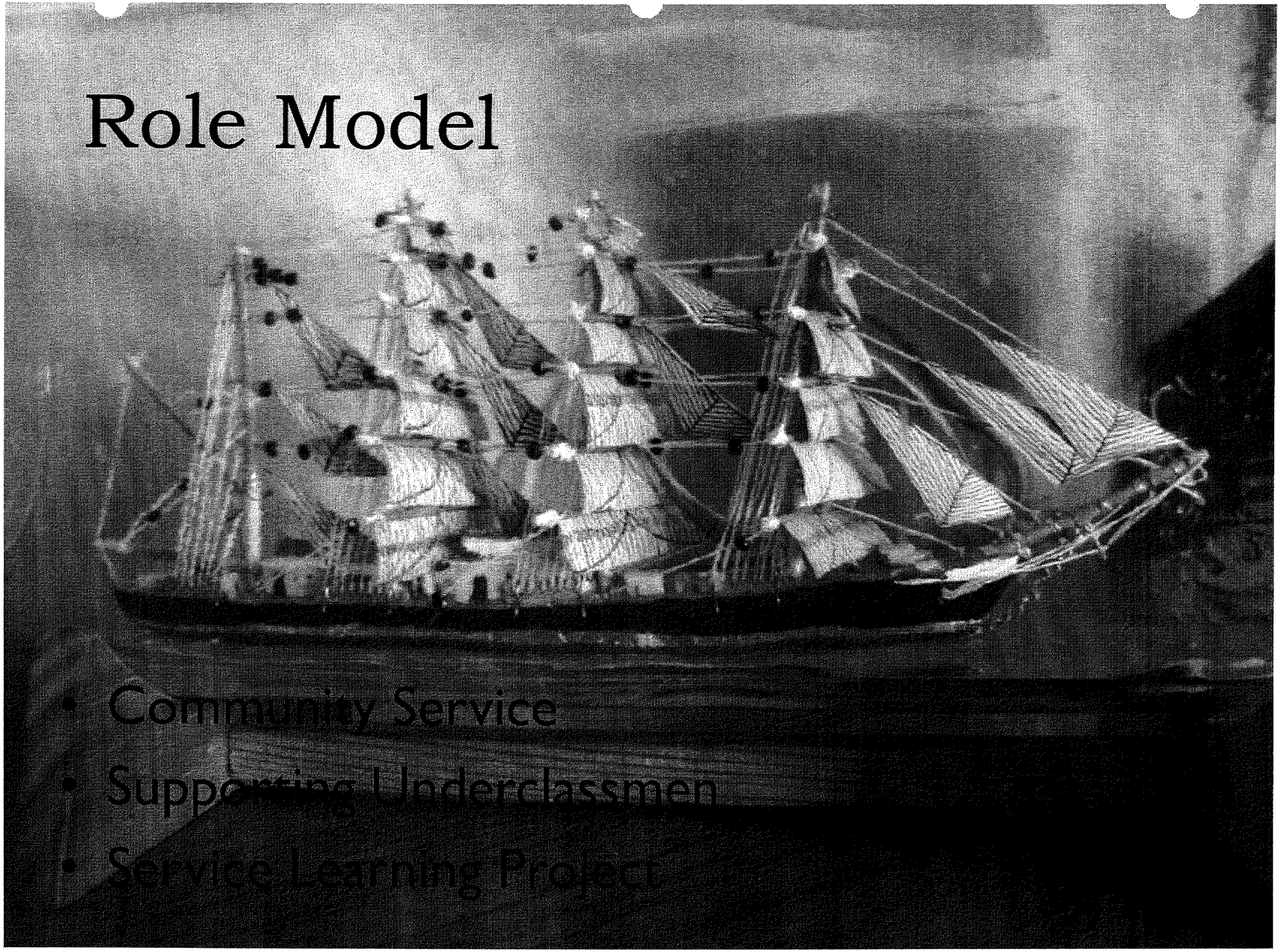
AVID
Decades of College Dreams



Defining Yourself

© by infomatique

Role Model



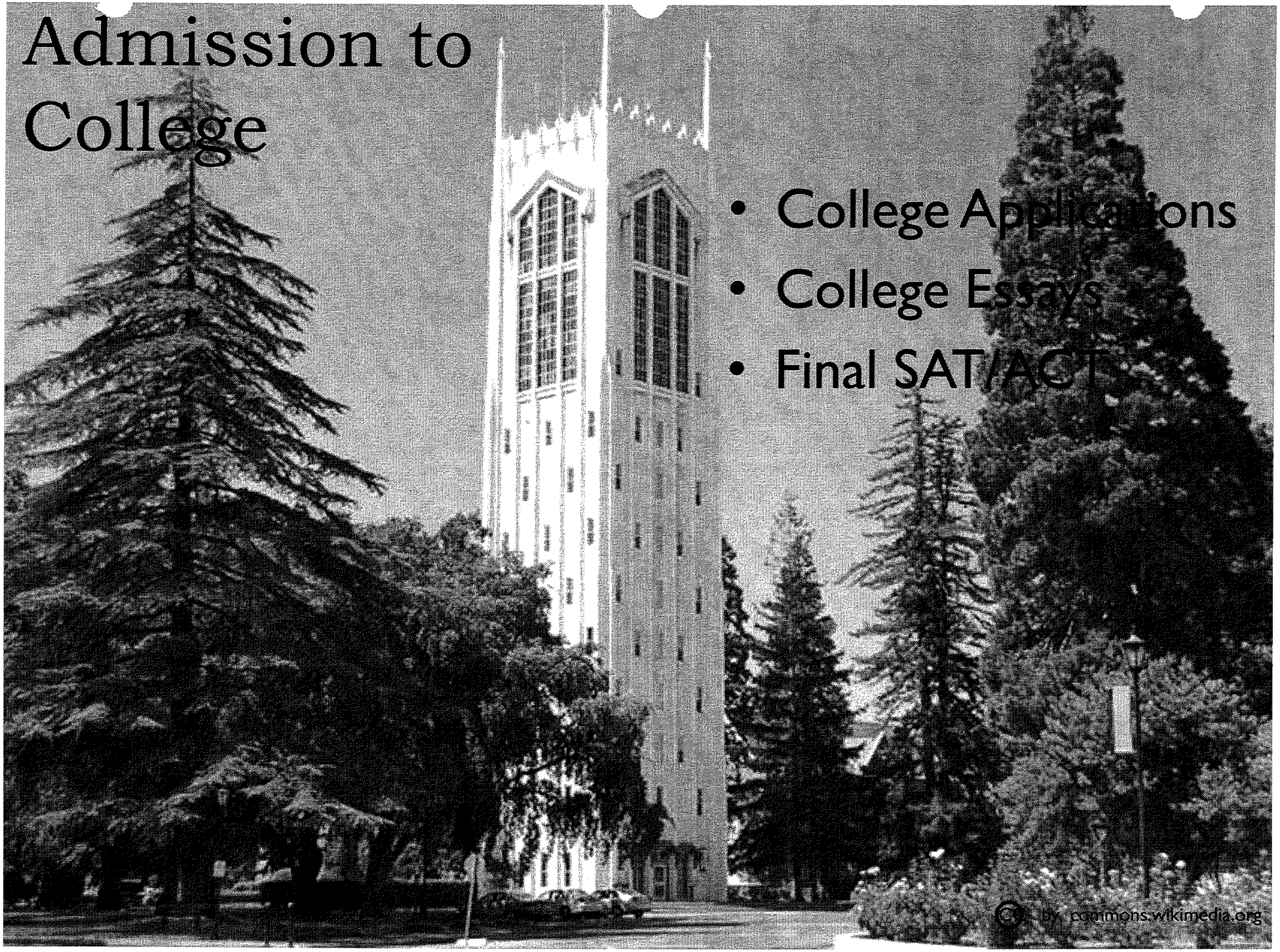
- Community Service
- Supporting Underclassmen
- Service Learning Project

Excellence

- College Study Groups
- Prompt Analysis
- Adjusting to College Rigor

Admission to College

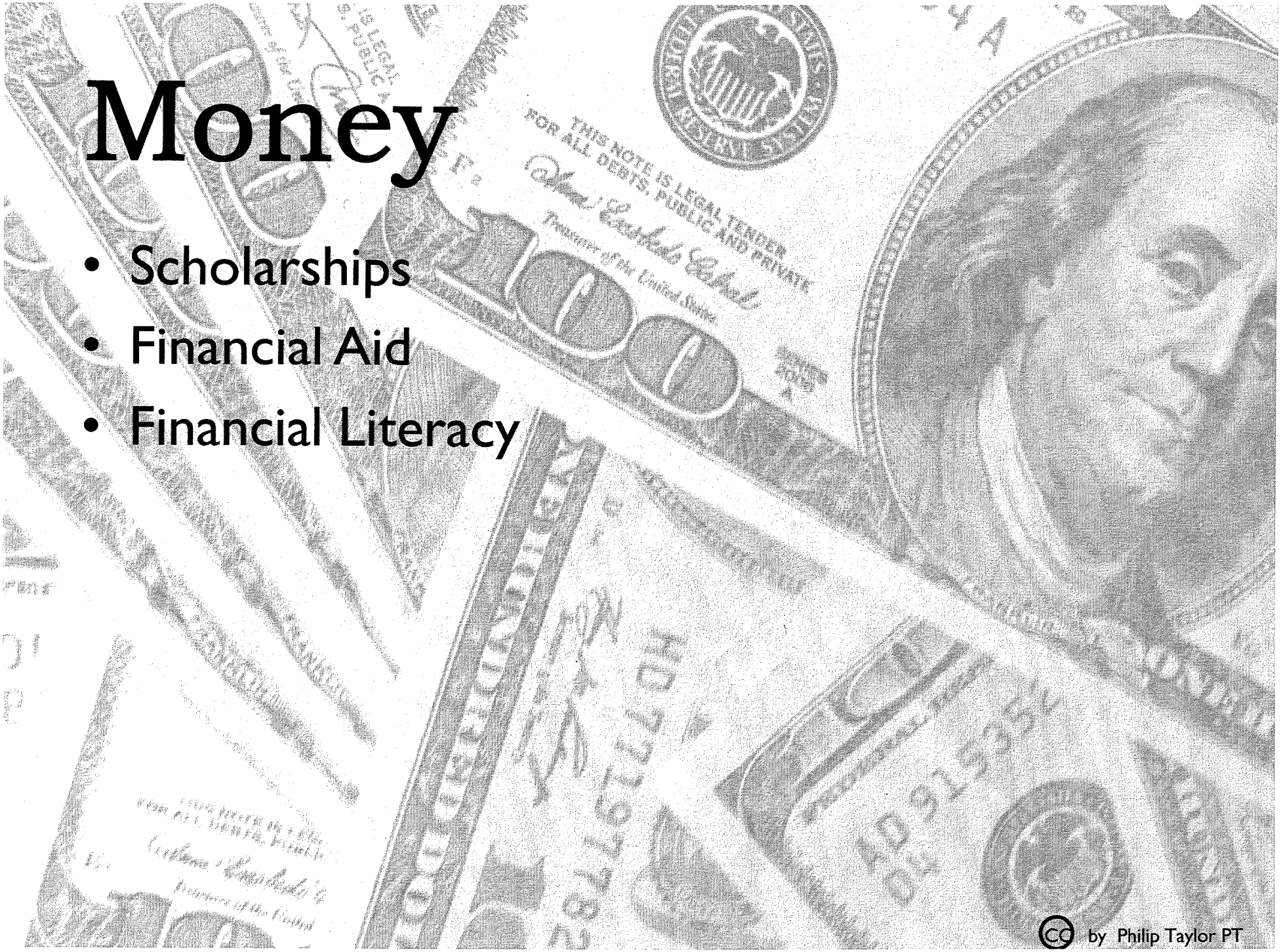
- College Applications
- College Essays
- Final SAT/ACT



by commons.wikimedia.org

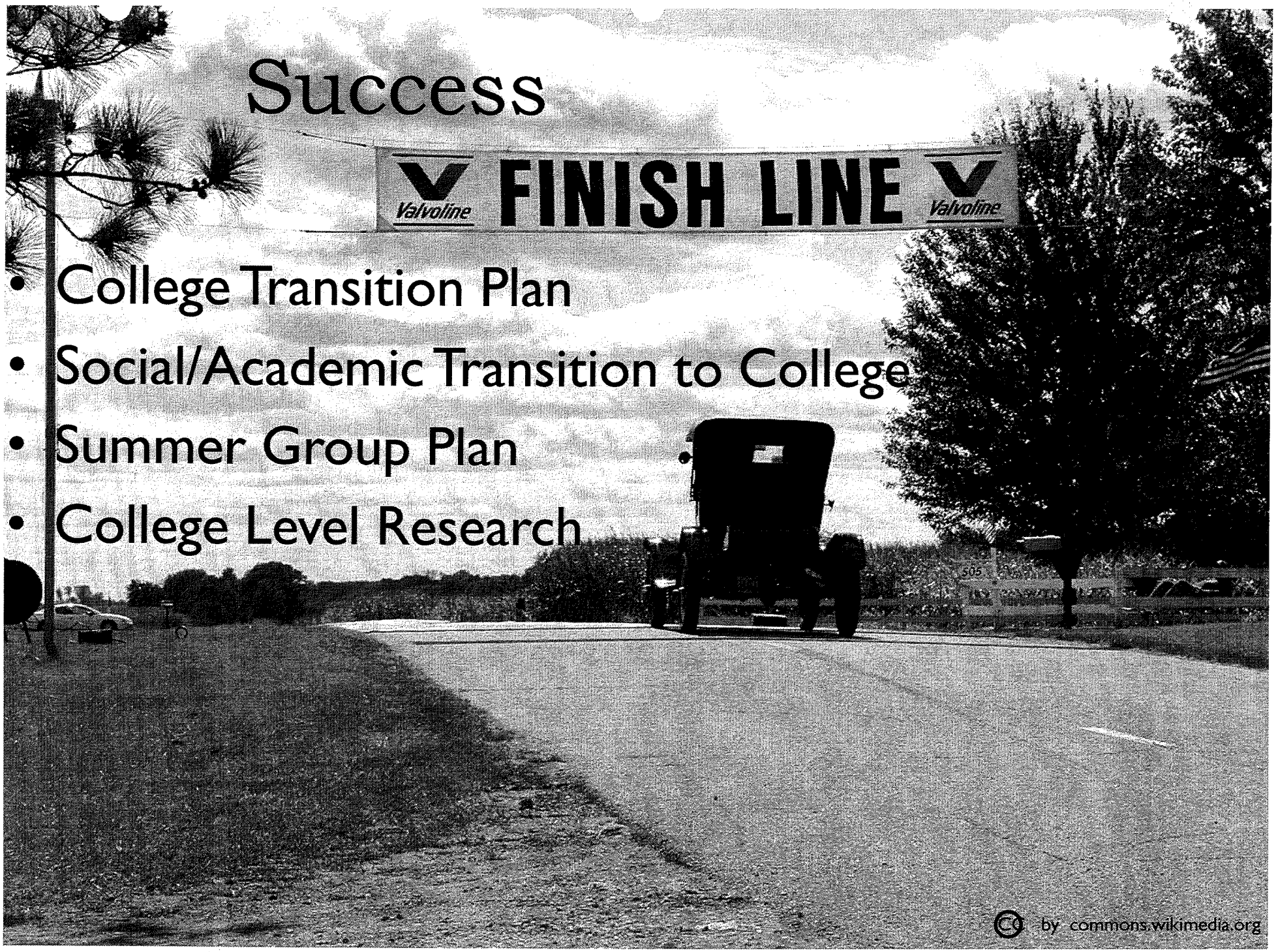
Money

- Scholarships
- Financial Aid
- Financial Literacy



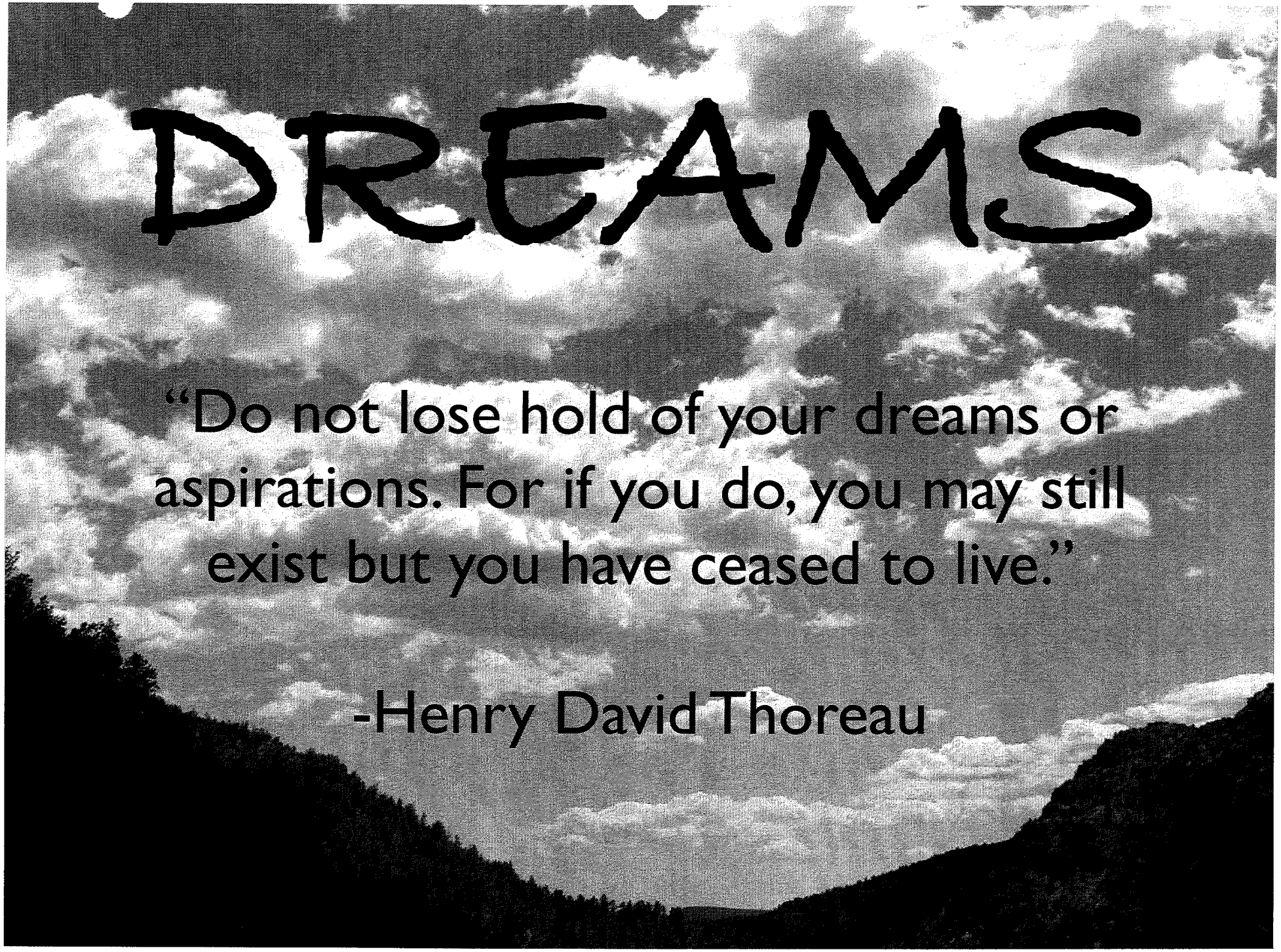
by Philip Taylor PT

Success



- College Transition Plan
- Social/Academic Transition to College
- Summer Group Plan
- College Level Research

by commons.wikimedia.org


DREAMS
"Do not lose hold of your dreams or aspirations. For if you do, you may still exist but you have ceased to live."
-Henry David Thoreau

Magic Carpet Ride

Materials/Set-Up

- Queen- or king-sized blanket
- Floor space large enough to lay the blanket out flat

Instructional Steps

- Explain that this activity will require students to trust one another enough to allow for them to let certain students step up and others to follow.
- Have all students stand on the sheet.
- Tell students that their goal is to flip the sheet over without anyone having to step off of the sheet.

