

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

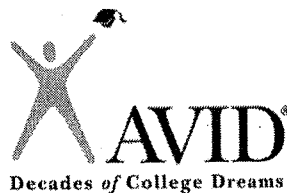
Step 6: Click corresponding handouts for each day's lesson on right hand side of page.

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

Avid Elective Standards

AVID Elective Standards

Grade 10



Course Description

10th 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 success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

During the tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID Curriculum Books Used:

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, Roadtrip Nation: AVID Experience, 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

10-CD

A. Self-Awareness

1. Demonstrate scholarly attributes in working with adults and peers
2. Understand the role of AVID students and display characteristics on a regular basis
3. Align learning and study strategies to personal learning style
4. Demonstrate the ability to successfully resolve conflicts and disputes with peers and teachers
5. Reassess previous year's interests and pursuits, in order to realign current activities to further develop abilities
6. Assess areas of weakness and develop plans to address those weaknesses

B. Goals

1. Reassess academic six-year plan to evaluate progress toward meeting all college entrance requirements upon high school graduation and adapt plans if any courses need to be retaken due to low academic grades
2. Examine academic strengths that will aid in course selection patterns, especially around honors and AP® courses
3. Reassess short-, mid-, and long-term goals that will continue to ensure academic and personal growth
4. Review and revise personal and academic goals, specifically those dealing with college and career aspirations
5. Set and monitor goals around community service, extracurricular activity involvement and academic testing

C. Community and School Involvement

1. Continue in extracurricular clubs, programs, community service and athletics of interest to demonstrate commitment, in addition to seeking out positions of leadership, such as club officers or captains
2. Determine a service learning project to participate in as a class
3. Track community service hours and extracurricular activity participation in a multi-year student portfolio

D. Ownership of Learning

1. Access grades online or from teachers on a regular basis
2. Analyze grade reports to create a study/action plan for continued academic improvement
3. Seek opportunities outside of the AVID classroom to ask questions, clarify thinking and identify points of confusion
4. Create positive peer connections through independent study groups

A. Speaking

1. Role play varying word choice, tone and voice when speaking to an assigned audience
2. Practice utilizing purposeful gestures during speeches
3. Refine use of vocal projection in both formal speeches and Socratic Seminar settings
4. Incorporate technology and/or visual aids to increase effectiveness of the speech or presentation
5. Practice speaking skills through mock job interviews
6. Present information, findings and supporting evidence concisely and logically
7. Integrate multiple sources of information
8. Participate in group discussion, progressing the discussion into deeper levels of thinking

B. Listening

1. Record key learning points and provide feedback using Cornell notes
2. Effectively summarize ideas from a discussion

A. The Writing Process

1. Practice strategies for pre-writing in response to various prompts for both timed writing and process writing
2. Analyzing a prompt for timed writing situations
3. Edit students' essays, especially checking for the usage of varied sentence types
4. Utilize rubrics to self-evaluate and peer evaluate work, especially those similar to AP exam rubrics

B. Writing Skills

1. Refine strategies to write effective paragraphs
2. Focus on expanding word choice in all aspects of writing
3. Write with a focus on using varied sentence types (simple, compound, complex)
4. Incorporate transitions to improve flow within a paragraph and logically tie together academic arguments
5. Support arguments and claims of evidence using textual sources

C. Writing Applications

1. Develop and strengthen writing through the creation of a career research essay
2. Develop and strengthen writing through the creation of an argumentative essay
3. Develop and strengthen writing through the creation of a character analysis
4. Use writing activities from content area classes to practice, develop and refine writing skills

D. Writing to Learn

1. Evaluate summaries using rubrics and checklists
2. Utilize reflective logs to evaluate note-taking habits and set subsequent goals to improve upon past learning
3. Write detailed reflections on experiences, presentations and speeches, focusing on how the knowledge is applied to decisions

A. Costa's Levels of Thinking

1. Use skilled questioning to elicit deeper thinking from self and others

B. Tutorials

1. Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
2. Complete a higher-level reflection about the learning process during tutorials

C. Socratic Seminar and Philosophical Chairs

1. Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions
2. Come to Socratic Seminar/Philosophical Chairs discussions prepared, having read and researched material under study and explicitly draw on that preparation by referring to evidence from texts
3. Analyze a seminal U.S document of historical and literary significance (e.g., Roosevelt's Four Freedoms speech, Letter from Birmingham Jail) in a Socratic Seminar or Philosophical Chairs discussion
4. Analyze various accounts of a subject told through different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account in a Socratic Seminar or Philosophical Chairs discussion
5. Propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas
6. Focus on the development of leadership skills and self-refinement during Socratic Seminar discussions
7. Summarize points of agreement and disagreement

A. Types of Interactions

1. Develop positive peer interaction skills through creating group norms and reflective discussions following collaborative activities
2. Focus on academic language skills that will develop strong peer-instructor relationships
3. Practice using encouragement and positive affirmations with peers
4. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
5. Utilize technology to interact and collaborate with others and foster trust building skills by working with partners to complete a specified task
6. Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
7. Participate in group discussions and reflections based on collaborative work
8. Acknowledge new information expressed by others, and when warranted, modify one's own views
9. Refine inquiry, listening and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs

Organization 10-ORG

A. Organization and Time Management

1. Refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting
2. Utilize a planner/agenda to track class assignments and grades
3. Utilize a planner/agenda to balance social and academic commitments and use backwards mapping for major projects or tests
4. Analyze grades to adjust study habits and time allocations
5. Continuously add to and reflect on multi-grade level portfolio throughout the school year
6. Present portfolio of personal academic work at the end of the year using peer feedback and suggestions for improvement
7. Publish final versions of writing for the academic portfolio

B. Note-Taking

1. Take 10 to 18 pages of quality Cornell notes per week
2. Utilize notes after the tests to reexamine incorrect items on the tests and where potential gaps in the notes might exist
3. Create visuals or symbols in the right column to represent and help recall information
4. Change pen colors to indicate change in concept
5. Refine the skill of composing an essential question based on the standard or objective covered by the lesson
6. Write higher-level summaries for Cornell notes that link all of the learning together