Increase Rigor

- Only allow one student to speak.
- Blindfold students.
- Set a time limit.
- Only give students a certain number of attempts to complete.

AVID
Decades of College Dreams

1.6: AVID Contracts

AVID Student Agreement
(High School Contract)

Name: _____

Enrollment Date: _____

AVID is an elective college-preparatory system that prepares students to attend a four-year college upon high school graduation.

Student Goals

- Academic success in college-preparatory courses.
- Successful completion of college eligibility requirements.
- Enrollment in college-preparatory courses throughout high school to ensure enrollment in a four-year college or university upon graduation.

Student Responsibilities

- I will maintain at least a 2.0 GPA and satisfactory citizenship and attendance in all classes or will be placed on a probation contract.
- I will maintain a minimum 2.0 GPA or will be placed on a probationary contract.
- I will maintain enrollment in all college-prep courses (including honors, dual enrollment and International Baccalaureate®/Advanced Placement®).
- I will attend summer school as needed to take additional coursework and/or to raise my grades to maintain my college eligibility.
- I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes daily and be an active participant in all activities.
- I will come to AVID class prepared for tutorial session with the TRF pre-work completed, AVID binder with Cornell notes and textbooks. I will use critical thinking, inquiry and collaboration with my classmates to create greater understanding about my point of confusion.
- I will participate in extracurricular activities and community service.
- I will prepare for and take college entrance exams such as the ReadiStep®, EXPLORE®, PSAT®, PLAN®, SAT® and ACT®.

_____

Student Signature

Parent/Guardian Responsibilities

I will support my child by:

1. Partnering with the AVID Elective teacher through regular communication and attendance at parent meetings.
2. Monitoring my child's academic process to ensure that he/she is on track for meeting the grade and course requirements to remain in AVID and in line for the successful completion of college eligibility requirements.
3. Checking for an organized binder with agenda, content class Cornell notes and Tutorial Request Forms weekly.
4. Encouraging opportunities to take rigorous courses, complete college prep/entrance exams, and participate in community service, extracurricular activities and leadership opportunities.

We agree to support the efforts of this student in meeting these goals.

Parent/Guardian Signature	AVID Site Coordinator/Teacher Signature
AVID Counselor Signature	AVID Administrator Signature

AVID Student Agreement

(High School Contract)

Name: _____
Enrollment Date: _____

AVID is an elective college-preparatory system that prepares students to attend a four-year college upon high school graduation.

Student Goals

- Academic success in college-preparatory courses.
- Successful completion of college eligibility requirements.
- Enrollment in college-preparatory courses throughout high school to ensure enrollment in a four-year college or university upon graduation.

Student Responsibilities

- I will maintain at least a 2.0 GPA and satisfactory citizenship and attendance in all classes or will be placed on a probation contract.
- I will maintain a minimum 2.0 GPA or will be placed on a probationary contract.
- I will maintain enrollment in all college-prep courses (including honors, dual enrollment and International Baccalaureate®/Advanced Placement®).
- I will attend summer school as needed to take additional coursework and/or to raise my grades to maintain my college eligibility.
- I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes daily, and be an active participant in all activities.
- I will come to AVID class prepared for tutorial session with the TRF pre-work completed, AVID binder with Cornell notes and textbooks. I will use critical thinking, inquiry, and collaboration with my classmates to create greater understanding about my point of confusion.
- I will participate in extracurricular activities and community service.
- I will prepare for and take college entrance exams, such as the ReadiStep®, EXPLORE®, PSAT®, PLAN®, SAT®, and ACT®.

_____

Student Signature

AVID®

Decades *of* College Dreams

RELEASE
AUTHORIZATION TO REPRODUCE PHYSICAL LIKENESS

For good and valuable consideration, the receipt of which from AVID Center is acknowledged, I hereby expressly grant to AVID Center and its employees, agents and assigns, the right to photograph me and use my picture, silhouette and other reproductions of my physical likeness (as the same may appear in any still camera photograph and/or film or video tape), in and in connection with the exhibition, theatrically, on television or otherwise, of any motion picture or video tape in which the same may be used or incorporated, and also in the advertising, and/or publicizing of any such motion picture or video tape, but not limited to television, theatrical motion pictures, commercials, industrial presentations, or related print materials.

I further give the said company the right to reproduce in any manner whatsoever any recordings made by said company of my voice and all instrumental, musical or other sound effects produced by me. And give said company the right to reproduce any written material submitted.

I hereby certify and represent that I have read the foregoing and fully understand the meaning and effect thereof, intending to be legally bound, I have hereunto set my hand to this.

Date _____

Print Name _____

Address _____

_____

Phone _____

Signature _____

If minor, signature of parent or legal guardian

_____

AVID
Academies of College Dreams

Lesson Plan, Day 3

AVID – 12th Grade

Standard and Essential Question:

- **12-ORG.A2** Use the planner/agenda to track senior year tasks and responsibilities, including exams, college application deadlines, letters of recommendation, FAFSA, scholarships, and final transcripts
- **Theme tie-in: Excellence**
- **EQ:** "What are the expectations of my Cornell notes as a senior in AVID?"

Lesson

1. **Cornell Notes Expectations**
   - Have each student take out paper on which to take Cornell notes.
   - Remind students that the ability to take organized notes is one of the most crucial elements in assuring college readiness.
   - Lead a brief lecture, as students take Cornell notes, about the eight AVID Elective Standards for 12th grade related to Cornell notes.
   - Ask students to place a check mark by any of the eight Standards about which they think will be most beneficial in college and an "X" by any areas that they want to improve in the coming year.
   - Give students the next 5–10 minutes to work with a partner to demonstrate their knowledge of the CORNELL WAY process, by:
     - Reviewing and revising their notes
     - Noting key ideas by chunking their notes and writing questions in the left column
     - Exchanging ideas with their partner to fill in gaps
     - Linking their learning together by writing a summary
   - Ask students to turn in their completed Cornell notes. Review their notes to see which of the Standards they consider to be focus areas for this year. We will cover each of them throughout the 12th grade curriculum.
   - Explain to students that we will begin having Cornell note checks soon and will be scaffolding throughout this upcoming year to taking 15–25 pages of Cornell notes per week.

2. **Binder Set-Up**
   - Explain your binder expectations for this year.

3. **Calendaring and Back Mapping**
   - Have students take out their syllabi for their other classes (potentially starting with a suggested subject, like English).
   - Have students add major project due dates into their agendas.
   - Have students begin practicing back mapping of any larger projects into smaller, more manageable, due dates.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

Resources

12th Grade Cornell Note Standards

Strategies for Success

Marble Bandana

Lesson Plan, Day 3

4. **Stage 3 Team-Builder: Marble Bandana***
   - Set up an obstacle course.
   - Break students into groups of five or six.
   - Provide each group with one bandana and one cup.
   - Have each group member hold an edge of their bandana, place the cup upside-down, and place the marble on top of the cup.
   - Tell each group that they must navigate the obstacle course without dropping the marble from the cup.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Note-Taking

1. Take 15 to 25 pages of quality Cornell notes per week.
2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently.
3. Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading, or collaborative work.
4. Create notes that track reading and research effectively.
5. Personalize notations to call out key information while taking notes.
6. Utilize notes during in-class and independently formed study groups.
7. Refine the skill of editing and revise notes outside of class to improve their usability.
8. Refine the skill of writing higher-level summaries for Cornell notes that link all of the learning together.

Marbled Bandana

Materials/Set Up

Red Solo Party Cups (1 per team of 5 or 6)

Bandanas (1 per team of 5 or 6)

Instructional Steps

- Ask for one team to demonstrate how to set up:
  - Each team member should hold a side or corner of the bandana, stretching it out as a flat surface.
  - Place one cup upside-down on the center of the bandana.
  - Place a marble on the top of the upside-down cup.
  - The team will then attempt to move as one unit, keeping the marble balanced on the cup.
- Each team sets up and is allowed to practice balancing the marble on the bandana.
- Create a simple course that each team must complete Examples include, but are not limited to:
  - Walking down the hallway,
  - Going up or down stairs,
  - Walking in and out of doorways,
  - Standing up or sitting down.
- The activity can be based on individual team completion or on which team completes the course the fastest.

Increasing Rigor

- No one is allowed to verbally communicate during the entire activity, but non-verbal communication is allowed.
- Blindfold one or multiple members of the group.
- Use a king size sheet, gallon bucket, and inflatable beach ball in the activity and have the entire class work as one team.

AVID
academy of College Dreams

Lesson Plan, Day 4

AVID – 12th Grade

Standard and Essential Question:

- **12-CD.A2** Serve as a mentor and role model to younger AVID students
- **Theme tie-in: Role Model**
- **EQ:** "What will I leave behind when I graduate?"

Lesson

1. **Senior Bucket List**
   - Have students create a list of the top five things that they want to accomplish as seniors.
   - Tell students to hold onto this list until the end of class.

2. **Role of the AVID Senior**
   - Start off by making an appropriately big deal about your students becoming seniors (e.g., Rulers of the School).
   - Have seniors brainstorm a list of all their rights as seniors. This can be expanded into things they can do, but make sure to frame it as the "Rights of Seniors."
     - The list may include: eating off campus in 12th grade, things they do in rallies, senior prom, graduation ceremony, etc.
   - Have students share out the one thing that they are most looking forward to with an elbow partner.
   - Move into a discussion about rights vs. responsibilities.
   - Say something like, "In America, we spend a lot of time focusing on our rights as Americans: right to free speech, right to fair trial, right to bear arms, etc. But, it is important that, as citizens, we balance our personal rights and freedoms with the responsibilities that we have to one another. For example, we have the right to free speech, but we are still responsible for what we say. (For example, we can't use hate speech because it affects others.)
   - Break students into groups of four and have them brainstorm a list of their responsibilities as seniors.
     - Have students think through their responsibilities in terms of categories. For example, school, family, community, younger AVID students, friends, etc.
     - Encourage them to think beyond, "I am responsible for turning in all my homework," to their responsibilities as a role model in AVID, in the school, and in the community.
   - Have students share out their thinking.

Materials/Notes

1/3 of a Class Set
Bookmark Cut

Materials
Chart Paper, Markers, and Tape

Lesson Plan, Day 4

3. **What Is Your Legacy?**
   - Transition to a reflective activity by defining the term LEGACY: (n) something that is handed down or remains from a previous time.
   - Have students form groups of four, although this could be completed as a whole class with enough available paper.
   - Have students tear off a large enough piece of the paper on which to write three or four sentences.
   - Have students write a reflection to the following prompt: What do you want your legacy to be after graduation? (What will you do that will make this school better?)
   - Allow select students to share out their legacy.
   - Have students tape the poster back together.
     - *Note: If the students have written on the wrong side, it will not tape back together properly. So, you can either have them put a small "x" on the side that they should write on or call it a "Frankenstein Poster."*
   - Have students revisit their bucket list and allow them time to change or adapt that list.

4. **Stage 4 Team-Builder: Life Highlights Game**
   - Have students form groups of two to six. (Groups of two will work better if your class hasn't built up a high degree of trust, while groups of six are for classes with high levels of trust.)
   - Give students 30 seconds to one minute to close their eyes and think about the best moments of their lives.
   - Instruct students, "Now, if you could relive 30 seconds of your life, what would it be?"
   - Have students share their best 30 seconds with the rest of their group.
   - Debrief: Have students think, or write, about how past decisions connect with life's future highlights and why this is key during their senior year of high school.

Success

To laugh often and love much; to win the respect of intelligent persons and the affection of children; to earn the approbation of honest citizens and endure the betrayal of false friends; to appreciate beauty; to find the best in others; to give of one's self; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to have played and laughed with enthusiasm and sung with exultation; to know even one life has breathed easier because you have lived—this is to have succeeded.

-Adapted from
Bessie Anderson Stanley

Success

To laugh often and love much; to win the respect of intelligent persons and the affection of children; to earn the approbation of honest citizens and endure the betrayal of false friends; to appreciate beauty; to find the best in others; to give of one's self; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to have played and laughed with enthusiasm and sung with exultation; to know even one life has breathed easier because you have lived—this is to have succeeded.

- Adapted from
Bessie Anderson Stanley

Success

To laugh often and love much; to win the respect of intelligent persons and the affection of children; to earn the approbation of honest citizens and endure the betrayal of false friends; to appreciate beauty; to find the best in others; to give of one's self; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to have played and laughed with enthusiasm and sung with exultation; to know even one life has breathed easier because you have lived—this is to have succeeded.

- Adapted from
Bessie Anderson Stanley

AVID
Grades of College Dreams

Lesson Plan, Day 5

AVID – 12th Grade

Standards and Essential Question:

- **12-COMM.B3** Clarify understanding of content through questioning
- **12-CR.A2** Utilize Cornell notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools to utilize as part of a multi-year portfolio
- **12-CR.A3** Have at least one current college student as a guest speaker, with students pre-generating questions about campus life
- **Theme tie-in: Admission to College**
- **EQ:** "What do I need to know about getting into college?"

Lesson

1. **Binder Check***
   - Conduct a quick binder check to start class, making sure that students are off to a good start with their organization.
   - See Quick Binder Checks for ideas.

2. **Summer Work Debrief**
   - Have students find an elbow partner.
   - Use the 1–1–2-minute share (A talks for 1 minute, B talks for 1 minute, and then they converse back and forth for 2 minutes) to exchange two of the scholarships that they applied for over the summer.
     - After the exchanges, have students write down any scholarships for which they may want to apply.
   - Have students find a new partner and exchange scholarships.
   - Have students return to their seats and answer any questions or struggles with summer work.
     - Summer work includes: SAT®/ACT® prep, two college applications, AP® summer work or college course, 25 community service hours, etc.

3. **Panel of AVID Graduates**
   - *IMPORTANT: Many teachers expressed difficulties getting a graduate panel in this early during the year. The purpose of this panel is to have graduates talk about their successes and failures during their senior year (i.e., what did you do well, what might you change, etc.) If a panel is not possible, you can either have the AVID counselor or yourself explain the expectations of the college application process.*
   - You will need to set up a variety of graduating seniors well in advance. Let them know that they will be needed on Day 5 to talk about their senior year, college acceptance, plans for college, etc. Try to have the same group return on Day 85 to discuss first semester of college, lessons learned, etc.

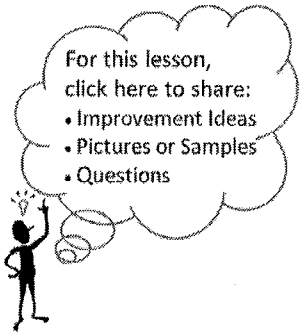
* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

Reference
Preparing for College
9.4 Panel of AVID Graduates
(p. 162)

Quick Binder Checks

Documentation for Essential
6.3



- Try to get AVID graduates who are going to different types of schools (university, college, public, private, etc.).
- If you bring in a graduate who is going to a two-year university, make sure that they are a student who applied, and was accepted, to a four-year university, but decided to go to a two year instead. You don't want to send the message that students don't need to apply to college.
- If you do not have AVID graduates, bring in a panel of any students.

- Have your current AVID seniors ask a variety of questions. If students are running low on questions, consider asking the following:
  - What was the application process like?
  - How did they decide what schools to apply to?
  - How did they choose the school where they will attend?
  - Did they win any scholarships? Why or why not?
  - How will they pay for college?
  - What would they do differently if they could repeat their senior year?

4. **Team-Builder: Snowball Fight***
   - Have students take out a blank sheet of paper.
   - Tell students to write any questions that they have about the college admission process, financial aid, scholarships, or anything else that they need to do this year.
     - Make sure that they write about the admissions process, getting into college, etc.
   - Have students crumple the paper into a snowball, stand up, and on the count of three, throw it across the room.
   - Have the students read their question. Have one or two people share a question that they think is really good.
   - Have students crumple the papers again and throw.
   - Repeat the reading.
   - Let students know that they can use these questions with the panel of AVID graduates.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

LESSON 9.4
Panel of AVID Graduates

Objective: Arrange for a group of AVID graduates who have just completed a first term of college to speak to AVID seniors and share their initial impressions of college.

Materials: Obtain contact information of recent AVID graduates in order to invite them to participate in a panel. Utilize a list of questions that introduces the panel. Also, have additional questions in case your AVID seniors don't ask questions.

Instructions:

1. At the end of the first term, invite AVID graduates to participate in the *Panel of AVID Graduates* prior to winter break, when many college students are home for the holidays. Put together a list of students who are articulate and represent a variety of universities.
2. Choose a date and time for the AVID Graduates Panel. The day prior to winter break is a good one. Invite AVID graduates to be a part of the panel. You will find that they are eager to return and share their experiences.
3. Plan for 45–60 minutes for this activity, and publicize it with your AVID seniors. Have the AVID graduates seated at the front of the room, and facilitate the panel.
4. Opening introduction: "Welcome to our AVID Graduate Student Panel. Would each student introduce him or herself? Tell us your name, your college, your major, your classes, and one specific way that AVID helped you be successful in college."
5. After introductions, the AVID seniors can ask their questions. Not only do the AVID seniors learn a great deal about preparation for college and first-year transition to college, but also the AVID teacher learns how to modify and revise future lessons and information about preparing for college.
6. Some additional questions to ask:
    1. Describe your living conditions and roommate(s).
    2. Where and how long do you study?
    3. Tell us about the food. What's good and not so good?
    4. Do you get homesick? How do you cope?
    5. What's the social life like?
    6. What do you like best about your school? The least?
    7. What extracurricular activities have you joined or will join?
    8. What kind of academic and personal support is available?
    9. Describe the students. Friendly? Diverse? Socioeconomic class?

AVID
academy of College Dreams

Lesson Plan, Day 6

AVID – 12th Grade

Standard and Essential Question:

- **12-CR.C2** Check any specific college requirements or local graduation requirements for community service and log those in the student portfolio
- **Theme tie-in: Defining**
- **EQ:** "Where do I plan to attend college?"

Lesson

1. **Updating College Crates: High School Activities**
   - Have students review their High School and Community Activities Record.
     - Distribute to students that need a copy of the handout.
   - Allow students to fill in as many activities as they can recall.
     - Allot anywhere from 10 to 20 minutes depending on if they are revising or doing this for the first time.
   - Go through a Team Huddle protocol.
     - Play music, allowing them to dance around the room to the music.
   - Have students huddle in different group sizes (call: 3, 2, 4).
   - Once in their group, have them discuss what activities they have written down (e.g., Huddle 3 – Discuss Volunteer Work).
     - Tell students to fill in activities from other people that were discussed, but hadn't been written down yet.

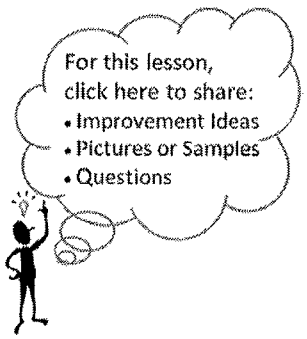
2. **Updating College Crates – Top 10 Colleges**
   - *Note: This is a key activity to narrow down the colleges where they will apply. It is important to instill the idea that applying to a four-year university is a non-negotiable, even if they plan to go to a community college. The application process will prepare them for transferring. There is a list of 220 colleges with no application fee.*
   - Have students reference their previous list of top ten colleges, if applicable.
   - Have students order their top ten colleges in the order of where they want to attend the most, to a less desired school.
     - **Important:** Tell students that, in their top three, they should have one stretch school (i.e., a school that might be tough for them to get into), a suitable match school, and a fallback school.
     - For example, if their GPA is a 3.4, a stretch school would be a school with an average GPA of 3.7, a match school would be a 3.4, and a fallback would be a 3.2.
     - Let students know that it is acceptable if their fallback school is a junior/community college, but their first and second should be four-year colleges/universities.

Materials/Notes

Reference/Class Set
Preparing for College
2.3a High School and Community Activities Record (pp. 35–36)

220 No Application Fee Colleges

Class Set
Preparing for College
5.6 My Top 10 College Choices (p. 88)



- Let students fill in the KWL chart with critical information that they know and critical information that they want to learn.
- Have students share out a few of their want to learn questions.
  - Other students should write down questions that they want to learn in order to make informed decisions.
- Let students know they will need to have their list of top three colleges that they are committed to applying to by Day 15.
  - *Note: This date can be moved up if more prep work has already been done.*

3. Homework

- Remind students that there will be a Cornell note quality check this Friday.

AVID
academy of College Dreams

Lesson Plan, Day 7

AVID – 12th Grade

Standard and Essential Question:

- **12-INQ.B1** Student group members and presenter wil lead the discussion with minimal tutor input
- **Theme tie-in: Success**
- **EQ:** "How can I continually refine the Point of Confusion?"

Lesson

1. **Tutorials***
   - As an introduction into tutorials this year, remind students about the importance of refining the 30-Second Speech and Point of Confusion. The speech and POC are not about doing more work before tutorials. They will be used in college:
     - ...During study groups. They need to be able to independently explain what they have done and tell precisely what they don't understand.
     - ...When they are asking a question from the professor after class. Sometimes, they only have 30 seconds to explain what they don't understand.
     - ...When they go into tutorials. They can quickly get at what they don't understand.
   - Let students know that the main focus of tutorials this year is to make them independent learners, which will allow them to recreate the tutorial atmosphere in college.
   - During tutorials today, continue to monitor the class for full implementation of the 10-Step AVID Tutorial Process.

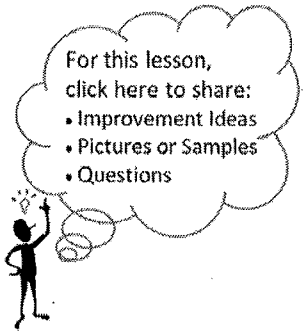
2. **College Application Work***
   - If tutors/tutorials are not yet in place, you can use this day to continue researching colleges/universities regarding deadlines, etc.

Materials/Notes

Class Set

AVID Tutorial Guide

3.11e The 30-Second Speech Student Presenter Protocol (p. 222)



* Indicates an optional activity, which can be shortened or removed, based on time constraints

AVID
Decades of College Dreams

Lesson Plan, Day 8

AVID – 12th Grade

Standard and Essential Question:

- **12-CR.E7** Write an effective personal statement that illustrates academic and/or personal accomplishments where applicable
- **Theme tie-in: Admission to College**
- **EQ:** "What do colleges/universities need to know about you?"

Lesson

1. **College Essay Purpose Jigsaw***
   - If you feel that your students need additional background on the college essay, print selected essays (potentially to top colleges).
     - Print four solid essays (and number them 1 to 4).
   - Have students form groups of four and number off from 1 to 4.
   - Give students 10 minutes to read the appropriate essay and underline portions that they believe make the essay effective.
   - In their groups of four, have students share out about what their essay was about and why it was effective.

2. **First Draft of College Essay***
   - Have students select a college essay topic from the list of potential topics.
     - If students will be applying to common state colleges/universities (e.g., University of California, University of Texas, University of Florida, etc.), it would be advisable to add their essay topic to the list of potential essay topics.
     - Pass out the College Essay Topics.
     - Have them choose an essay from the Common Application here.
   - Allow students time to brainstorm a list of three to five potential themes for their essay.
   - Have students stand and discuss their ideas with an elbow partner.
   - Allow students time in class to begin their essay.

3. **Refining the College Essay***
   - Distribute the How to Refine the College Essay handout.
   - Have students take out their college essays from their junior year, reread them, and determine the level of revision that will be needed.
   - Have students partner up and exchange essays. Allow discussion time to determine how the essay could be improved.
   - Tell students to use the Tips From College Essay Readers to determine areas of weakness.
   - Allow students time in class to revise their essays.

Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

Class Set*

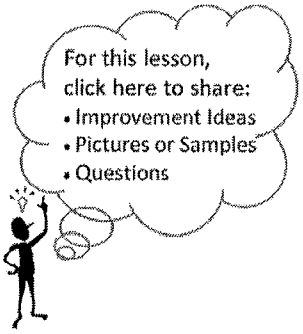
Preparing for College
6.3b College Essay Topics (pp. 102–103)

Preparing for College
10.6a–10.6b How to Refine the College Essay and Tips From College Essay Readers (p. 180)

Selected Essays Into Class Set*

Documentation for Essential

9.6



AVID
academies of College Dreams

Lesson Plan, Day 8

AVID – 12th Grade

- Let students know that a workable draft is due this Friday.

Note on College Essay: It is important to note that the expectation is that the AVID students have a draft of the college essay from their junior year. If this is not the case, it will be important that they work on drafts independently. If you are not having students do tutorials this week, you can ask them to bring in a draft for tomorrow.

Indicates an optional activity, which can be shortened or removed, based on time constraints

AVID
academy of College Dreams

Lesson Plan, Day 9

AVID – 12th Grade

Standard and Essential Question:

- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme tie-in: Success**
- **EQ:** "How can I practice using my ability to articulate a Point of Confusion in multiple contexts this year?"

Lesson

1. **Tutorials***
   - Remind students that the utilization of clear Points of Confusion will be a key aspect of their work this year.
   - Students should continue to practice stating what they know and clearly stating what they don't understand in other areas (e.g., talking with AP® teachers, if they take a college course at a community college, afterschool tutorials, study groups with other AP students).

2. **College Work***
   - If tutors/tutorials will not be run this week, have students work on researching and narrowing down their top ten to their top three schools or have them work on drafting/revising their college essays.

3. **Homework**
   - If you plan on doing the Children's Games Team-Builder tomorrow, tell students to dress casually, as they will be moving around, sitting, and jumping (so no skirts, close-toed shoes, etc.).

Materials/Notes

* Indicates an optional activity, which can be shortened or removed, based on time constraints

AVID
academy of College Dreams

Lesson Plan, Day 10

AVID – 12th Grade

Standards and Essential Question:

- **12-CD.B6** Design appropriate short- and mid-term goals, which take into account many of the critical aspects of senior year, including college acceptance, GPA, college entrance testing, community service, and college-level coursework
- **12-CD.B3** Determine a new/revised long-term goal (which will take three to five years to accomplish)
- **Theme tie-in: Excellence**
- **EQ:** "What are my goals for the near and distant future?"

Lesson

1. **Cornell Note Quality Check**
   - Create a list of numbers assigned to typical senior courses (e.g., 1 – Math, 2 – English, 3 – Government/Economics, etc.).
   - Roll the die and collect the best page of notes from the corresponding subject.
     - For example, collect one page of notes from English if a "2" is rolled.
   - Grade these notes for overall quality, making sure that they are ready to return next Monday.

2. **Team-Builder: Children's Games**
   - Acknowledge to students that senior year can be a very stressful time.
   - Tell students, "But childhood was a much simpler time, where we could just let loose and have fun."
     - Have students brainstorm a list of children's games or songs. For example, Duck-Duck-Goose, Hokey Pokey, Ring Around the Rosie, etc.
   - Have a student volunteer lead the rest of the class in one of the activities.
   - Move through the activities fairly quickly. (Play two to three games.)

3. **College Essays**
   - Have students take out their college application essays and form groups of four.
   - Have each student trade papers with one other person in their group.
   - Have students read the other person's paper and write comments on the paper.
     - One option is to distribute the Common Editing Marks handout and have students comment on overall point and effect of the paper.
   - Give students about 10 minutes to read and make comments.
   - Allow pairs time to discuss.
   - Have students repeat this process with their other elbow partner.
   - Have students stand and debrief with their diagonal partner:
     - What did you learn from your feedback?
     - What are your next steps?

Materials/Notes

Reference
AVID Tutorial Guide
2.13c Cornell Note-Taking Rubric (p. 119)

Class Set
High School Writing
2.10 Common Editing Marks (p. 77)

Materials
Six-Sided Die

Documentation for Essential
5.5

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions

AVID
academy of College Dreams

Lesson Plan, Day 11

AVID – 12th Grade

Standards and Essential Question:

- **12-CR.E2** Distinguish between universities based on personal and academic need
- **12-CR.E8** Fulfill all course and grade requirements during senior year to remain eligible for college acceptance
- **Theme tie-in: Admission to College**
- **EQ:** "What schools are a stretch school, a good match, and a fallback school, and what criteria will I use to select the schools?"

Lesson

1. **Final Three Schools**
   - Remind students about selecting their top three colleges/universities.
   - Have students do a quickwrite on one of the following prompts:
     - If you have you selected your top three: What colleges did you choose, and what led you to your choice?
     - If you have not selected your top three: What questions do you need to answer to make your choices? What difficulties are you having making the decisions?
   - Ask students how many of them think that they have their top three colleges/universities selected.
     - Have volunteers share out their top three colleges/universities, as well as why they selected that college.
   - Have a few students who have not chosen their top three share out some of their struggles and questions.
     - Lead a class discussion to talk through difficulties making their choice.
   - Let students know that they will need to complete a University Information Sheet for each college/university that they select.
     - University Information Sheets are due on Friday.
   - Have students who have selected their top three colleges begin to look at the college application.

2. **Calculating Academic GPA and Artifact Collection**
   - Let students know the importance of correctly calculating and reporting their academic GPA.
     - Be sure that some colleges only want certain grade levels and grades reported.
   - Walk students through the process of calculating their academic GPA.
   - Have students take out their transcripts and count up the number of A–F's that they earned in core courses (no remediation or PE courses).
     - Students should note that they are only counting courses taken during the 10th and 11th grade years.

Materials/Notes

Class Set (Three)
Preparing for College
5.7b University Information Sheet (p. 91)

Class Set
Preparing for College
10.2 How to Calculate a College Application Grade Point Average (GPA) (p. 169)

Materials
High School Transcript for Each Student

Documentation for Essential
9.6

- For honors, AP®, or IB® courses, give an additional point (if they earned an A, B, or C).

- Let students know that this will be used for their college applications and should go into their college crates.
- If time remains, have students collect other needed artifacts (SAT®/ACT® scores, essays, letters of recommendation, and transcripts).

3. Homework

- Remind students that there will be a Cornell note quantity check on Friday.

AVID
Decades of College Dreams

Lesson Plan, Day 12

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Forming Their Own Group**
- **10-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **EQ**: "What group members would best support success in my classes?"

Lesson

Note: Make sure that all tutors have attended "Tutor Training, Part 1" before beginning as a tutor. For more information about tutor training, click here. Additionally, before beginning the transition to senior tutorials, watch the video showing what should be happening in tutorials by the end of the year.

1. **Tutorials: Forming Their Own Groups**
   - Remind students that, over the course of the year, a lot of the support structures that have been in place in order to "make sure they were working correctly" will be removed. This is done to prepare students for some of the rigors of college.
   - The first support structure that will be removed is the arbitrary grouping done by the teacher. For the remainder of the year, they will not be placed into groups, but can self-select their own groupings.
     - You can add in the caveat that you reserve the right to separate people if it becomes too distracting to other groups.
   - However, remind students that, in college, they will need to be able to select study group members that will work hard and help them succeed. As a result, they should choose their groups carefully. If they know that being in a group with a good friend will help them, they should pair up. On the other hand, if they know that grouping with a friend would be distracting, they should avoid those groups.
   - Remind students that they need to still be in groups of seven (or as close as possible).
   - Distribute the Monthly Group Goal-Setting Sheet to each student and have groups come up with a goal for the week, which will help them succeed in their classes.

2. **Tutorial Reflection**
   - Have students reflect on if they had a successful grouping.

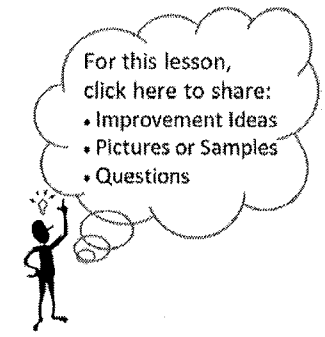
Materials/Notes

Class Set

AVID Tutorial Guide

3.18f Monthly Group Goal-Setting Sheet (p. 294)

Senior Tutorial Video



AVID
exades of College Dreams

Lesson Plan, Day 13

AVID – 12th Grade

Standards and Essential Question:

- **12-CR.E6** Create and design a résumé that reflects personal and academic strengths
- **12-CD.A4** Apply for scholarships that align with abilities, talents, and interests
- **Theme tie-in: Admission to College, Money**
- **EQ:** "How can I effectively communicate my accomplishments with colleges and scholarship committees?"

Lesson

1. **Educational Résumé**
   - Have students revise (if one was done during the 11th grade) or complete their educational résumé.
   - Locate a digital résumé in advance or have students choose their own template.
   - Students should craft their résumé after the model. It should contain the following:
     - Personal information
     - Educational information
     - Honors or awards
     - Extracurricular activities and community service
     - Work experience
     - Personal references
   - It is important that students see the distinction between a work résumé and an educational résumé.

2. **Teacher Recommendations**
   - Set a minimum number of letters of recommendation that every student must request. Generally, two or three will work as a minimum.
   - Distribute the How to Request Letters of Recommendation handout.
   - Create a sample packet to demonstrate the type of information that would be needed.
   - Have students look at the colleges that they plan to apply to and see if there are specific letters of recommendation.
   - Remind students that they need to ask teachers for letters of recommendation long before they are due.

3. **Scholarship Search***
   - If there is any remaining time (or if résumés were done in the 11th grade), allow students time to look for and complete scholarship applications.
   - A few sites might include the following:
     - Fastweb.com
     - Scholarships.com

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

Reference
Preparing for College
10.1a–10.1b Improve the Educational Résumé and Sample Résumé (pp. 167–168)

Class Set
Preparing for College
10.4 How to Request Letters of Recommendation (p. 173)

Find a Digital Copy of Résumés at office.microsoft.com

Documentation for Essential 9.6

AVID
Academies of College Dreams

Lesson Plan, Day 14

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **10-INQ.B1** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **EQ**: "What group members would best support success in my classes?"