C. Research and Technology

1. Use technology in assignments and presentations, using proper MLA style to cite sources
2. Utilize technology to complete final drafts of assignments and conduct research
3. Use technology to share, store and collaborate on projects
4. Research careers and postsecondary institutions via the Internet, gathering information about majors and atmosphere of the colleges/universities

D. Test Preparation/Test-Taking

1. Use graded assessments to identify and reflect on academic weakness and determine study and test-taking strategies that will aid in test preparation
2. Utilize strategies for various types of tests, in preparation for midterm and final exams

A. Vocabulary

1. Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
2. Develop interpretation skills, using root word, prefix, and suffix
3. Demonstrate independence in gathering vocabulary knowledge

B. Textual Analysis

1. Learn to determine purpose of reading, in order to correctly choose a proper method of reading
2. Read and discuss various examples of text, including articles from fiction and non-fiction
3. Mark texts to track understanding of the text and questions about the reading
4. Utilize charting of the text to track various points of view and opposing claims
5. Determine author's tone and voice
6. Demonstrate a comprehensive understanding of significant ideas expressed in written works by identifying important ideas, recognizing inferences and drawing conclusions

A. Guest Speakers

1. Practice strong usage of academic language through thought-provoking questions that clarify or will lead to greater depth of knowledge
2. Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
3. Write letters of appreciation to guest speakers, making sure to reflect on and express learning from the presentation

B. Field Trips

1. Participate in field trips, including, but not limited to, the following: one or two college/university visits that are different from previous year, including time spent with admissions counselors, and a field trip that has a career focus
2. Meet set minimum grade and behavior criteria (as determined by the school), in order to attend the field trips
3. Use skills of listening and note-taking during field trip experiences
4. Track thoughts and potential attendance of the college/university through Cornell notes, learning logs, and/or reflective essays

C. College and Career Knowledge

1. Narrow down potential colleges/universities of interest, choosing campuses that fit personality, academic interests and goals
2. Sign-up for ongoing information regarding admissions and potential scholarships from colleges/universities of interest
3. Develop an understanding of the college application process and required information
4. Begin developing an understanding of career paths and the associated college degree

D. College Entrance Testing

1. Prepare for, take and analyze the results for the PSAT and/or PLAN tests
2. Focus on test-taking strategies to help determine correct answers on high-stakes tests
3. Continue developing vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT® word lists
4. Understand the differences between various college entrance tests

E. College Admissions/Financial Aid

1. Identify key differences between costs for public and private universities
2. Examine potential scholarships from colleges of interest and local scholarships and design plans to meet selection criteria

**Avid
Elective
Class and
Common Core
Standards**

CCSS Reading Anchors	WAG Lesson Day													
CCSS.ELA-Literacy.CCRA.R.1	81	138	141	145	150									
CCSS.ELA-Literacy.CCRA.R.2	18	38	103	128										
CCSS.ELA-Literacy.CCRA.R.3	28	88	101	128	180									
CCSS.ELA-Literacy.CCRA.R.4														
CCSS.ELA-Literacy.CCRA.R.5	128													
CCSS.ELA-Literacy.CCRA.R.6	155													
CCSS.ELA-Literacy.CCRA.R.7														
CCSS.ELA-Literacy.CCRA.R.8	18	20	38	40	88	103	105	128	130					
CCSS.ELA-Literacy.CCRA.R.9														
CCSS.ELA-Literacy.CCRA.R.10	28	31	88	101	128	180								

CCSS Writing Anchors	WAG Lesson Day													
CCSS.ELA-Literacy.CCRA.W.1	31													
CCSS.ELA-Literacy.CCRA.W.2	68	61	63	65										
CCSS.ELA-Literacy.CCRA.W.3	106	108	111	113	118	120								
CCSS.ELA-Literacy.CCRA.W.4	21	23	28	46	106	108	111	113	118	120	133	143	145	
CCSS.ELA-Literacy.CCRA.W.5	26	28	46	68	70	101	118	145						
CCSS.ELA-Literacy.CCRA.W.6	81	83	118	138	141	150	151	153	178					
CCSS.ELA-Literacy.CCRA.W.7	133	143	145	156	158									
CCSS.ELA-Literacy.CCRA.W.8														
CCSS.ELA-Literacy.CCRA.W.9	12	111	150	151	153	176								
CCSS.ELA-Literacy.CCRA.W.10	28	61	101	180										

CCSS Speaking & Listening Anchors	WAG Lesson Day													
CCSS.ELA-Literacy.CCRA.SL.1	20	36	40	71	80	104	105	130	155					
CCSS.ELA-Literacy.CCRA.SL.2														
CCSS.ELA-Literacy.CCRA.SL.3	155													
CCSS.ELA-Literacy.CCRA.SL.4	86	143	176											
CCSS.ELA-Literacy.CCRA.SL.5														
CCSS.ELA-Literacy.CCRA.SL.6	12	111	150	151	153	176								

CCSS Language Anchors	WAG Lesson Day													
CCSS.ELA-Literacy.CCRA.L.1	65	68	113	110	178									
CCSS.ELA-Literacy.CCRA.L.2	46													
CCSS.ELA-Literacy.CCRA.L.3	51	110	148	178										
CCSS.ELA-Literacy.CCRA.L.4	18	31	38	88	103	128								
CCSS.ELA-Literacy.CCRA.L.5														
CCSS.ELA-Literacy.CCRA.L.6	25	51	103	110	146	148	161							

Elective Lesson Overview Grade Level

Days 1-30 One Pager

Major Objectives: Binder Organization, Tutorial Process, Creating Essential Questions, Socratic Seminar