Lesson

1. **Tutorials: Forming Their Own Groups**
   - As you monitor groups today, continue to look at successful (or unsuccessful) groupings.

2. **Formal Observation: Forming Their Own Groups**
   - Utilize the Observation and Feedback resource to help conduct a formal observation for the teacher, students, and tutors.
   - Take note of any groups or pairings that you think might not be working.
     - Be proactive, discussing with the students where there are areas of concern, but allow students to try and work through making the correct group choices.
   - Set up a tutor meeting to debrief your tutorial observations.

Materials/Notes

One Teacher Copy
AVID Tutorial Guide
3.18 Observation and Feedback (pp. 281–282)

AVID
academies of College Dreams

Lesson Plan, Day 15

AVID – 12th Grade

Standards and Essential Question:

- **12-CR.C2** Check any specific college requirements or local graduation requirements for community service and log those in the student portfolio
- **12-ORG.B1** Take 15 to 25 pages of quality Cornell notes per week
- **Theme tie-in: Admission to College**
- **EQ:** "Where will you attend college?"

Lesson

1. **Top Three Colleges**
   - Create a large build-up to the announcement of students' top three colleges.
   - Have a student volunteer to share one of the colleges that are in their top three, and then have everyone that has that school ANYWHERE in their top three stand up.
     - Tell students that it's important to note who else is applying to their school.
   - Continue having students say a school that hasn't been named yet, until all students have stood for their three schools.
   - Let students know that they can apply to more than three (especially if they receive fee waivers), but they must apply to a four-year college/university.

2. **Application Deadline Sheet**
   - Have students take out their University Information Sheet for their three schools.
     - Make sure that students write the application deadlines into their planners.
   - Distribute three or four copies of the YOUR Responsibilities handout to each student.
   - Have students fill in their three colleges/universities (and potentially a fourth, if they are planning to apply to another).
   - Tell students that they will need to fill in the College Information and Deadlines sections.
   - Let students know that they can share the information or work with others who have the same college in their top three.
   - Students will have a progress check on Day 25.

3. **College Cube***
   - As the teacher, select either the College Cube or the College Sweatshirt.
   - Have students begin researching their top-choice school and turn it into a three-dimensional cube to share with the class.
   - Have students find the following information and represent it on their cube:
     - Side 1: Picture of the university
     - Side 2: Admission requirements

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

Class Set

Preparing for College
9.3 YOUR Responsibilities (p. 161)

College Cube*

College Sweatshirt*

References

Preparing for College
5.7b University Information Sheet (p. 91)

Preparing for College
9.2 College Cube (pp. 158–159)

Documentation for Essential

5.3, 5.4

Lesson Plan, Day 15

AVID – 12th Grade

- Side 3: Cost of attendance (Make a detailed list including tuition and fees, books and supplies, room and board, personal expenses, and transportation.)
- Side 4: Enrollment and demographic information
- Side 5: Pros and cons of going to this school FOR YOU
- Side 6: Student life (clubs, athletics, fraternities/sororities, etc.)

Tell students that their cube is due on Day 45.

4. College Sweatshirt*

- Distribute a sweatshirt handout to every student.
- Tell students to choose one college in their top three for which to design a college sweatshirt.
- Tell students to complete the following:
  - Write/draw the name and logo of the school that you wish to attend in the middle of the sweatshirt.
  - On the left sleeve, write your best academic strengths.
  - On the right sleeve, write your best personal qualities.
- Above the sweatshirt, write a post-college goal for which you are striving.

5. Cornell Note Quantity Check

- While students are working on their college sweatshirts, have students place their binders and agendas on your desk.
- Remind students that the expectation for juniors is that they take 15 to 25 pages of quality Cornell notes per week.
- Ask students to get out Cornell notes for a quantity check.
- As you circulate the room for the check, make sure to complete the following:
  - Confirm that all notes have Essential Questions, notes, questions, and summaries.
  - Place a stamp or check mark on the notes so that students can't use them again for future checks.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

AVID
Leaders of College Dreams

Lesson Plan, Day 16

AVID – 12th Grade

Standards and Essential Question:

- **12-CR.A5** Become familiar with the formatting of college entrance exams, such as the SAT® and ACT®, and college-level credit exams, such as Advanced Placement® tests
- **12-CR.A6** Use SAT and ACT results from junior year to determine areas of weakness and independently address them with online resources
- **Theme tie-in: Admission to College**
- **EQ:** "What can I do to improve my standardized test scores?"

Lesson

1. **SAT/ACT Study Plan Creation**
   - As the teacher, determine if you want to have in-class time focused on SAT/ACT prep or if students will need to prepare independently.
     - There will be a few flex days over the next three weeks, but you must determine if you want to use any for test preparation.
     - If you expect students to prepare independently, tell them that "this will be the last day where we focus on Standardized Test Scores in class."
   - Have students look at their previous SAT/ACT scores and the average SAT/ACT scores at their top three college/university choices.

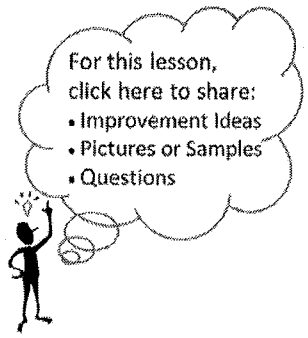
2. **SAT/ACT Planning**
   - Have students examine their past SAT/ACT results.
   - Have students determine the area(s) where they need to improve the most and generate a plan of action that outlines how they will study for the next SAT/ACT exam.

3. **SAT/ACT Test Preparation**
   - Allow students in-class time to study for the SAT and/or ACT.
     - Study should be focused on greatest area of need (e.g., math, English, reading, or science).
     - Utilize online test prep materials.
     - One potential area of focus would be to improve academic vocabulary.

4. **Homework**
   - Remind students that there will be a binder and planner check this Friday.

Materials/Notes

Documentation for Essential 4.4



Lesson Plan, Day 17

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **12-INQ.B3** Reflect upon participation and knowledge gained from tutorials and other collaborative activities
- **EQ**: "How can I continue to refine my ability to form successful groups?"

Lesson

Note: Make sure to conduct an "Initial Tutor Training" with your tutors to go through site-specific information. To access supporting resources for this training, click here.

1. **Formal Observation Debrief**
   - Utilize the Observation and Feedback form that you filled out last Thursday.
   - Debrief with the entire class any areas of concern from your observation or notes from the tutor meeting.

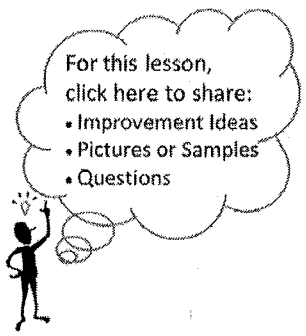
2. **Tutorials: Forming Their Own Groups**
   - As you monitor groups today, continue to look at successful (or unsuccessful) groupings.

Materials/Notes

Reference

AVID Tutorial Guide

3.18 Observation and Feedback (pp. 281–283)



AVID
readers of College Dreams

Lesson Plan, Day 18

AVID – 12th Grade

Standards and Essential Question:

- **12-REA.A1** Chart new vocabulary and meaning gathered from texts
- **12-REA.B5** Chart text, tracking key information and author's claims
- **Theme:** Role Model
- **EQ:** "Are there degrees of someone being morally reprehensible? Why or why not?"

Lesson

1. **Marking the Text: Alligator River**
   - Distribute a copy of the Alligator River story and have students independently number the paragraphs. Then, do a number reveal (there should be seven paragraphs of the Alligator River text).
   - Have students number the paragraphs in the article.
   - Have students give a quick second read to:
     - Circle any unknown words.
       - Students should use a dictionary to define the words.
     - Underline any portions of the text where they believe a character does something that is "morally reprehensible."

2. **Charting the Text: Alligator River**
   - Have students complete a third read.
     - Describe the portions of the text that discuss the various characters.
     - Write a character synopsis discussing key immoral actions that the characters make in the various parts of the story.

3. **Degree of Immorality**
   - At the end of the document, have students rank the characters' levels of moral culpability.
     - "1" is the most immoral, while "5" is the least.
   - Remind students that they will need the article and the ranking for a Philosophical Chairs on Friday.

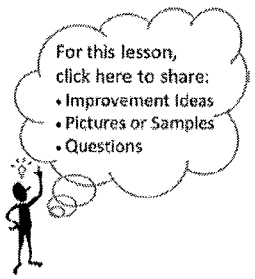
Note: You can move this to a homework assignment and use this as a flex day to work on college applications, SAT/ACT prep, or scholarships.

Materials/Notes

Reference
Critical Reading
8.1 Charting the Text Quick Reference (pp. 103–104)

Student Copies: Alligator River (Copy from: In the sylvan setting of the land... to ...**Exercise:** As one of the magistrates, indicate your list of levels of moral culpability. Then, paste into a new Word document.)

Documentation for Essential 6.5



- CCSS.ELA-Literacy.CCRA.R.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-Literacy.CCRA.L.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

AVID
exades of College Dreams

Lesson Plan, Day 19

AVID – 12th Grade

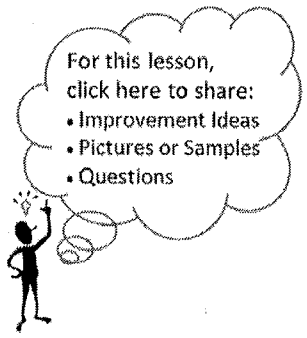
Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **12-INQ.B3** Reflect upon participation and knowledge gained from tutorials and other collaborative activities
- **EQ**: "How can I continue to refine my ability to form successful groups?"

Lesson

1. **Tutorials – Forming Their Own Groups**
   - Encourage (or require) students to switch out at least three people from each group during today's tutorial.
     - It is very easy for students to get into a comfortable routine of working with the same group of people every day, but they should work on learning how to work with various people.
   - As you monitor groups today, continue to look at successful (or unsuccessful) groupings.

Materials/Notes



AVID
Grades of College Dreams

Lesson Plan, Day 20

AVID – 12th Grade

Standards and Essential Question:

- **12-INQ.C2** Integrate a variety of source evidence to support position statements
- **12-ORG.A2** Use the planner/agenda to track senior year tasks and responsibilities, including exams, college applications deadlines, letters of recommendation, FAFSA, scholarships, and final transcripts
- **Theme: Role Model**
- **EQ:** "How would you rank the various characters' moral reprehensibility?"

Lesson

1. **Binder and Planner Check**
   - While students are entering class, have them place their binders and agendas on their desks.
   - Check binders for level of organization (e.g., everything in rings, nothing in pockets) and check planner for completeness.

2. **Philosophical Chairs: Alligator River**
   - Hang the five character names throughout various points in the room.
   - Let students know that they will be doing a modified Philosophical Chairs, where there will be five sides to the debate.
   - Have students sit under the character who they believe to be the most morally reprehensible.
   - Remind students about the Rules of Engagement for Philosophical Chairs.
   - Have students debate which character was the most morally reprehensible and why.
   - Once the conversation stagnates, have students switch to debating the following prompt: "Who was the second most morally reprehensible?"
   - One option is to conclude with a discussion on the following prompt: "Should Ivan's action (or inaction) be considered morally reprehensible? Why or why not?"
     - Remind students that they have the ability to change their positions.

3. **Philosophical Chairs Evaluation**
   - Have students write a reflection on the Philosophical Chairs for the day, connecting the discussion to what they should (or should not) do during their senior year.

- CCSS.ELA-Literacy.CCRA.SL.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

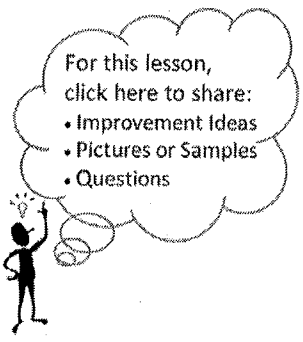
Materials/Notes

Reference
Strategies for Success
11.2 Philosophical Chairs Written Evaluation Sheet (p. 153)

One Set

Student Copies – Alligator River (Copy from: In the sylvan setting of the land... to ...**Exercise**: As one of the magistrates, indicate your list of levels of moral culpability.)

Documentation for Essential 6.3



AVID
academies of College Dreams

Lesson Plan, Day 21

AVID – 12th Grade

Standard and Essential Question:

- **12-CD.A3** Prepare for and take the SAT® and/or ACT® at least once during the fall semester
- **Theme tie-in: Admission to College**
- **EQ:** "How can I improve my college admissions tests?"

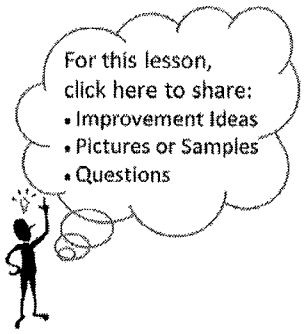
Lesson

1. **Flex Day**
   - Assess your seniors' needs and allocate the time accordingly.
   - Some options to consider include the following:
     - SAT/ACT preparation
     - College (or scholarship) essays
     - College applications
     - Scholarships

2. **Homework**
   - Remind students that there will be a mystery check and their YOUR Responsibilities checklist from Day 15 will be examined this Friday, so students need to be prepared for a quality, quantity, binder, or planner check.

Materials/Notes

Documentation for Essential 4.4



AVID
academies of College Dreams

Lesson Plan, Day 22

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **10-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **EQ**: "What group members would best support success in my classes?"

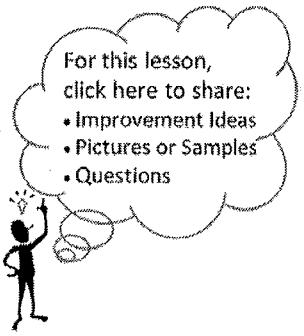
Lesson

1. **Tutorials: Forming Their Own Groups**
   - As you monitor groups today, continue to look at successful (or unsuccessful) groupings.

2. **Formal Observation: Forming Their Own Groups**
   - Utilize the Observation and Feedback form as a resource to conduct a formal observation for the teacher, students, and tutors.
   - Take note of any groups or pairings that you think might not be working.
     - Be a little more direct if there are specific areas of concern.
   - Set up a tutor meeting to debrief your tutorial observations.

Materials/Notes

One Teacher Copy
AVID Tutorial Guide
3.18 Observation and Feedback (pp. 281–282)



AVID
academy of College Dreams

Lesson Plan, Day 23

AVID – 12th Grade

Standard and Essential Question:

- **12-CD.A3** Prepare for and take the SAT® and/or ACT® at least once during the fall semester
- **Theme tie-in: Admission to College**
- **EQ:** "How can I improve my college entrance exams?"

Lesson

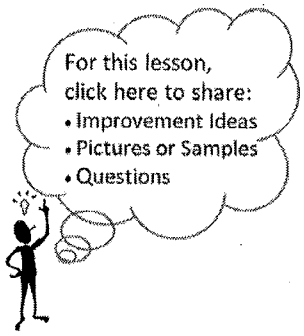
Important: *Select new students who will facilitate focus areas (i.e., two students who scored highest in Math, two who scored highest in English, two who scored highest in Writing, etc.).*

1. **Flex Day**
   - Assess your seniors' needs and allocate the time accordingly.
   - Some options to consider include the following:
     - SAT/ACT preparation
     - College (or scholarship) essays
     - College applications
     - Scholarships

2. **Homework**
   - Remind students that there will be a mystery check and their YOUR Responsibilities checklist from Day 15 will be examined on Friday, so students need to be prepared for a quality, quantity, binder, or planner check.

Materials/Notes

Documentation for Essential 4.4



AVID
Academies of College Dreams

Lesson Plan, Day 24

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **10-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **EQ**: "How can I continue to refine my ability to form successful groups?"

Lesson

1. **Formal Observation Debrief**
   - Utilize the Observation and Feedback form that you filled out on Day 14.
   - Debrief with the entire class any areas of concern from your observation or notes from the tutor meeting.

2. **Tutorials: Forming Their Own Groups**
   - As you monitor groups today, continue to look at successful (or unsuccessful) groupings.

Materials/Notes

Reference
AVID Tutorial Guide
3.18 Observation and Feedback (pp. 281–283)

AVID
academies of College Dreams

Lesson Plan, Day 25

AVID – 12th Grade

Standards and Essential Question:

- **12-CR.A2** Utilize Cornell notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools to utilize as part of a multi-year portfolio
- **12-CR.A4** Seek information from an array of guest speakers who provide expertise in college admissions, financial aid and the FAFSA, college selection, and scholarships
- **Theme tie-in: Admission to College**
- **EQ:** "What do I need to know about the college admissions process?"

Lesson

1. **Mystery Check**
   - Conduct a binder check, planner check, Cornell note quantity check, or Cornell note quality check today.
   - Consider choosing which check you do by one of the following methods:
     - Focusing on the area where students have the greatest need
     - Coming up with a fun way to randomly select the topic, such as rolling a die or spinning a wheel

2. **Your Responsibilities Check**
   - Have students take out their YOUR Responsibilities checklist.
   - Collect and grade the checklists, returning them to the students as soon as possible.
   - Let students know the day when the final responsibilities checklist is due. It will be written into Day 35. You can ask for additional artifacts (e.g., printed application, essay, etc.).

3. **Guest Speaker – School Counselor**
   - *Note: Have water and an extra copy of the Guest Speaker Guide available for the speaker.*
   - As an introduction into this, let students know that they'll be completing the college admissions process very soon, so the counselor's information will be very important.
     - Be sure to reiterate that the college application process in REQUIRED!
   - Invite a school counselor to your class to discuss the college entrance process.
     - It is advisable to discuss what you will be doing over the next three weeks.
   - Before the guest speaker arrives, make sure they know that students are examining how to select a college.
   - Introduce the guest speaker and turn the class over to the speaker.
   - When the speaker has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).
   - Let students know that they will begin filling out college applications next Monday.

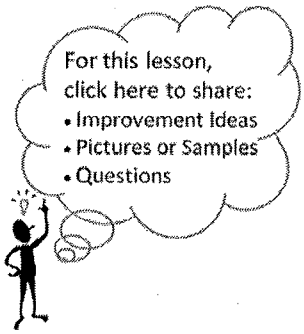
Materials/Notes

Reference

Strategies for Success
15.2 Guest Speaker Guide
(p. 202)

Preparing for College
9.3 YOUR Responsibilities
(p. 161)

Documentation for Essential **3.3**



AVID
Leaders of College Dreams

Lesson Plan, Day 26

AVID – 12th Grade

Standard and Essential Question:

- **12-CR.E3** Complete and submit college/university applications for schools of interest, including admission essays, letters of recommendation, SAT®/ACT® scores, and official transcripts within the appropriate timeframe
- **Theme tie-in: Admission to College**
- **EQ:** "What doubts do I have about applying to college?"

Lesson

1. **My College Fears: Crossing the Line**
   - ***Important:*** *If a very high level of trust has been established, this can be used as a powerful Stage 4 team-builder. To keep this as a Stage 2 team-builder, it can be converted into a general discussion.*
   - Give each student 5–10 Post-it notes.
   - Tell students to write one fear that they have about applying to, being accepted to, or attending college on each Post-it note.
   - Examples of fears may include the following:
     - I don't know if I can afford it.
     - I'm afraid to move away from home.
     - I'm afraid I won't be accepted.
     - I am an undocumented student and don't want to get my parents in trouble.
     - I'm worried I won't fit in there.
   - Give students two or three minutes to generate several Post-it notes, and then collect them in a hat.
   - To use this as a Stage 4 activity:
     - Clear the middle of the room of all chairs and put a line down the middle with masking tape.
     - Have every student stand on one side of the line.
     - Pull out one Post-it at a time and read it aloud (e.g., "I'm worried I won't fit in there.")
     - Have every student who thinks that statement applies to them cross the line.
     - You can add in other facts to break up the collegiate fears. For example:
       - I have older brothers or sisters.
       - I've been out of the country.
   - Debrief the activity by talking about how they can overcome their fears or barriers.
   - The most important thing for the students to get out of this is that they need to apply to college (even if it is only for the experience). Remind them that applying for college does not mean they will be forced to attend.

Materials/Notes

Common Application

Materials

Masking Tape and Post-it Notes

Lesson Plan, Day 26

2. **Marking the Common Application**
   - Have printed copies of the college where every student will apply. Many states have a common application to all state schools. This would be the type of application that you would want your students to fill out.
   - Have students read through the common application and circle any unfamiliar terms or information that they might have problems finding.
   - Talk through areas of confusion on the college applications.
   - Have students begin filling out the college application. Tell them to focus on the areas that might be a little more difficult to complete, so they can ask questions during class.

3. **Homework**
   - Remind students that there will be a quality check on Friday, so students need to be prepared with at least one page of high-quality notes (questions, full summary, highlighted, reviewed, etc.) for every academic class.

AVID
cradles of College Dreams

Lesson Plan, Day 27

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: TRFs on Notepaper**
- **10-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **EQ**: "What information do I need in order to ensure that I am prepared for tutorial?"

Lesson

1. **Tutorials: TRFs on Notebook Paper**
   - Remind students that, over the course of the year, a lot of the support structures that have been in place in order to "make sure they were working correctly" will be removed. This is to prepare students for some of the rigors of college.
   - From today on, students should complete Tutorial Request Form information on notebook paper.
   - Let students know that the notepaper must still have the following:
     - The work that they have done on an original question (with the source noted)
     - Academic vocabulary needed
     - A clear Point of Confusion
     - A reflection, which includes understanding that they have gained after the tutorial
   - Connection to College: Let students know that, in college, there won't be anyone to Xerox a TRF form, but they will still need to have the work done in order to be prepared for a study session with classmates, tutorial sessions with course teaching assistants, or discussions with the professors during office hours.
   - Remind students to use the first minute to discuss a weekly group goal.

2. **Tutorial Reflection**
   - Have students reflect on if they had all of the information recorded on their notepaper for the tutorial process.
     - This should be done in addition to the normal reflection on what they have come to understand about their Point of Confusion.

Materials/Notes

Reference

AVID Tutorial Guide

3.18f Monthly Group Goal-Setting Sheet (p. 294)

AVID
Decades of College Dreams

Lesson Plan, Day 28

AVID – 12th Grade

Standard and Essential Question:

- **12-CR.E3** Complete and submit college/university applications for schools of interest, including admission essays, letters of recommendation, SAT®/ACT® scores and official transcripts within the appropriate timeframe
- **Theme tie-in: Admission to College**
- **EQ:** "What do colleges/universities require for my college admission?"

Lesson

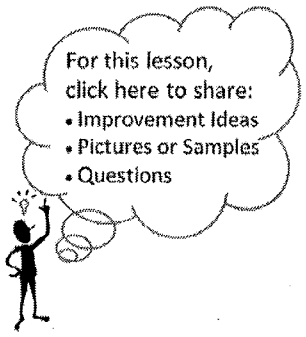
1. **College Applications**
   - Reserve the computer lab.
   - Have students continue working on their college admissions applications.
     - If students are very worried about paying for the application, there is a provided list of colleges that don't charge an application fee.
     - Another option is to help students fundraise some of the money for their applications.
   - Continue to stress the importance of applying. Generally, during this period, seniors have many doubts about the college application process, but the practice of this is paramount.
   - With the last few minutes of class, have students write an exit ticket to the following prompt:
     - How is the college application process going? Are you finding certain aspects difficult to complete? What challenges, hurdles, or doubts do you have?
   - Remind students that they need to have their application(s) submitted by Day 35 (or whichever date you have selected).

Materials/Notes

Class Set

List of Colleges Without an Application Fee

Documentation for Essential 9.6



AVID
Grades of College Dreams

Lesson Plan, Day 29

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: TRF on Notepaper**
- **10-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **EQ**: "What information do I need in order to ensure that I am prepared for tutorial?"

Lesson

1. **Tutorials: TRF on Notepaper**
   - Encourage (or require) students to switch out at least three people from each group during today's tutorial.
     - It is very easy for students to get into a comfortable routine of working with the same group of people every day, but they should make an effort to learn how to work with various people.
   - As you monitor groups today, continue to look at successful (or unsuccessful) groupings and ensure that students have all of the necessary information recorded on their TRF notepaper.

Materials/Notes

AVID
Decades of College Dreams

Lesson Plan, Day 30

AVID – 12th Grade

Standard and Essential Question:

- **12-CR.E3** Complete and submit college/university applications for schools of interest, including admission essays, letters of recommendation, SAT®/ACT® scores, and official transcripts within the appropriate timeframe
- **Theme tie-in: Admission to College**
- **EQ:** "What else do I need to accomplish to finish all of my college applications?"

Lesson

1. **Cornell Note Quality Check**
   - Create a list of numbers assigned to typical senior courses.
     - For example, 1 – Math, 2 – English, 3 – Government /Economics, etc.
   - Roll the die and collect the best page of notes from the corresponding subject.
     - For example, collect one page of notes from English if a "2" is rolled.
   - Grade these notes for overall quality, making sure that they are ready to return next Monday.

2. **College Admissions Process (Continued)**
   - Reserve the computer lab.
   - Allow students to continue working on their college applications.
     - Remind students that they need to stay focused, since there will only be a limited amount of time to complete the application(s).
   - Make sure that students print a copy of the completed and submitted college application(s) for the grade book.

3. **Four Corner Check-In**
   - Create posters for four corners:
     - Completing the first application
     - Finished with first application
     - Finished with over half of college applications
     - Finished with all college applications
   - Have students write to the questions that you will ask during the Four Corners activity. Questions may include the following:
     - What are the schools where you applied?
     - What are the colleges where you still need to finish the applications?
     - What scholarships have you applied for?
     - What are/have been your greatest obstacles?
     - What scholarships have you received?
     - What are your goals for college acceptance?

Materials/Notes

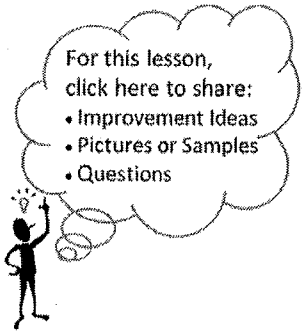
Reference

AVID Tutorial Guide

2.13c Cornell Note-Taking Rubric (Pg. 119)

Documentation for Essential

5.5



Lesson Plan, Day 30

AVID – 12th Grade

- How can AVID support you?
- What are your next steps?

- Have students move to the appropriate corner and discuss the related prompt.
- *Note: As the teacher, you probably want to listen in when the "Completing the first application" group discusses obstacles and the "Finished with all college applications" group discusses next steps.*
  - Take note of those who are either finished or will very soon finish all of their college applications because they will transition into working on scholarships beginning next Monday.

AVID
Academic of College Dreams

Lesson Plan, Day 31

AVID – 12th Grade

Standard and Essential Question:

- **12-ORG.B3** Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading, or collaborative work
- **Theme tie-in: Defining**
- **EQ:** "How should note-taking evolve to meet the increased course expectations?"

Lesson

1. The Evolution of Cornell Notes

- Display "The Evolution of Note-Taking" PowerPoint.
- Have students write to the quickwrite about what they know about taking notes during lectures.
- Have students share out everything that they know about taking notes during lecture.
- Then, have students rank their familiarity with note-taking during lecture.
- Have students write to the quickwrite about what they know about taking notes during reading.
- Have students share out everything that they know about taking notes during reading.
- Then, have students rank their familiarity with note-taking and discuss the potential imbalance between lecture and reading.
- Use Slides 6–8 to discuss how high school tends to be very lecture-heavy, and most often, they might be able to get away without reading the book, but college will require both.
- Talk about the variety of situations where students will need to take notes in college. (Make sure that you connect this to the college freshman panel on Day 85.)
- Demonstrate two options for incorporating reading and labs into their notes:
  - Two-column notes (one for lecture, the other for reading)
  - Color-coding to add reading and lab notes
- Let students know that they will be expected to begin incorporating their reading information into their Cornell notes.

2. Catch-Up

- During senior year, there will be multiple times when seniors will need to do a variety of activities.
- Use the remainder of the period to have students complete any additional college applications or conduct a scholarship search.

Materials/Notes

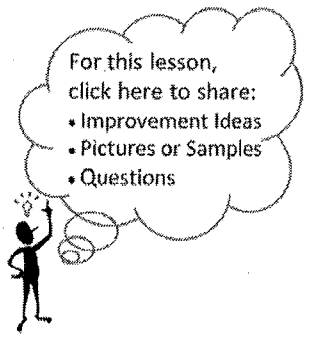
Reference

The Write Path English Language Arts: Exploring Texts with Strategic Reading Exchange Ideas Using the Collaboration Protocol (pp. 125–126)

Display

The Evolution of Note-Taking

Documentation for Essential 6.3



AVID
Grades of College Dreams

Lesson Plan, Day 32

AVID – 12th Grade

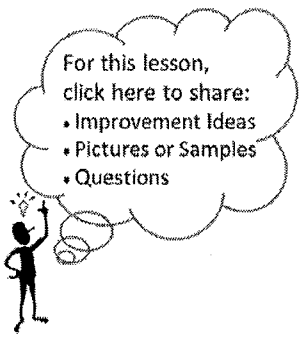
Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme:** Defining
- **EQ**: "What group members would best support success in my classes?"

Lesson

1. **Tutorials: TRFs on Notebook Paper**
   - As tutorials run today, remind students of the focus on independence of the form of notes, but that they need to continue recording key information.
   - Let students know that the notepaper must still have the following:
     - The work that they have done on an original question (with the source noted)
     - Academic vocabulary needed
     - A clear Point of Confusion
     - A reflection, which includes understanding that they have gained after the tutorial
   - Connection to College: College students choose what information they will need for their study group.

Materials/Notes



AVID
Academic of College Dreams

Lesson Plan, Day 33

AVID – 12th Grade

Standards and Essential Question:

- **12-CD.A4** Apply for scholarships that align with abilities, talents, and interests
- **12-CD.B3** Break goals down into achievable action steps and monitor progress regularly
- **12-CP.A2** Utilize Cornell notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools to utilize as part of a multi-year portfolio
- **12-CP.A4** Seek information from an array of guest speakers who provide expertise in college admissions, financial aid and the FAFSA, college selection, and scholarships
- **12-CP.C1** Apply for scholarships as a class and individually
- **Theme tie-in: Admission to College**
- **EQ:** "What should I do to ensure that I am getting scholarships?"

Lesson

1. **Senior Data Collection**
   - Reference the instructions for entering Senior Data.
   - Distribute paper copies of the appropriate Senior Data Collection Form, referenced in Step 1.
     - The General Senior Data Form is referenced, but there are different forms for California, Nevada, Texas, and DoDEA sites.
   - Have students fill out any information that they can on the Senior Data forms.
   - Optional: Set up your AVID students' senior accounts in advance and have seniors begin entering their data electronically.
   - Make sure that seniors file this document in their portfolio.

2. **College and Career Center/Scholarships**
   - Reserve the College and Career Center (or the location where they house any local or national scholarships) and have the counselor discuss any available scholarships.
   - Possible sites include the following:
     - https://bigfuture.collegeboard.org/
     - www.Collegenet.com
     - www.fastweb.com
     - www.scholarships.com
     - www.collegescholarships.org
   - Let students ask questions about scholarships.
   - Make sure that seniors record any critical information about scholarships into their Cornell notes.
   - Have students collect any scholarship applications for which they are eligible and begin filling them out, if time allows.

Materials/Notes

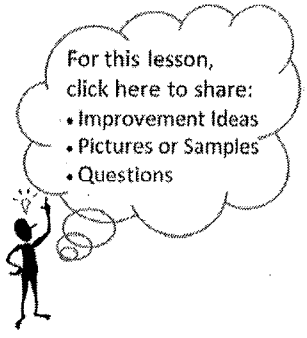
Reference

Senior Data Collection

Class Set

General Senior Data Form (Please use the appropriate form for your state.)

Documentation for Essential 9.1



AVID
cradle of College Dreams

Lesson Plan, Day 33

AVID – 12th Grade

- At the end of class, have students set a goal on the idea of scholarship searching, including how they will accomplish the goal.
  - For example, "I will apply to a minimum of one scholarship per week."
- Have their goal be their exit ticket from class, but do not collect them.

AVID
exades of College Dreams

Lesson Plan, Day 34

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme:** Defining
- **EQ**: "What group members would best support success in my classes?"

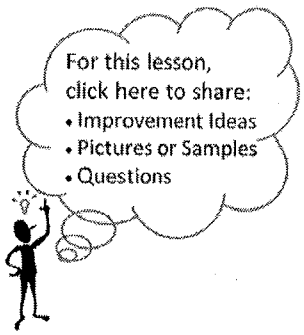
Lesson

1. **Tutorials: TRFs on Notebook Paper**
   - Remind students that they should complete Tutorial Request Form information on notebook paper.
   - Let students know that the notepaper must still have the following
     - The work that they have done on an original question (with the source noted)
     - Academic vocabulary needed
     - A clear Point of Confusion
     - A reflection, which includes understanding that they have gained after the tutorial
   - Connection to College: College students choose what information they will need for their study group.

2. **Formal Observation: TRF on Notebook Paper**
   - Utilize the Observation and Feedback form as a resource to conduct a formal observation for the teacher, students, and tutors.
   - Take note of any groups or pairings that you think might not be working.
     - Be proactive, discussing with the students where there are areas of concern, but allow students to try and work through making the correct group choices.
   - Set up a tutor meeting to debrief your tutorial observations.

Materials/Notes

One Teacher Copy
AVID Tutorial Guide
3.18 Observation and Feedback (pp. 281–282)



AVID
Academies of College Dreams

Lesson Plan, Day 35

AVID – 12th Grade

Standards and Essential Question:

- **12-ORG.B1** Take 15 to 25 pages of quality Cornell notes per week
- **12-CP.B1** Attend as many college/university visits as possible early in the year, including listening to speakers from admissions who can focus on tips for college applications
- **12-CP.B2** Determine and plan college/university field trips, including contacting admissions counselors and student guides
- **Theme tie-in: Admission to College**
- **EQ:** "What opportunities are available to give back to the school and community on a college campus?"

Lesson

1. **Cornell Note Quantity Check**
   - *Note: If you are having the field trip on this day, conduct the quantity check next Monday.*
   - Remind students that the expectation for seniors is that they take 15 to 25 pages of quality Cornell notes per week.
   - Ask students to get out Cornell notes for a quantity check.
   - As you circulate the room for the check, make sure to complete the following:
     - Confirm that all notes have Essential Questions, notes, questions, and summaries.
   - Place a stamp or check mark on the notes, so students can't use them again for future checks.

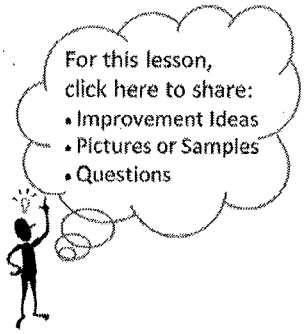
2. **Your Responsibilities Check**
   - Have students take out their YOUR Responsibilities checklist.
   - Collect these and grade them.
   - Set up one-on-one conversations if some students do not seem to be applying to colleges/universities.
     - Troubleshoot with them, but make sure they know that applying to a minimum of one college/university is required for the class.

3. **College Field Trip**
   - Select a local institution.
   - Complete a grade-level activity requiring student to explore the admissions process and opportunities for community service opportunities on campus.
   - Complete a campus tour.
   - Hear from a student panel.
     - Potentially set up a panel with service fraternities and various clubs that focus on giving back to the school and community.
   - Request that students sit in lecture classes in small groups and take notes.