Theme Connections: [REDACTED], Meticulous, Urbane, Sagacity, Edify

Preparation: Computer Lab Day 23, Guest speaker on day 25

Monday	Tuesday	Wednesday	Thursday	Friday
	2	3	4	5
Welcome Back, Icebreaker, Quickwrite, Expectations 10-REA.A1 5.1 3.3	Icebreaker, Theme, Study Buddy, AVID Contract 10-WRI.B2 2.1 10-COLL.A3 7.2	Icebreaker, Binder Set up, Agenda, Schedule Check 10-ORG.A2 3.3 4.2 5.2	Icebreaker, Cornell Notes, Homework 10-ORG.B2 5.3 6.3	Icebreaker, Group Norms, Agenda Check, Binder Check 10-ORG.A1 2.1 10-ORG.A2
	7	8	9	10
Vocabulary, C Notes – Essential Question 10-REA.A1 6.3 10-ORG.B5	Scripting, Student Scripting, Tutorial Activity, Extension 10-INQ.B1 8.2	Critical Reading, Persuasive One Pager, Final Thoughts 10-REA.B2,B3,B4 10-WRI.D3 6.5 10-CD.C1	Practice Tutorials 10-INQ.B1	Forced Choice Involvement, License Plates, Binder Checks 10-ORG.A1 7.4 10-COLL.A6 10-CD.C3
	12	13	14	15
Vocabulary, Hit the Back 10-REA.A2 10-CD.B3	Pre-Tutorial: 1- Steps of Tutorial, Tutorial, Reflection 10-INQ.B1 8.2	Portfolio/4-year plan, Goal Setting 10-CD.A6, B3, B5 4.3 5.5	Tutorial, Action Plan 10-INQ.B1	Icebreaker, [REDACTED] 10-COLL.A6, A7 3.3 10-ORG.A1
	17	18	19	20
Vocabulary, Who Cares about the SAT?, Planning for College Camps 10-REA.A1	Tutorial – 10 Step Tutorial Process 10-INQ.B1	4 Corner, Critical Reading – “Of Revenge” 10-INQ.C1 10-COLL.A4 6.5 10-ORG.A4,D1	Tutorial – 10 Step Tutorial Process 10-INQ.B1	Before the Socratic, Socratic Seminar – Of Revenge 10-COLL.A9 10-COMM.A8,B2 7.3 10-CD.A4
	22	23	24	25
Vocabulary, Timed Writing*, Homework 10-REA.A1 6.2 10-WRI.A2	10 Step Action Plan 10-INQ.B1	Quickwrite, Career Research 10-CR.C4	10 Step Action Plan 10-INQ.B1	Class Opening, Introductions, Guest Speaker, [REDACTED] 10-CR.A1, A2, A3 3.3
	27	28	29	30
Practice Writing Test, Icebreaker, Mystery Check Follow-up 10-CR.D2 4.4	Tutorials – Focus on the 10 Step Tutorial Process 10-INQ.B1	Brainstorm, PSAT Practice, Brainstorm Action, Homework 10-CR.D1 4.4	Tutorials – Focus on the 10 Step Tutorial Process 10-INQ.B1	Vocabulary Taboo 10-REA.A1 10-REA.A2

Key:

Major activities for the day

AVID Elective

Standard(s)

covered

CSS

evidence

Days 61-90 One Pager

Major Objectives: Vocabulary, Community Service, PSAT/PLAN, Finals Preparation, the Perfect College

Theme Connections: [REDACTED], Meticulous, Urbane, Sagacity, Edify

Preparation: Fieldtrip, Day 70, Guest speaker on day 75

Week

	Monday	Tuesday	Wednesday	Thursday	Friday
7	61 Vocabulary, Reader Response, Editing, Homework 10-WRI.A3 10-WRI.B1,B2,B3,B4 6.2 10-WRI.C2	62 [REDACTED], Tutorials 10-INQ.B1	63 Community Service, Man in the Mirror, Popcorn 10-CD.C1, C2	64 [REDACTED], Tutorials 10-INQ.B1	65 Spirit of Giving Action Plan 10-CD.C1, C2 3.3
8	66 Vocabulary, Filling in Gaps, Numbered Heads, Practice 10-REA.A1 6.3 10-ORG.B2	67 Finals Preparation, Tutorials 10-INQ.B1	68 Scripting, Student Guided Scripting, Student Scripting 10-INQ.B1 8.4	69 Finals Preparation, Tutorials 10-INQ.B1	70 Fall Semester Fieldtrip 10-CR.B1 3.3
9	71 Vocabulary, Visualization, Collage 10-REA.A2 10-CR.C1	72 Quickwrite, Teacher Discussion, Goal, Tutorials, Reflection 10-INQ.B1 8.4	73 Preparation, Designing the Perfect College, Reflection 10-CR.C1	74 Inquiry Process Action Plan, Tutorial 10-INQ.B1	75 Guest Speaker, Cornell Note Quality Check 10-CR.A2 3.3
10	76 Vocabulary, Thank you Card, Finals Study Plan 10-REA.A1 10-CD.A3,D3	77 Tutorial – Inquiry Focus, Formal Observation 10-INQ.B1	78 SAT/ACT Prep 10-CR.D1 4.4	79 Tutorial – Inquiry Focus, Formal Observation 10-INQ.B1	80 Cornell Note Check, Team Builder, 10-ORG.B1 10-COLL.A6 3.3
11	81 Vocabulary, Timed Writing 10-REA.A1 6.2 10-WRI.A2	82 Finals Preparation, Tutorials 10-INQ.B1	83 Historical and Rhetorical Context, 1 st read, 2 nd read, revisit context 10-INQ.C1,C4 6.5	84 Finals Preparation, Tutorials 10-INQ.B1	85 Before the Socratic Seminar, Socratic Seminar – I Have a Dream 10-INQ.C1,C4 7.3
12	86 Vocabulary Activity - Jeopardy 10-COLL.A2,A6 10-REA.A1	87 [REDACTED], Tutorials 10-INQ.B1	88 [REDACTED], Binder Clean-up, Finals Prep 10-ORG.A5 10-COLL.A3 6.5	89 [REDACTED], Tutorials 10-INQ.B1	90 Final Exam 10-CR.D1