Materials/Notes

Reference
AVID Tutorial Guide
2.13c Cornell Note-Taking Rubric (p. 119)

Documentation for Essential 6.3



AVID
Grades of College Dreams

Lesson Plan, Day 36

AVID – 12th Grade

Standard and Essential Question:

- **12-WRI.A1** Understand and identify the audience, purpose, and form for writing assignments
- **Theme tie-in: Admission to College**
- **EQ:** "How can you see rejection as a temporary state, and how will you overcome it?"

Lesson

Note: This lesson should be done once all college applications have been submitted. If students are still finishing applications, this lesson can be replaced with a college application day and used later as a sponge lesson.

1. **College Rejection Letter***
   - *Note: If students are nervous about not getting into college, this could be a good stress-reliever, and it could be opened in the event that they receive a rejection letter in the spring. This activity can also be saved as a sponge activity for later in the year.*
   - Have students take out a blank sheet of notepaper.
   - Have a discussion about the college application process, admissions, and the potential of rejection.
   - Ask students, "How would you react if you receive a college rejection letter?"
   - Let students know that a rejection of their application is not a rejection of them.
   - Have students write a rejection letter to the college(s) where they applied.
   - Have students write to the prompt, "Dear College Admissions Officer, I regret to inform you..."
   - Tell students to write all of the reasons that they are rejecting the college. Have students use hyperbole (exaggeration, not to be taken seriously) to make the letter outrageous.
     - Let students know that they need to avoid profanity in the letter.
   - Have students place the letters in the envelope, address the envelope to the College Admissions Department, and place the letter in their portfolio.

2. **Flex Day**
   - Assess your seniors' needs and allocate the time accordingly.
   - Some options to consider include the following:
     - SAT®/ACT® preparation
     - College (or scholarship) essays
     - College applications
     - Scholarships

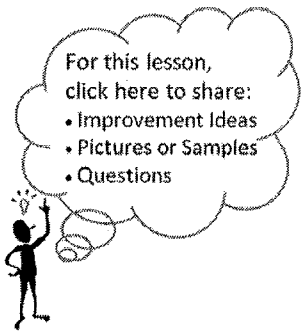
* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

Materials

Envelopes

Documentation for Essential 5.5



AVID
academy of College Dreams

Lesson Plan, Day 37

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **12-INQ.B3** Reflect upon participation and knowledge gained from tutorials and other collaborative activities
- **Theme:** Defining
- **EQ**: "How can I continue to refine my ability to form successful groups?"

Lesson

1. **Formal Observation Debrief**
   - Utilize the Observation and Feedback form that you filled out last Thursday.
   - Debrief with the entire class any areas of concern from your observation or notes from the tutor meeting.

2. **Tutorials: TRFs on Notebook Paper**
   - Remind students that they should complete Tutorial Request Form information on notebook paper.
   - Let students know that the notepaper must still have the following:
     - The work that they have done on an original question (with the source noted)
     - Academic vocabulary needed
     - A clear Point of Confusion
     - A reflection, which includes understanding that they have gained after the tutorial
   - Connection to College: College students choose what information they will need for their study group.

Materials/Notes

Reference

AVID Tutorial Guide

3.18 Observation and Feedback (pp. 281–282)

AVID
Academic of College Dreams

Lesson Plan, Day 38

AVID – 12th Grade

Standard and Essential Question:

- **12-REA.B6** Choose one or more Writing in the Margin strategies while reading a text
- **Theme tie-in: Success**
- **EQ:** "How can I give back to my school and community over the course of this year?"

Lesson

1. **Critical Reading: Two Kinds of People, and Us and Them**
   - Distribute a copy of "Two Kinds of People" to each student.
   - Have students read through the poem and Write in the Margins to clarify the author's definition of the two types of people.
     - Identify the author's definitions of a "lifter" and "leaner."
     - Write in the Margins to clarify traits of a "lifter" and "leaner."
   - Distribute a copy of "Us and Them" to each student.
   - Have students read through the text (skim/survey) and identify any characters that demonstrate characteristics of either lifters or leaners.
     - Potentially have students highlight lifters with one highlighter color (e.g., yellow) and leaner attributes in another (e.g., green).
     - Make sure that students focus on trying to read through the text very quickly and on just finding the two traits.
   - Have students reread the text more deeply and Write in the Margins why certain attributes demonstrate the character being either a lifter or a leaner.
     - This might be difficult for students because the distinction of Ella Wheeler Wilcox's "Two Kinds of People" are in no way directly linked to the "Us and Them" writing. However, challenge your students to find connections where they can.
   - Have students generate questions that connect the Wilcox poem to the "Us and Them" article.
   - Select a student leader for this Friday's Socratic Seminar in advance and discuss the Tips for Teachers and Socratic Seminar Leaders handout.

Materials/Notes

Reference

Critical Reading

7.1 Writing in the Margins: Six Strategies at a Glance (p. 80)

One Copy

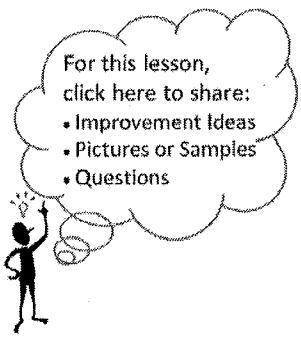
Tips for Teachers and Socratic Seminar Leaders

Class Set

Two Kinds of People

Us and Them

Documentation for Essential 6.5



AVID
Leaders of College Dreams

Lesson Plan, Day 39

AVID – 12th Grade

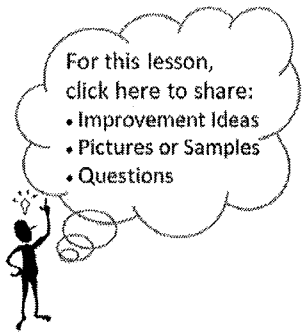
Standard and Essential Question:

- **Focus Area: Forming Their Own Groups**
- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme:** Defining
- **EQ**: "What group members would best support success in my classes?"

Lesson

1. **Tutorials: TRFs on Notebook Paper**
   - As tutorials run today, remind students of the focus on independence of the form of notes, but that they need to continue recording key information.
   - Let students know that the notepaper must still have the following:
     - The work that they have done on an original question (with the source noted)
     - Academic vocabulary needed
     - A clear Point of Confusion
     - A reflection, which includes understanding that they have gained after the tutorial
   - Connection to College: College students choose what information they will need for their study group.

Materials/Notes



AVID
Decades of College Dreams

Lesson Plan, Day 40

AVID – 12th Grade

Standards and Essential Question:

- **12-ORG.A2** Use the planner/agenda to track senior year tasks and responsibilities, including exams, college applications deadlines, letters of recommendation, FAFSA, scholarships, and final transcripts
- **12-INQ.C3** Articulate a more thorough understanding of the topic, based on the discussion
- **12-INQ.C4** Take an active leadership role that results in higher levels of thinking and comprehension
- **Theme tie-in: Role Model**
- **EQ:** "What can you do to ensure that you are one of life's lifters?"

Lesson

1. **Binder and Planner Check**
   - As students enter class, have them place their binders and agendas on their desks.
   - Check binders for level of organization (e.g., everything in rings, nothing in pockets) and check planner for completeness.

2. **Socratic Seminar: Two Kinds of People, and Us and Them**
   - Distribute copies of the Academic Language Scripts for Socratic Seminar.
   - Encourage students to utilize the language scripts to guide and direct the conversation.
   - Have the student leader generate a list of possible questions.
   - Let the student leader begin with a discussion about Wilcox's "Two Kinds of People" poem.
     - Encourage students to focus on the lifters and leaners. What might we infer are the definitions of lifters and leaners from the text?
   - Have the leader transition to the "Us and Them" article.
   - Some potential questions might include the following:
     - What examples do we see of people in "Us and Them" being either lifters of leaners?
     - Does motivation of an act matter in determining if they are a lifter or a leaner? What are some examples of good or bad motivation?
     - Do you think that the author would have classified himself as a lifter or a leaner, and why?
     - Would you classify the author as a lifter or a leaner, and why?
   - Conclude the discussion by revisiting the definitions of lifters and leaners. A possible question might be the following:
     - How would you define lifters or leaners after the discussion? What has changed, and why?
   - Debrief the discussion with a question, such as, "What can you do to ensure that you are one of life's lifters?"

Materials/Notes

Class Set

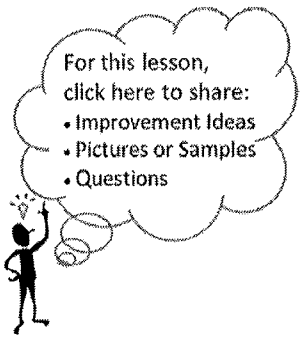
Academic Language Scripts for Socratic Seminar

Two Kinds of People

Us and Them

Documentation for Essentials

7.2, 7.3



- CCSS.ELA-Literacy.CCRA.R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-Literacy.CCRA.SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

AVID
Decades of College Dreams

Lesson Plan, Day 41

AVID – 12th Grade

Standards and Essential Question:

- **12-WRI.A1** Understand and identify the audience, purpose, and form for writing assignments
- **12-WRI.C1** Develop and strengthen writing through the creation of a research paper
- **EQ:** "How have I improved in each of the four areas of Essential Academic Skills for success?"

Lesson

1. **Accessing Prior Knowledge and Review**
   - Ask students to identify the appropriate numbered Essential Academic Skills for each of the tasks on the slide.
     - **Hint:** The tasks are not listed in order.
   - Elicit student reponses.
   - Ask for a volunteer to explain the importance of the order (i.e., how often do these skills happen in this order inside an acadmic setting?).

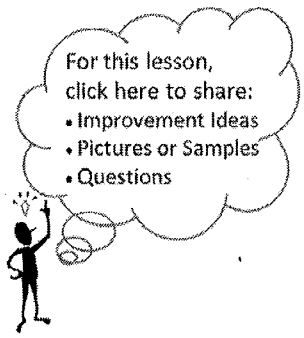
2. **Four Essential Skills for Academic Success***
   - Remind students that they have already learned a "writing process" that is student-centered and personal in their high school English/Language Arts classes. However, there are many academic writing processes, and they may differ in the way they:
     - Begin with a prompt or task assigned by an instructor (Essential Skill 1); or, in more advanced classes (upper-division/graduate), with research questions related to the class designed by the students.
     - Draw from, and take notes from, sources outside of the students themselves (Essential Skills 2 and 3). Source type depends upon the assignment, the instructor, and the content area. Students may do library or internet research, or their sources may be people they survey, interview, or observe. In the sciences, evidence is provided by data collected during an experiment.
     - Require students to keep the prompt or task in mind and to integrate their sources (Essential Skill 4) into their writing in a way that is appropriate for the classes they are taking.

3. **Evaluation, Reflection, and Goal Setting**
   - Ask students to complete the Essential Skills: Evaluation, Reflection, and Goal Setting handout individually. Encourage them to be honest.
   - While students completete their "self-reflection," set up the room for a Four Corners activity. Identify four corners inside of the classroom and label each of them with a different Essential Skill.
   - When students have finished their "self-reflection," ask them to identify the skill that they feel most accoplished in and move to that corner.

Materials/Notes

Project
Four Essential Skills

Class Set
Four Essential Skills: Evaluation, Reflection, and Goal Setting



- CCSS.ELA-Literacy.CCRA.W.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

- Ask students to circle up in order to help create a respectful listening and sharing environmnet in each corner.
- Next, ask students to share their successes in the skill that they rated highest, as well as their goal, to help them continue to improve in the same area. Limit each student to one minute for sharing.
- Once everyone has had a chance to share in their respective corner, ask students to move to the corner of the skill that they feel least accomplished in and have the most room for improvement and share their reflections and goals.

4. **Exit Ticket**
   - How will you use the information uncovered through this processing activity to help guide our upcoming research project?

- CCSS.ELA-Literacy.CCRA.W.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

AVID
Grades of College Dreams

Lesson Plan, Day 42

AVID – 12th Grade

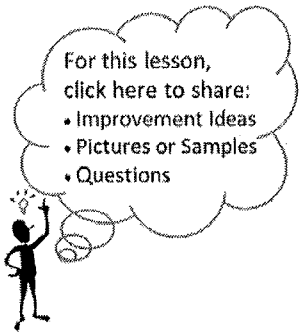
Standard and Essential Question:

- **Focus Area: Student Leaders**
- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme:** Defining
- **EQ**: "What skills do I need to lead college-level study groups?"

Lesson

1. **Tutorials – Student Leader**
   - Remind students that, over the course of the year, a lot of the support structures that have been in place in order to "make sure they were working correctly" will be removed. This is to prepare students for some of the rigors of college.
   - Thus far, they have been allowed to form their own groups and use notepaper instead of a TRF.
   - Today, we will be removing the support structure of the tutor being an ad hoc leader.
   - From now until the end of the year, a different student from the group needs to step up and lead the tutorial group in the following areas:
     - Deciding who will present the first question
     - Ensuring that all students are taking notes and using their resources
     - Guiding group questioning
     - Clarifying learning at the end of a question
     - Transitioning other students into the reflection process
   - Remind students that the role of group leader needs to switch every tutorial period, and they need to ensure that every student has the experience of being the group leader at least once a month.
     - The name of the group leader could be something that you have them record on the top of their paper.

Materials/Notes



Lesson Plan, Day 43

AVID – 12th Grade

Standards and Essential Question:

- **12-WRI.A2** Analyze complex college-level prompts and design arguments with fully developed claims and cited evidence
- **12-WRI.A4** Use a variety of rubrics to grade essays, especially those used to grade essays for the SAT® and other college admissions tests
- **12-REA.B2** Analyze authentic writing prompts and formulate the organization of a response
- **EQ:** "Should participation in 'service learning' be a graduation requirement?"

Lesson

1. **Prompt Analysis**
   - Consider showing the On Demand Module *Timed Writing* to help students prepare for this activity.
   - Tell students that they need a couple sheets of blank notebook paper and a pen or pencil out and accessible.
   - Announce that they will have 45 minutes to deconstruct a writing/reading prompt and respond to the prompt.
   - Pass out the Service Learning Introduction, Timed-Writing handout and have students keep them face down until you direct them to begin.
   - Signal studets to turn their papers over and begin working.
   - If there is remaining classtime, distribute a copy of the College Board Timed Writing Rubric to each student and have them begin evaluating their timed-essay.
     - Direct them to assign themselves a score for each characteristic on the rubric, but to make notes to validate the scores.

Materials/Notes

Class Set

Service Learning Introduction, Timed-Writing

Grading Rubrics

or

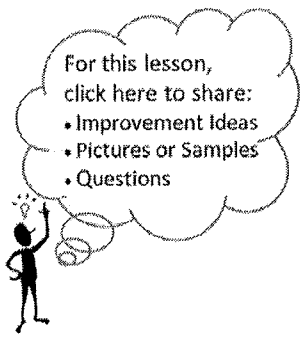
On Demand Module

Timed Writing

(MyAVID > E-Learning > On Demand Modules)

Materials

Notebook Paper, Pens or Pencils, and a Visual Timer That Students Can See During This Process



AVID
Decades of College Dreams

Lesson Plan, Day 44

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Student Leader**
- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme:** Enterprising
- **EQ**: "What skills do I need to lead college-level study groups?"

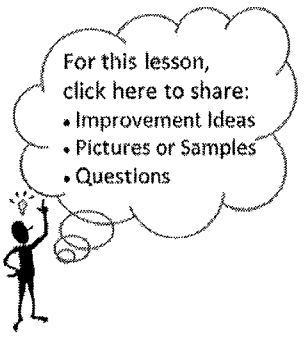
Lesson

1. **Tutorials: Student Leader**
   - Remind students that we are focusing on the student as a group leader, and they should select a new group leader for this tutorial session.
   - The student leader's responsibilities include the following:
     - Deciding who will present the first question
     - Ensuring that all students are taking notes and using their resources
     - Guiding group questioning
     - Clarifying learning at the end of a question
     - Transitioning other students into the reflection process
   - Remind students that the role of group leader needs to switch every tutorial period, and they need to ensure that every student has the experience of being the group leader at least once a month.
     - The name of the group leader could be something that you have them record on the top of their paper.

2. **Formal Observation: Student Leader**
   - Utilize the Observation and Feedback form as a resource to conduct a formal observation for the teacher, students, and tutors.
   - Take note of any groups or pairings that you think might not be working.
     - Be proactive, discussing with the students where there are areas of concern, but allow students to try and work through making the correct group choices.
   - Set up a tutor meeting to debrief your tutorial observations.

Materials/Notes

One Teacher Copy
AVID Tutorial Guide
3.18 Observation and Feedback (pp. 281–282)



AVID
Decades of College Dreams

Lesson Plan, Day 45

AVID – 12th Grade

Standard and Essential Question:

- **12-ORG.A6** Continue to add to academic portfolio to demonstrate student growth
- **Theme tie-in: Admission to College**
- **EQ:** "What are the most important aspects of the college that I plan to attend?"

Lesson

1. **Mystery Check**
   - Conduct a binder check, planner check, Cornell note quantity check, or Cornell note quality check today.
   - Consider choosing which check you do by one of the following methods:
     - Focusing on the area where students have the greatest need
     - Coming up with a fun way to randomly select the topic, such as rolling a die or spinning a wheel

2. **Binder Clean-Up, Portfolios, and Goals**
   - Have students collect any artifacts from their binders and add it to their portfolios.
   - Have student take out their goals (goal essay) from Day 10 and reflect on their progress.
   - Tell students to stand and form a group of two or three people.
     - Make sure students know that they should group with people with whom they would be comfortable discussing their goals.
   - Give groups two or three minutes to discuss their progress toward reaching their goals so far.
   - Call time and have students discuss their next steps and whether they need to adjust their goals.

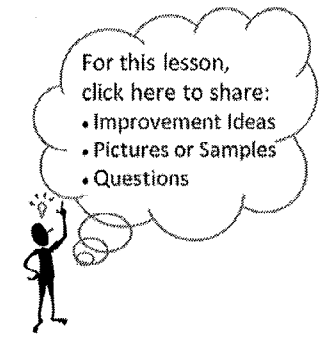
3. **Flex Day**
   - Assess your seniors' needs and allocate the time accordingly.
   - Some options to consider include the following:
     - SAT®/ACT® preparation
     - College (or scholarship) essays
     - College applications
     - Scholarships

Materials/Notes

Reference

AVID Tutorial Guide

2.5c Form 3: AVID Binder Evaluation (p. 69)



Lesson Plan, Day 46

AVID – 12th Grade

Standards and Essential Question:

- **12-CD.C2** Consider putting on community service/service learning activity within collaborative groups
- **12-WRI.C1** Develop and strengthen writing through the creation of a research paper
- **EQ:** "If 'service learning' did become a graduation requirment, what topic/issue/cause would I focus on in order to ensure engagment, ownership, and positive change?"

Lesson

1. **Essay Review**
   - Tell students to review what they wrote in their essay.

2. **Stand-Share-Sit**
   - Ask students to stand up around their tables or circle-up their desks in groups of four or five and stand behind their desks.
   - Tell students that they are to share the argument that they made in their timed-essay with the other members of their group.
   - Tell them that they do not have to share in any certain order, but everyone must share. Remind them to "share the air" by monitoring their talking time in order to ensure that everyone gets an opportunity to speak.
   - Direct them to be seated after they share what they wrote, but remind them that, even though they will be seated after they personally share, they will still need to remain active listeners.
   - Once everyone is seated around the room, ask the students who agree that service learning should be required for graduation to move to one side of the classroom, and then those who disagree to move to another side of the room.
   - Ask for a couple of volunteers from each side to state what they believe and to briefly support their beliefs.

3. **Suggestions for Service Learning Projects**
   - Next, write the Essential Question for the day on the whiteboard so that it is visible to everyone.
     - **Essential Question:** *If 'service learning' did become a graduation requirement, what topic/issue/cause would I focus on in order to ensure engagment, ownership, and positive change?*
   - Use the Service Learning Definition and Components Power Point to review the basics of service learning in general. Encourage students to take notes because they will need to reference this material for the next part of the activity.
   - Next, divide students into groups of four and pass out the Suggestions for Service Learning Projects handout packet.

Materials/Notes

Project

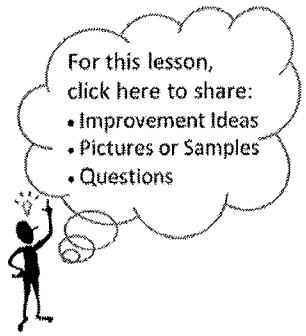
Service Learning Definition and Components

Class Set (1 per 4 students)

Suggestions for Service Learning Projects

Materials

Students' Timed-Writings From Previous Class Period



Lesson Plan, Day 46

- Ask students to divide the pages up among them so that everyone has a page that they will be responsible for reading and analyzing.
- Point out the way the handout is set up (Essential Questions, Research-Based Community Service Result, and Target Audience).
- Ask students to read through their assigned page and analyze the quality, value, and impact of the various projects described on the handout. Remind them to base their judgments on what they know about the definition and components of service learning as a whole.
- Allow time for groups to share their findings and highlight good ideas that may come to them as an extension of their reading.
- Finally, as their ticket out the door upon the completion of class, ask students to think of at least two topics that they would like to explore as possible service learning opportunities. Ask them to include the following for both topics:
  - Topic
  - Draft Essential Question
  - Possible Community Service Action or Culminating Project
- *Note: If you have an AVID Club on campus, it might be a good idea to connect the service learning project to the club activities.*

AVID
ecades of College Dreams

Lesson Plan, Day 47

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Student Leader**
- **12-INQ.B3** Reflect upon participation and knowledge gained from tutorials and other collaborative activities
- **Theme:** Defining
- **EQ:** "What skills do I need to lead college-level study groups?"

Lesson

1. **Formal Observation Debrief**
   - Utilize the Observation and Feedback form that you filled out last Thursday.
   - Debrief with the entire class any areas of concern from your observation or notes from the tutor meeting.

2. **Tutorials: Student Leader**
   - Remind students that we are focusing on the student as a group leader, and they should select a new group leader for this tutorial session.
   - The student leader's responsibilities include the following:
     - Deciding who will present the first question
     - Ensuring that all students are taking notes and using their resources
     - Guiding group questioning
     - Clarifying learning at the end of a question
     - Transitioning other students into the reflection process
   - Remind students that the role of group leader needs to switch every tutorial period, and they need to ensure that every student has the experience of being the group leader at least once a month.
     - The name of the group leader could be something that you have them record on the top of their paper.

Materials/Notes

Reference
AVID Tutorial Guide
3.18 Observation and Feedback (pp. 281–282)

AVID
Grades of College Dreams

Lesson Plan, Day 48

AVID – 12th Grade

Standards and Essential Question:

- **12-WRI.B2** Refine skills in research techniques and proper source integration into essays
- **12-WRI.C1** Develop and strengthen writing through the creation of a biography on a leader as a catalyst for change
- **EQ:** "What do I need to consider when completing my Service Learning Project Proposal?"

Lesson

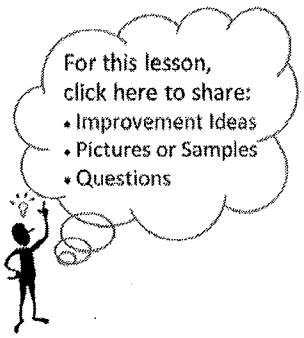
1. **Topic Brainstorm**
   - Show Rachel's Story (http://vimeo.com/46300983) and debrief about possible ways to give back, which connects to their own deeper meaning.
   - Allow students time in class to review their initial thoughts in regards to the possible topics that they brainstormed last class period.
   - Next, preview the format of the Service Learning Project Proposal Form as a whole class. **Important:** Have students write in pencil! Their proposal may require some revision throughout the duration of this project.
   - Students are asked to identify a general category that the topic of their project falls under.

2. **Developing the Essential Question**
   - A Service Learning Project requires that you research a topic that relates to and guides your final project or product. The first step in the research process is the creation of an Essential Question to help direct your research.
   - Good Essential Questions require you to do four or more of the following:
     - Develop a plan or course of action
     - Make a decision
     - Consult multiple sources, both primary and secondary
     - Synthesize information in order to develop an answer
     - Develop an answer that is controversial, arguable, or open to interpretation
     - Construct an answer that doesn't exist yet
   - Answering an Essential Question requires that you do more than restate research information; you need to think critically and analyze alternatives. Your question provides purpose for your research.
   - When students are completing the section that details the project portion of their proposal, encourage them to be very detailed. Remind them that their community service portion of this project must consume a minimum of 20 hours in the field.
   - Ask students to turn in proposal drafts for you to look over and comment upon.

Materials/Notes

Class Set

Service Learning Project Proposal Form



AVID
Decades of College Dreams

Lesson Plan, Day 49

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Student Leader**
- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme:** Defining
- **EQ**: "What skills do I need to lead college-level study groups?"

Lesson

1. **Tutorials: Student Leader**
   - Remind students that we are focusing on the student as a group leader, and they should select a new group leader for this tutorial session.
   - The student leader's responsibilities include the following:
     - Deciding who will present the first question
     - Ensuring that all students are taking notes and using their resources
     - Guiding group questioning
     - Clarifying learning at the end of a question
     - Transitioning other students into the reflection process
   - Remind students that the role of group leader needs to switch every tutorial period, and they need to ensure that every student has the experience of being the group leader at least once a month.
     - The name of the group leader could be something that you have them record on the top of their paper.

Materials/Notes

AVID
Leaders of College Dreams

Lesson Plan, Day 50

AVID – 12th Grade

Standard and Essential Question:

- **12-ORG.B2** Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
- **Theme tie-in: Enterprising**
- **EQ:** "What services would be most beneficial to the school or community?"

Lesson

1. Cornell Note Quality Check

- Create a list of numbers assigned to typical senior courses.
  - For example, 1 – Math, 2 – English, 3 – Government/Economics, etc.
- Roll the die and collect the best page of notes from the corresponding subject.
  - For example, collect one page of notes from English if a "2" is rolled.
- Potentially think of requiring the notes to be from text, as a result of the focus lesson from Day 31.
- Grade these notes for overall quality, ensuring that they are ready to return on Monday.

2. Selective and Purpose-Driven Reading

- Remind students that no matter what source they are reading, viewing, or listening to for an academic assignment, they need to consider what they are looking for in that source. This handout focuses on the selective reading of print, expository texts, though many of the suggestions can be used for other sources, as well.
- Ask students to read the Selective and Purpose-Driven Reading handout individually, one step at a time. As they read each step, direct them to underline the most important pieces of information and circle key terms. Once they have read a step and Marked the Text, ask them to turn to a shoulder partner and discuss what they marked and what they understood the text to say. Have students follow this protocol for all nine steps of this handout.
- Remember the following:
  - Keep in mind your purpose for selective reading.
  - Reread; rehearse what you have read; complete (either orally or in writing) summaries of the important information in your text.
  - Integrate information from your sources into your own writing, while the reading is fresh in your mind.
  - Service Learning Project Research/Identifying Sources
- Preview the Source Types Power Point as a class.

Materials/Notes

Reference

AVID Tutorial Guide
2.13c Cornell Note-Taking Rubric (p. 119)

Materials

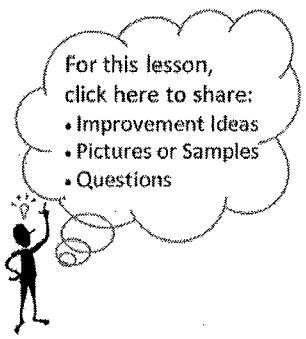
Source Types

Class Set

AVID College Readiness
3.3c Selective and Purpose-Driven Reading (pp. 329–331)

Documentation for Essential

5.5



- *Note: In previewing the PowerPoint presentation before class, make any necessary changes to specific databases that might be preferred by your school district.*

- Require students to take Cornell notes.

3. **Your Research Assignment** (second to last slide of the Source Types PowerPoint)
   - Find three sources for your Essential Question using at least two different types of research resources.
     - **Important:** Students will need these sources for next Monday.
   - Copy and paste each source into a Microsoft Word document and print (making photo copies of print sources).
   - Record MLA citation at the top of each source.
   - Write two to three sentences telling why you chose this source and/or how it fits with your Essential Question.

4. **Your Critical Reading Assignment** (last slide of the Source Types PowerPoint)
   - Students must critically read each of their three sources and number the paragraphs, circle key terms, and underline the author's claim. Direct them to bring their marked sources with them to class next time.

AVID
Decades of College Dreams

Lesson Plan, Day 51

AVID – 12th Grade

Standards and Essential Question:

- **12-REA.A1** Chart new vocabulary and meaning gathered from texts
- **12-REA.B5** Chart text, tracking key information and author's claims
- **EQ:** "How does Charting the Text help me to identify the structure of a text?"

Lesson

1. Identify Text Structure

- Experts in reading tell us that one of the most important skills is *to identify the structure of a text*—that is, how it is organized. Writers organize their texts in different ways, depending upon a number of factors, including the following:
  - The text genre (e.g., an op-ed piece, a letter, a memo, an "essay," etc.)
  - The writer's style
  - The writer's importance (and ethos)
  - The ideology or point of view (POV) of the publication (and the author)
  - The writer's placement of the claim and reasons
  - The selected methods for development (e.g., narrative, comparison/contrast, cause/effect, definition, examples and/or statistical data)
  - The audience, and particularly, the prestige of the audience and how much the audience will object to the author's argument
  - The context of publication (e.g., Internet-based, newspaper, etc.)
  - The number of words that the writer has been allotted

2. Charting the Text

- Tell students that, for this activity, they need to select one of their sources in order to practice Charting the Text as a means to determine the structure of a text.
- Tell student to review how the text is numbered. If there are a large number of paragraphs, encourage them to chunk paragraphs that have content in common.
- Distribute the Chart the Text Table: Analyzing the Micro-Structure handout to each student.
- Ask them to record the number of their paragraphs in the appropriate column of the handout.
- Next, ask them to reread the first paragraph of their text and summarize that paragraph only. Tell them to record their summary in the "Say" column of their handout. Have them continue through the same source, summarizing and recording each paragraph or chunked section of the text.

Materials/Notes

Class Set

Critical Reading
8.1 Chart the Text Table: Analyzing the Micro-Structure (pp. 110–111)

Critical Reading
8.2 Charting Verbs List (p. 112)

- CCSS.ELA-Literacy.CCRA.R.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.6 – Assess how point of view or purpose shapes the content and style of a text.

- Once this process is complete, refer students to the "Do" column of their handout and ask students to again refer back to the first paragraph of the same text. This time, instruct them to write a statement that describes what the text or author is doing in Paragraph One only.
- Give each student a copy of the Charting Verbs List to use as a tool and provide them with the following examples:
  - Telling a story to set the stage
  - Narrating a sequence of events
  - Presenting the claim
  - Defining an important word
  - Contrasting two different views
  - Challenging other people's arguments
- Instruct them to complete this same task for each individual paragraph or chunked portion of the same text.
- For homework, have students chart their other two sources by simply recreating the Say and Do Chart (from the Chart the Text Table: Analyzing the Micro-Structure handout) on a sheet of notebook paper.

- CCSS.ELA-Literacy.CCRA.R.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.6 – Assess how point of view or purpose shapes the content and style of a text.

AVID
exodus of College Dreams

Lesson Plan, Day 52

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Forced Group Switch**
- **12-INQ.B1** Create a study group with a discussion of rules and expectations
- **Theme:** Enterprising
- **EQ**: "What strategies will I employ to form study groups in college with students who I don't know?"

Lesson

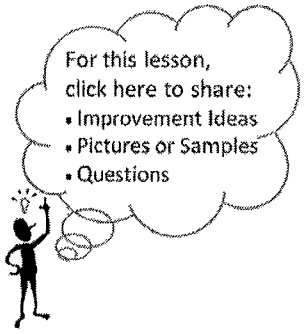
1. **Tutorials: Forced Group Switch**
   - Remind students that, over the course of the year, a lot of the support structures that have been in place in order to "make sure they were working correctly" will be removed. This is to prepare students for some of the rigors of college.
   - Thus far, they have been allowed to form their own groups and use notepaper instead of a TRF, with the tutor as an informal leader.
   - Today, we will be having a forced change of group members. Often, students will constantly form the same groups and work with the same group of students.
   - Students must have at least three new people who are not normally in their group.
     - Let students know that this forced switch will occur during one tutorial a month.
   - Connection to College: College students need the skill of forming new study groups for each new class or semester and often with students who they do not know.
   - Once students have formed new groups, have them select a tutorial group leader and go through a quick group norming/expectation setting.

Materials/Notes

Class Set

AVID Tutorial Guide

3.2e Tutorial Group Norms (p. 172)



AVID
Decades of College Dreams

Lesson Plan, Day 53

AVID – 12th Grade

Standards and Essential Question:

- **12-REA.B4** Utilize three-part source integration, including source, paraphrase/direct quote, and comment about its relevance to the argument
- **12-ORG.C2** Research a leader as a catalyst for change as a culminating research project, using books, the Internet, and other primary sources
- **Theme tie-in: Enterprising**
- **EQ:** "How can I determine what the text means?"

Lesson

1. Say, Do, Mean

- The following summary exercise can be used to assist students as they learn how to analyze an author's argument.
- Say, Do, Mean scaffolds some of the important elements found in a Rhetorical Précis—a summary exercise that asks students to craft a concise analysis of an argument.
- This activity presents three different ways to think about an argument:
  - What is the author saying?
  - What is the author doing?
  - What is the meaning of the text?
- Isolating these ideas into three separate sections allows each to be thought and written about separately. The following describes what to include in each of the three parts.
- Tell students that they will need to refer to one of their three sources that they have recently marked and charted for this next exercise to help determine the meaning of a text.
- Instructions for this activity are included below:
  - Each student will need a copy of the Sample Text: The Space-Taker Effect handout.
  - Tell students that, in this section, introduce the source, the author, and provide comments about the author or source. In the same sentence, paraphrase or directly quote the author's main claim. Once you have introduced the author and his or her main claim, include other essential or relevant information, such as main ideas, evidence, and other support.
  - Encourage students to refer back to what they marked in the text versus rereading the entire text.
  - For this section, analyze what the author is doing in individual paragraphs (or in a section). Describe the rhetorical choices that the author has made (for instance, the author shares an anecdote, reviews current research, or does some other

Materials/Notes

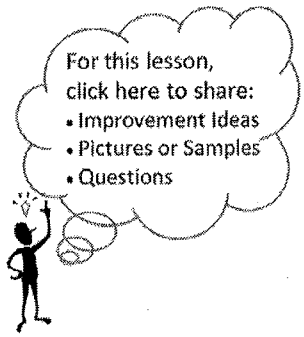
Class Set

Critical Reading

10.6 Sample Text: The Space-Taker Effect (p. 145)

Project

Say, Do, Mean



work) and explain why the author has made these choices (usually these explanations begin with "in order to"). There is no limit to how many rhetorical choices an author makes in one text. Identify the most significant rhetorical strategies and explain why the author is using them.

- In this last section, evaluate the significance of the text. What greater meaning can be assigned to the text? What deeper connections can we make to our own lives? This section allows the reader to move the discussion from one context to another.
- Share a student example of this finished process. It might be best to project it and read it to your students. Ask what they notice about the example.
- Have students write up one during class time, and then allow time to share, collaborate, and coach.
- Students should complete this process for all three sources by the beginning of the next class period.

AVID
academy of College Dreams

Lesson Plan, Day 54

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Student Leader**
- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme:** Excellence
- **EQ**: "What skills do I need to lead college-level study groups?"