Key:

Major activities for the day

AVID Elective

Standard(s)

covered

CSS

evidence

Days 91-120 One Pager

Major Objectives: Vocabulary, Visuals in C. Notes, PSAT/PLAN, Character Analysis

Theme Connections: [REDACTED], Meticulous, Urbane, Sagacity, Edify

Preparation: Question Beach Ball Day 95, Reserve Computer Lab Day 98

Week

	Monday	Tuesday	Wednesday	Thursday	Friday
7	91 Vocabulary, Grade Analysis, Goal Setting 10-REA.A1 10-CD.B3,B5 8.4	92 Quickwrite, Pair-Share, Discussion, Action Plan, [REDACTED] 10-INQ.B1 8.4	93 How's Your Memory, Feats of Memory, Visuals in Notes, Homework 10-ORG.B3 6.3	94 Action Plan, Tutorials 10-INQ.B1	95 Binder Check, P-M-I, Question Beach Ball 10-ORG.A1 10-COLL.A6 3.3
8	96 Vocabulary, Scholarship Jigsaw, Scholarship Search 10-REA.A1 10-CR.C2,E2	97 Tutorials, Formal Observation 10-INQ.B1	98 Scholarship Search 10-CR.C2,E2	99 Tutorial Feedback, Tutorials 10-INQ.B1 10-ORG.B1-6	100 Job Interviews, Mock Interviews, Group Experts, Pair Interview 10-COMM.A2, A5 3.3
9	101 Vocabulary, PSAT/PLAN Analysis 10-REA.A2 10-CR.D1 4.4	102 Action Plan, Tutorials 10-INQ.B1	103 PLAN/PSAT Practice 10-REA.A2 10-CR.D1 4.4	104 Tutorials, [REDACTED] [REDACTED] 10-INQ.B1	105 Guest Speaker 10-CD.A2 3.3
	106 Vocabulary, Pre-writing, Homework 10-REA.A1 10-WRI.A1,C3	107 Quickwrite, Pair-Share, Discussion, Action Plan, [REDACTED] 10-INQ.B1	108 Brainstorm, Guided Reflection, Brainstorm Rubric 10-WRI.A1,C3	109 Action Plan, Tutorials 10-INQ.B1	110 Select Audience, Graphic Organizer 10-WRI.A1,C3 6.2
11	111 Vocabulary, Set the Stage, Write 10-WRI.C3 10-REA.A1 6.2	112 Tutorials, Formal Observation 10-INQ.B1	113 Sentence Combing/Revision 10-WRI.A3,B3,C3 6.2	114 Tutorial Feedback, Tutorials 10-INQ.B1	115 Model Reader Response, Debrief, Feedback, Homework 10-WRI.C3 6.2
12	116 Vocabulary Activity, VocabALLary 10-REA.A1,A2	117 [REDACTED], Tutorials, 10-INQ.B1	118 Informal Philosophical Chairs, Critical Reading 10-REA.B1,B3,B6	119 Tutorials, [REDACTED] [REDACTED] 10-INQ.B1	120 Socratic Seminar – Music and Study 10-REA.B2 10-COLL.A8 10-INQ.C1,C2

Major activities for the day

Key:

AVID Elective
Standard(s)
covered

CSS
evidence

Everyday Lesson Plans

**Go to Avid
Online
For the Other
Class Handouts**

Standard and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **EQ:** “How can change help me improve my academic career?”

Lesson

1. Welcome Back

- ✕ Welcome students back to the class.
 - If you are creating a seating chart, it might be helpful to have new AVID students partnered with a stronger, experienced AVID student.
 - It is always a good idea to wait at the door and shake hands. Some teachers use the handshake, hug, or high-five rule everyday on the way into class.
 - Welcome everyone back to class and give a brief overview of your summer, succinct plans for the year, etc.
 - Try to move into the icebreaker within five minutes of class starting.

2. Ice-Breaker – One Minute

- ✕ Let students know that they will be moving around the room, and when the music stops (or you give a signal), they need to find a partner (preferably, a partner who they do not know well). When they have a partner, you will read out a question, and have one person talk uninterrupted for 30 seconds about the topic. Then, have the other person speak on the same topic for 30 seconds.
- ✕ Have students stand up and move about the room randomly.
 - *Optional: Playing music will provide clear signals about starting and stopping conversations.*
- ✕ As you stop the music, use a variety of topics for the one-minute conversation, which may include the following:
 - What did you do over summer?
 - What was your greatest accomplishment in ninth grade?
 - What are you most looking forward to this year?
 - What do you think will be your greatest challenge this year?
 - What country have you always wanted to visit?

3. Quickwrite

- ✕ Have students write to the Quickwrite Prompt: “We cannot become what we need to be by remaining what we are” – Max DePree. What do you want to become? What do you need to start doing to make it happen? What do you need to change/stop doing?

Materials/Notes

Class Set (back-to-back)

AVID Tutorial Guide
2.5 Binder Check-off Sheet
and Form 2: AVID Binder
Rubric (Pgs. 65, 68)



Materials

Music

Project

Quickwrite Prompt



Documentation
for Essentials

3.3, 5.1

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 1

AVID – 10th Grade

4. Syllabi and Welcome Back Continued

- X Continue with the “Welcome Back” introduction and the discussion of expectations for the year.
- X Provide students with the course syllabus (if you develop one), as well as the Binder Check-off Sheet and Form 2: AVID Binder Rubric.
- X Go over any additional school/district policies or expectations.

2.5: Binder Checks

Binder Check-off Sheet

Required Contents:

- ☐ Good quality 3-ring binder—2", 2½", or 3" with pocket inserts
- ☐ 5–6 colored tab subject dividers to separate classes, including AVID Elective
- ☐ Zipper pouch to store supplies (A 3-hole-punched, heavy-duty, re-sealable plastic bag will also work.)
- ☐ 2 or more pens
- ☐ 2 or more pencils
- ☐ Notebook paper (Some notebook paper is now available in Cornell note style.)
- ☐ Agenda/daily planner/calendar
- ☐ Tutorial Request Forms (TRF)
- ☐ Learning logs

Suggested Contents:

- ☐ 1–2 zipper pouches (for supplies)
- ☐ 1 or more colored highlighter pens
- ☐ Notebook dictionary and/or thesaurus
- ☐ Calculator
- ☐ Six-inch ruler
- ☐ Tips on note-taking and test-taking skills/tutorial guidelines/other AVID strategy sheets
- ☐ Samples of note-taking in specific subject areas

Binder Organization (Order of Materials):

- ☐ Zipper pouch with supplies
- ☐ Agenda/daily planner/calendar
- ☐ Notebook paper
- ☐ Divider for each class

Divider Organization (Behind Each Divider):

- ☐ Cornell notes
- ☐ Handouts/worksheets/classwork
- ☐ Tests/quizzes
- ☐ Returned assignments

Additional Supplies Required for My AVID Binder

1. _____
2. _____
3. _____
4. _____

Name _____ Date _____

2.5: Binder Checks

Form 2: AVID Binder Rubric

	Advanced	Satisfactory	Developing	Unsatisfactory
Binder/Contents <ul style="list-style-type: none"> • 3-ring binder • Tabbed subject dividers • Zipper pouch • Pens and pencils • Notebook paper • Agenda/daily planner/calendar • Tutorial Request Forms • Learning logs 				
Binder Organization <ul style="list-style-type: none"> • Zipper pouch • Agenda/daily planner/calendar • Notebook paper • Academic sections 				
Academic Sections <ul style="list-style-type: none"> • Divider • Cornell notes for each class • Handouts/worksheets/classwork • Tests/quizzes • Returned assignments 				

Advanced: All supplies, notes and student work are included and well-organized.

Satisfactory: Most supplies, notes and student work are included and organized.

Developing: Some supplies, notes and student work are included.

Unsatisfactory: Few supplies, notes and student work are included.

- “We cannot become what we need to be by remaining what we are.”

—Max De Pree

- What do you want to become? What do you need to start doing to make it happen? What do you need to change/stop doing?

Standards and Essential Question:

- **10-CD.A1** Demonstrate scholarly attributes in working with adults and peers
- **10-WRI.B2** Focus on expanding word choice in all aspects of writing
- **10-COLL.A3** Practice using encouragement and positive affirmations with peers
- **EQ:** “How do my responsibilities in AVID change in the tenth grade?”

Lesson

1. Ice-Breaker – Comic Strip/Cereal box Superlative Adjective

- ✕ Before class starts, cut out different comic strips from the newspaper or various fronts of Cereal Boxes (i.e. Cheerios, Fruit Loops, Lucky Charms, etc.). (Make sure the comic has four different frames.) Cut out the group of four. Then, place enough frames/cereal box pieces in a bag so that each student in your class will have one.
- ✕ Have each student choose one comic/cereal box from the bag.
- ✕ Students must then find the three other students with the same comic.
- ✕ Have the groups of four sit together.
- ✕ Tell students that they will be coming up with a superlative adjective (in relation to the others in the group).
 - Remind students that superlative adjectives are the extremes of something (tallest, youngest, happiest, etc.).
- ✕ Have students talk with each other and determine what superlative each individual might fit, in relation to the other three.
 - Encourage students to think outside of the box. Tell them to use things other than tallest, youngest, etc.
- ✕ Have select students share out some of the more interesting superlatives.

2. Theme

- ✕ Let students know that we will focus on five areas of growth this year.
- ✕ You can use the talking points below to describe what will be covered this year:
 - **Meticulous** – There will be a focus on how we organize and make sure that we are prepared for all aspects of our academic, extracurricular, and personal lives.
 - **Urbane** – We will work on the refinement of behavior in various situations. For example, how we behave with friends is different than class behavior, which is different from job interviews. In addition, we will pay a great deal of attention to expanding our vocabulary, as well as its use in our speaking and writing.
 - **Sagacity** – Two of the biggest areas of focus this year are grades and success on standardized tests.
 - **Edify** – As always, a key to our time together is to ensure each other’s success and to build a family and sense of togetherness.

Materials/Notes

Project

What Are We Doing This Year



Class Set (on card stock)

Strategies for Success

5.6 Study Buddy Contract
(Pg. 61)



Class Set

AVID Tutorial Guide

3.13j Vocabulary Concept Map
(Pg. 247)



Strategies for Success

Sample High School Student
AVID Agreement (Pg. 3)



Reference

Supporting Math in the AE

4.6 Math Dictionary
(Pgs. 146-148)



Materials

Multiple Cartoon Strips with
Four Frames (cut up)

Documentation
for Essentials

2.1, 7.2

I have a great
idea about how
to improve this
day’s lesson!



- MUSE – Finally, we will look back on experiences (successes and failures) in order to make better informed decisions about the future. One key focus for this year is an examination of our career choice.
- X Give each student five index cards (or have them use their own).
 - If you are providing the students with the index cards, you might want to hole-punch the cards once in the top-left corner and put them in a metal ring.
- X Have students write each vocab word on separate cards. Then, have students draw a picture to help them visualize the meaning below the word.
- X On the back of the card, have them write the part of speech and meaning.