Lesson

1. **Tutorials: Student Leader**
   - Remind students that we are focusing on the student as a group leader, and they should select a new group leader for this tutorial session.
   - The student leader's responsibilities include the following:
     - Deciding who will present the first question
     - Ensuring that all students are taking notes and using their resources
     - Guiding group questioning
     - Clarifying learning at the end of a question
     - Transitioning other students into the reflection process
   - Remind students that the role of group leader needs to switch every tutorial period, and they need to ensure that every student has the experience of being the group leader at least once a month.
     - The name of the group leader could be something that you have them record on the top of their paper.

2. **Formal Observation: Student Leader**
   - Utilize the Observation and Feedback form as a resource to conduct a formal observation for the teacher, students, and tutors.
   - Take note of any groups/pairings that you think might not be working.
     - Be proactive, discussing with the students where there are areas of concern, but allow students to try and work through making the correct group choices.
   - Set up a tutor meeting to debrief your tutorial observations.

Materials/Notes

One Teacher Copy
AVID Tutorial Guide
3.18 Observation and Feedback (pp. 281–282)

AVID
Decades of College Dreams

Lesson Plan, Day 55

AVID – 12th Grade

Standards and Essential Question:

- **12-ORG.B1** Take 15 to 25 pages of quality Cornell notes per week
- **12-CP.A2** Utilize Cornell notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools to utilize as part of a multi-year portfolio
- **Theme tie-in: Money**
- **EQ:** "What additional preparation should I be doing to ready myself for college?"

Lesson

1. **Guest Speaker Protocol**
   - Remind students about the guest speaker and SLANT (Sit up, Lean forward, Ask questions, Nod your head, Take notes).

2. **Cornell Note Quantity Check**
   - Before the guest speaker begins, have students place their binders and agendas on your desk.
     - This can also be done as a peer check to save time.
     - Do spot checks if the quantity check is done with peers.
   - Remind students that the expectation for seniors is that they take 15 to 25 pages of quality Cornell notes per week.
   - Ask students to get out Cornell notes for a quantity check.
   - As you circulate the room for the check, make sure to complete the following:
     - Confirm that all notes have Essential Questions, notes, questions, and summaries.
     - Place a stamp or check mark on the notes so that students can't use them again for future checks.

3. **Guest Speaker: Career Speaker**
   - *Note: Have water and an extra copy of the Guest Speaker Guide available for the speaker.*
   - Before the guest speaker comes into class, make sure they know that students will be examining how to finance college.
   - Introduce the guest speaker, giving some general information about him or her.
   - Turn the class over to the speaker.
   - Allow the speaker to discuss the campus, but encourage questions about the college selection process (finding the right fit).
   - When the speaker has finished talking, have the class give them an AVID clap (e.g., fireworks, whoosh, etc.).

Materials/Notes

Resource
Strategies for Success
15.2 Guest Speaker Guide (p. 202)

Class Set
Cornell Note Quantity Check

Documentation for Essential
3.3

AVID
academy of College Dreams

Lesson Plan, Day 56

AVID – 12th Grade

Standards and Essential Question:

- **12-ORG.B5** Personalize notations to call out key information while taking notes
- **12-CD.D2** Analyze grade reports to create an action plan for continued academic improvement
- **Theme tie-in: Enterprising**
- **EQ:** "How can I personalize my note-taking skills?"

Lesson

1. **Cornell Note: Personal Notations**
   - Have students form random groups of four students.
   - Have groups brainstorm ideas to the following question: "What types of personal notations do you use to help take notes more effectively?"
     - Are there personal notations that students commonly use? What information do they usually call out?
   - Have students generate a personal list.
   - Create a common class list.
   - Have students focus on utilizing personal notations on their Cornell notes.

2. **Tutorial Analysis Grade (TAG) Reflection Activity Preparation**
   - Obtain student grade reports.
   - Review the background and directions found on Page 178 of the *AVID Tutorial Guide* [Tutorial Analysis Grade (TAG) Reflection Activity] with students.
   - Review the student samples found on Pages 179 through 181 of the *AVID Tutorial Guide* with students.

3. **TAG – Part A (Page 182)**
   - Distribute student grade reports.
   - Explain the Tutorial Analysis Grade Reflection (Part A). Have students complete it and share out their responses.
     - Have students open their binder and skim old tests/quizzes/homework to come up with ideas for their focus area at the top of page. Spend the next portion of the activity generating ideas about site support (bottom of page) that students can access.

4. **TAG – Part B (Page 183)**
   - Repeat the process above while referencing the student sample found on page 180 of the *AVID Tutorial Guide*. Complete the row for Tutorial #1 together as a group, so students will know how to complete this section on their own. When students have completed the top section, go over how to analyze the tutorials.

Materials/Notes

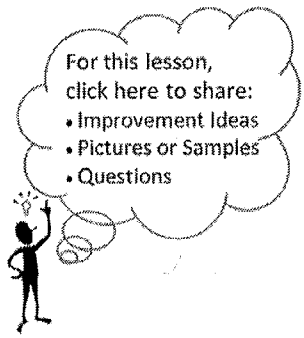
Class Set

AVID Tutorial Guide

3.5a Tutorial Analysis Grade Reflection (Parts A–C) (pp. 179–184)

Documentation for Essentials

4.1, 8.4



AVID
academy of College Dreams

Lesson Plan, Day 57

AVID – 12th Grade

Standard and Essential Question:

- **Focus Area: Student Leader**
- **12-INQ.B3** Reflect upon participation and knowledge gained from tutorials and other collaborative activities
- **Theme:** Defining
- **EQ**: "What skills do I need to lead college-level study groups?"

Lesson

1. **Formal Observation Debrief**
   - Utilize the Observation and Feedback form that you filled out last Thursday.
   - Debrief with the entire class any areas of concern from your observation or notes from the tutor meeting.

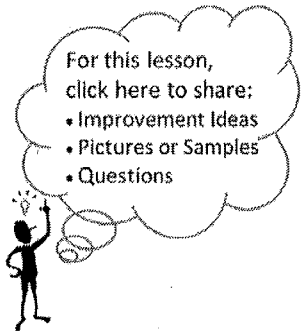
2. **Tutorials: Student Leader**
   - Remind students that we are focusing on the student as a group leader, and they should select a new group leader for this tutorial session.
   - The student leader's responsibilities include the following:
     - Deciding who will present the first question
     - Ensuring that all students are taking notes and using their resources
     - Guiding group questioning
     - Clarifying learning at the end of a question
     - Transitioning other students into the reflection process
   - Remind students that the role of group leader needs to switch every tutorial period, and they need to ensure that every student has the experience of being the group leader at least once a month.
     - The name of the group leader could be something that you have them record on the top of their paper.

Materials/Notes

Reference

AVID Tutorial Guide

3.18 Observation and Feedback (pp. 281–282)



AVID
Leaders of College Dreams

Lesson Plan, Day 58

AVID – 12th Grade

Standards and Essential Question:

- **12-CD.A4** Apply for scholarships that align with abilities, talents, and interests
- **12-CP.C4** Apply for scholarships as a class and individually
- **Theme tie-in: Money**
- **EQ:** "What is my plan for ensuring that I find and complete scholarships?"

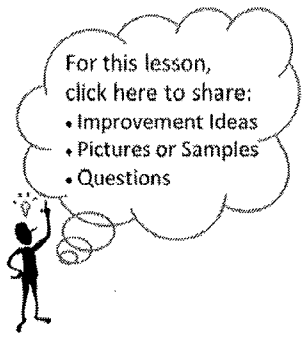
Lesson

1. **Scholarship Search***
   - Let students know that they can either do today's scholarship search individually or with a partner.
   - Remind students of any number of scholarship applications agreed upon during the beginning of the year or discuss with students a realistic number of scholarships that they should apply for as a part of their grade. (A realistic number is a minimum of two to four scholarships per month.)
   - Have students either utilize online scholarship search engines, such as scholarships.com or fastweb.com, or visit your College and Career Center to locate local scholarships.

2. **Service Learning Project***
   - Provide students with class time to work on collecting and annotating their service learning article(s).

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes



AVID
acades of College Dreams

Lesson Plan, Day 59

AVID – 12th Grade

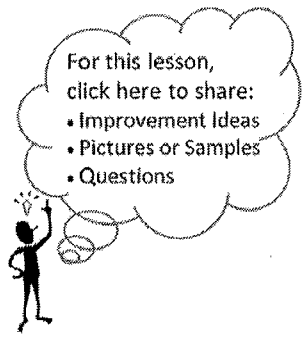
Standard and Essential Question:

- **Focus Area: Student Leader**
- **12-INQ.B2** Reflect upon the relationship between high school tutorials and their connection at the collegiate level
- **Theme:** Defining
- **EQ**: "What skills do I need to lead college-level study groups?"

Lesson

1. **Tutorials: Student Leader**
   - Remind students that we are focusing on the student as a group leader, and they should select a new group leader for this tutorial session.
   - The student leader's responsibilities include the following:
     - Deciding who will present the first question
     - Ensuring that all students are taking notes and using their resources
     - Guiding group questioning
     - Clarifying learning at the end of a question
     - Transitioning other students into the reflection process
   - Remind students that the role of group leader needs to switch every tutorial period, and they need to ensure that every student has the experience of being the group leader at least once a month.
     - The name of the group leader could be something that you have them record on the top of their paper.

Materials/Notes



AVID
Decades of College Dreams

Lesson Plan, Day 60

AVID – 12th Grade

Standards and Essential Question:

- **12-WRI.A2** Analyze complex college-level prompts and design arguments with fully developed claims and cited evidence
- **12-REA.B8** Identify the persona of the authors, finding elements of argument, and compare/contrast views of various authors
- **Theme tie-in: Enterprising**
- **EQ:** "What is the value of a rhetorical précis?"

Lesson

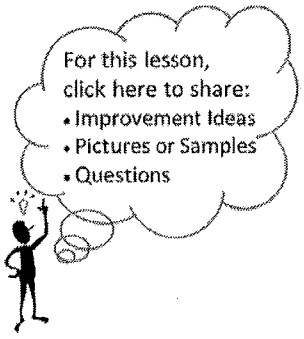
1. **Rhetorical Précis**
   - Students must learn how to analyze arguments—whether they are written or spoken—and accurately describe the rhetorical techniques used in the work.
   - One way to prepare students for this type of thinking is to engage them in a reading and writing exercise called a rhetorical précis. There are two purposes for a rhetorical précis: the first, to practice writing a concise summary of an argument; and the second, to demonstrate comprehension of the complexities and nuances inherent in sophisticated discourse.
   - The rhetorical précis includes five parts. The following outlines the information that you should include in each of the five parts.
     - **Part 1:** Introduce the writer or speaker, the text, and the central claim.
     - **Part 2:** Explain how the author develops or advances the argument.
     - **Part 3:** State the author's purpose in writing the text.
     - **Part 4:** Describe the intended audience and the author's relationship to the audience.
     - **Part 5:** Explain the significance of the work.
   - Distribute copies of The Complete Précis – Student Example and ask students to read over it silently to themselves.
   - Have a discussion around the example. Ask the following question: What do you notice about the content? How is this summary organized? What did the author need to identify inside of the text in order to complete this writing assignment?
   - Finally, ask the following question: Are you capable of writing at this academic level? Elicit personal responses, and then inform them that they are currently equipped with the very same tools as this student (i.e., "This student marked her text, charted it, and then created a "say-statement," "do-statement," and "mean-statement.").
   - Pass out and preview the Modified Rhetorical Précis Template as a class.
   - Together, determine how this template allows the work that has already been done with each text (e.g., Marking, Charting, Say/Do/Mean) to support you in this academic writing task.

Materials/Notes

Class Set

The Complete Précis – Student Example

Modified Rhetorical Précis Template



- CCSS.ELA-Literacy.CCRA.R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Lesson Plan, Day 60

AVID – 12th Grade

- Inform students that they will use this template to write a rhetorical précis, or evidence-based summary, for each of the three sources that they have selected as the research piece for their Service Learning Project.
- ***Important:*** *It is vital that students begin to draft these writings during a class period so that you are there to help them overcome obstacles and build confidence while using a template as a tool.*
- Announce to students that these separate writings will be utilized in another larger writing in the future.
- You might even encourage students to type them in preparation for next class.

- CCSS.ELA-Literacy.CCRA.R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

See Appendix For *Cool* Avid Material!

What Does AVID Mean to You?

- Advancement Via Individual Determination
  - What does AVID mean to you?

AVID
Decades of College Dreams

Advancement Via Individual Determination

- With an Elbow Partner discuss:
  - What are your expectation for the class?
  - Why do you want to be in AVID?

Student Information Cards

Front of Card

- Last Name, First Name
- Home Phone #
- Mailing Address
- City, State, Zip Code
- Email Address
- Parent/Guardian
- Parent/Guardian work #
- After school activities
  (e.g. Sports, job, music, clubs, etc.)

Back of Card

- Semester Schedule

Class	Teacher	Room #
1.		
2.		
3.		
4.		
5.		
6.		

AVID
Decades of College Dreams

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID
Decades of College Dreams

Welcome to AVID 9

- Mr./Mrs. ___
- English 9 and AVID Elective Teacher
- Attended University of _____
- _____ Major
- I want to teach AVID because…

AVID
Decades of College Dreams

AVID: 30 Years of Success

Over 30 years, AVID has become one of the most successful college-preparatory programs for low-income, underserved students, and today reaches more than 400,000 students in approximately 4,500 schools in 47 states and 16 other countries/territories.

Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college.

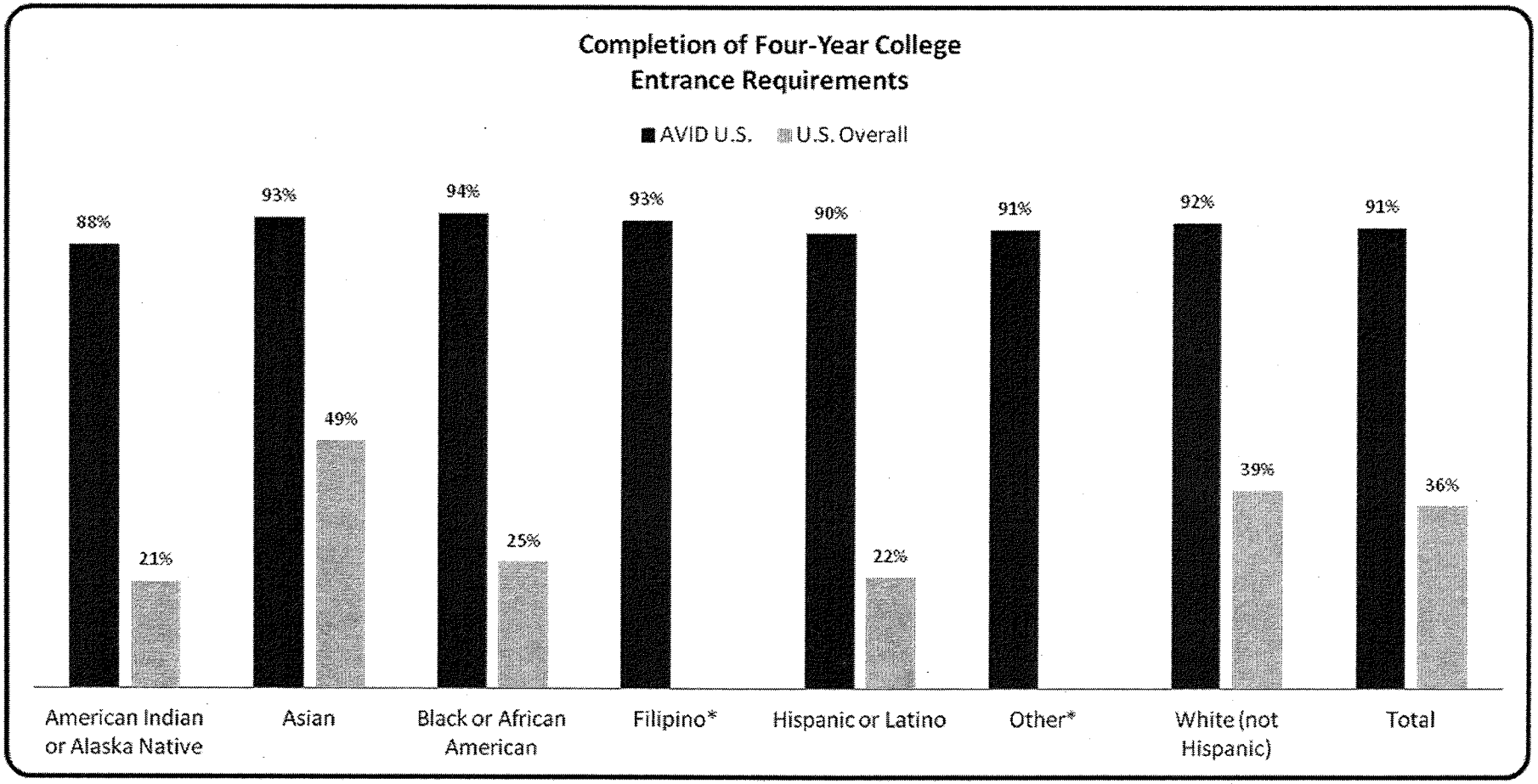
AVID
Decades of College Dreams

What is AVID?

- A structured, college preparatory system working directly with schools and districts
- A direct support structure for first-generation college goers, grades 4-16
- A schoolwide approach to curriculum and rigor adopted by more than 4,500 schools in 47 states and 16 countries
- A professional development program providing training throughout the world

AVID
Decades of College Dreams

AVID Closes the Achievement Gap for ALL Students



AVID Center. AVID Senior Data Collection. Study of 22,210 AVID Seniors, [Electronic Database]. (2009 - 2010).

Manhattan Institute, Education Working Paper 3. 2003. Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S." (The most recent national data available.) *Filipino and Other not classified in Manhattan Institute study.

AVID
Decades of College Dreams

The Mission of AVID

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID
Decades of College Dreams