3. Vocabulary

- X This activity will set up ongoing vocab work throughout the year.
- X Four vocabulary words will be given each Monday.
 - About every month and a half, there will be a culminating activity and/or assessment.
- X Two tasks will be ongoing with the words: a word wall and vocabulary flash cards.
 - The word wall will be created collaboratively. Each word will be assigned to a single student so that it only appears on the wall once. Each entry for the word wall should be on paper, in a size of at least 8.5 x 11", and include the following: word (written clearly and largely), definition, example, and illustration.
 - Flash cards will be made individually and should have the word on the front, with the definition, example, and illustration on the back. Follow the directions from the Math Dictionary activity.
- X *Optional: Instead of index cards, students can create a dictionary in their binder by completing and collecting a Vocabulary Concept Map for each word.*
- X Word pronunciations and sample sentences can be found online at various websites, such as www.merriam-webster.com.
- X This week's words introduce the theme for the year:
 - Muse – (v) [myooz]: to become absorbed in thought; to turn something over in the mind (*Sometimes she would sit and muse about the options for her future.*)
 - Meticulous – (adj) [muh-tik-yuh-luhs]: excessively careful; painstaking; scrupulous (*The finicky millionaire was insistent that the housekeeper be meticulous in cleaning the bathrooms.*)
 - Urbane – (adj) [ur-beyn]: notably polite or polished in manner (*Her urbane behavior made it obvious that this was not her first visit to a fine dining restaurant.*)
 - Sagacity – (n) [suh-gas-i-tee]: the quality of being keen in judgment (*When selecting a college to attend, it is important to proceed with great sagacity.*)

- Edify – (v) [**ed**-uh-fahy]: to instruct to improve, enlighten, or uplift (*The motivational speaker related a personal experience in order to edify the audience.*)

X Have students record vocabulary words on index cards.

- Distribute index cards for students to complete flashcards during this process.
- Oral Learning
 - Pronounce the word and use it in an original sentence.
 - Pronounce it again, emphasizing the stressed syllables.
 - Ask the students to repeat the word chorally, pounding out the syllables on their desks.
 - When the class has pronunciation down, ask individual students to pronounce the word, again pounding out the stressed syllables.
 - Post the word for students to copy onto the front of the index card.
- Sentence Use
 - Give students two sentences in which the focus word is used.
 - They should write the sentences on the back of the index card.
- Defining the Word
 - Give the students the definition of the word.
 - They should write the definition on the back of the index card.
- Breaking the Word into Component Parts
 - If the word being studied has common prefixes or suffixes, assist students in identifying these, thereby helping them to understand how the word is formed.
- Independent Understanding of the Word
 - Have students include an illustration on the back of the card that will help them remember the definition.

4. Study Buddies

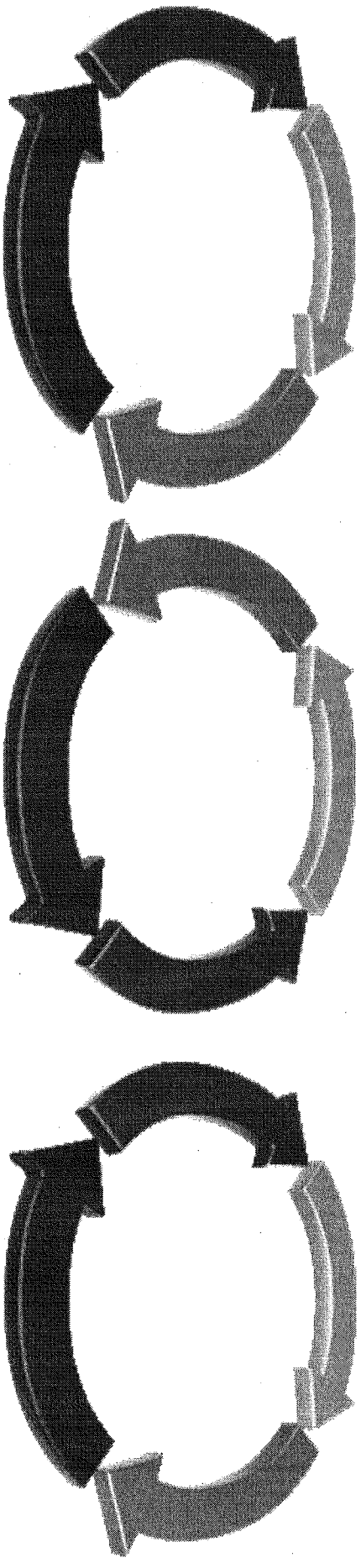
- X Distribute the Study Buddy Contract.
- X Remind students about the importance of having other students in their classes to contact, in case they are sick or need help on homework.
 - Note: You can give students a minute to exchange phone numbers with one other individual from the AVID class, but they must find a minimum of one student in each of their classes.

5. AVID Student Contract

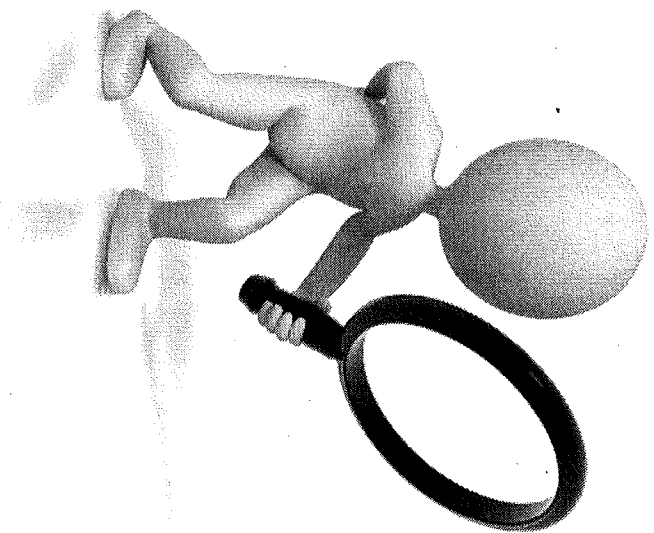
- X Pass out a copy of the High School AVID Contract to each student.
- X As a class, read through the expectations of an AVID student.

- X Remind students again that being in AVID is a privilege, and that in order to be in AVID, they have responsibilities to fulfill.
- X Feel free to modify the High School AVID Contract with your Site Team to:
 - Better reflect the expectations of AVID students at your campus
 - Include more contact information, such as email addresses and cell phones

WHAT ARE WE DOING THIS YEAR?



Meticulous - adj.; Excessively careful, scrupulous

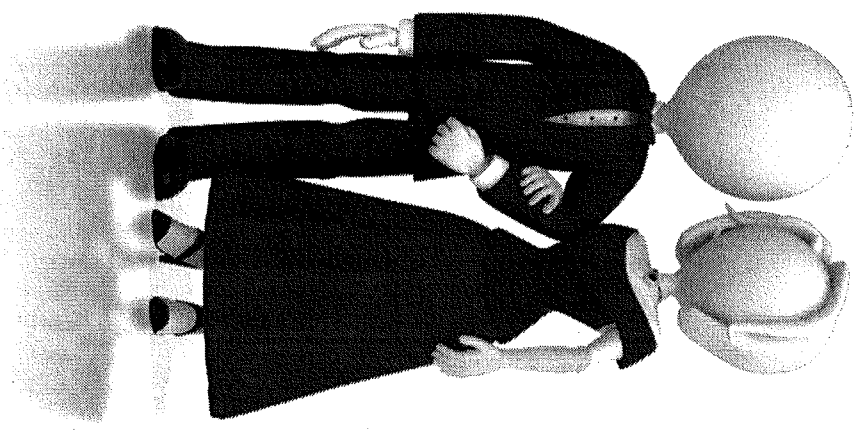


- ❑ What we will work on this year...
- ❑ Agendas
- ❑ Writing (timed and formal)
- ❑ Homework/Projects

Urbane

- adj.; Notably polite or polished in manner

- ❑ What we will work on this year...
- ❑ Collegiate Vocabulary
- ❑ Presentation Skills
- ❑ Interview Skills
- ❑ Persuasive (Argumentative) Skills
- ❑ Communication (Writing and Oral)
- ❑ College Campus Etiquette



Sagacity

- noun; The quality of being keen in judgment

❑ What we will work on this year...

❑ Test-Taking Skills

❑ Study Habits

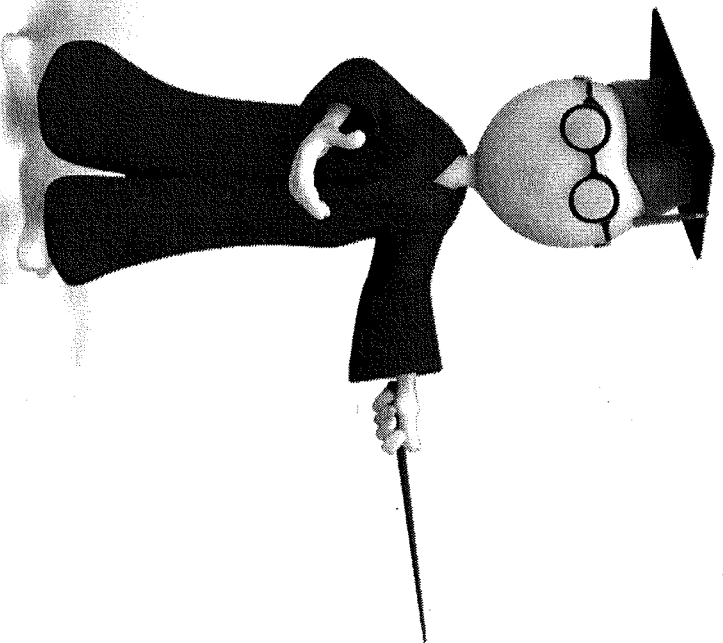
❑ Note-Taking

❑ College Entrance Requirements

❑ Reading Skills

❑ Career Opportunities

❑ SAT[®]/ACT[®] Test Preparation

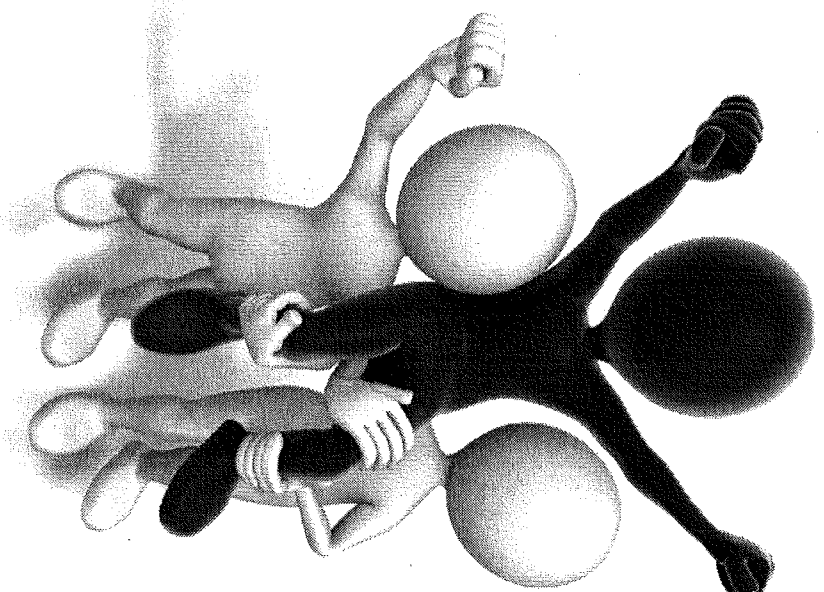


Edify

- verb; Uplift

□ What we will work on this year...

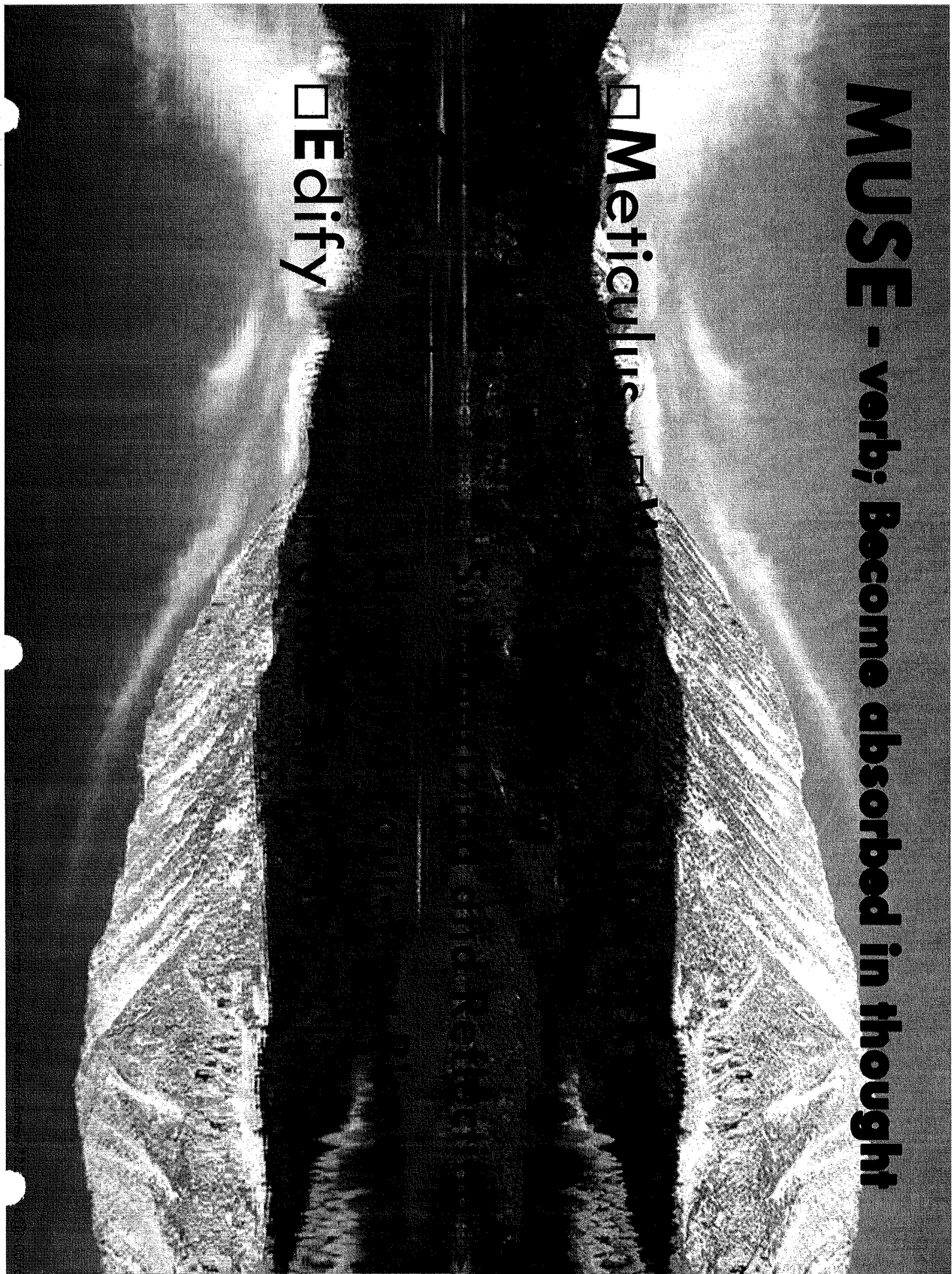
- Team-Building
- Appreciation
- Community Service
- Tutorials
- Arguing (Intellectually)



MUSE - verb; Become absorbed in thought

□ **Meticulous** - adj

□ **Edify**





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 5.6

Study Buddy Contract

In each one of your classes you should find two other students that you can contact when you miss class and need to get that day's assignments. Be sure to pick people you think are reliable and will take good notes or pick up any handouts for you. Having a couple of Study Buddies in each class will make it easier to stay on top of your make-up work in the event you cannot be in class.

Fill in the information below for each one of your classes, then put this card in your binder in a place where it is easily found.

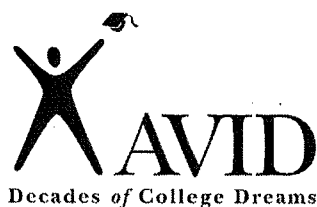
Class Title/Teacher	Name of Study Buddy	Phone Number

Use the second page sheet to list the names of the students involved in your group when you are assigned a group project. Encourage the other members of your group to do the same thing. This will make it easier for you and your group to stay in contact with each other.

3.13: Inquiry in Tutorial

Vocabulary Concept Map

Word/Concept	Syllables	Part of Speech
Definition(s)		Word Connection/Meaning in Your World
Compares to (Synonym/Similar)		Contrasts With (Antonym/Opposite)
Forms of the WORD		Graphic Representation (Picture/Symbol) of the WORD
Example Sentence With the WORD		



Sample High School Student AVID Agreement

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Name of Student _____ Enrollment date _____

As an AVID student who wishes to be competitively eligible for four-year college enrollment upon graduation, I agree to the following:

Student Goals:

1. Academic success in college preparatory courses.
2. Successful completion of college eligibility requirements.
3. Enrollment in four-year college or university after high school graduation.

Student Responsibilities:

1. I will take responsibility for my own learning and maintain satisfactory citizenship and attendance in all my classes.
2. I will maintain a minimum 2.0 overall GPA or will be placed on a probationary contract.
3. I will maintain enrollment in all college-prep courses, including honors and Advanced Placement.
4. I will attend summer school as needed to take additional coursework and/or raise grades to maintain my college eligibility.
5. I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes, and be an active participant in all activities.
6. I will come prepared for tutorial sessions by bringing higher level questions, my AVID binder with Cornell notes, and my textbooks. I will also ask questions to help my peers, and participate with my classmates and tutors to find the answers to my questions.
7. I will pursue participation in extracurricular activities and community service.
8. I will prepare for and take college entrance exams such as the PSAT, PLAN, SAT, and ACT.

Student Signature _____

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

Parent's/Guardian's Signature

AVID Coordinator's/Teacher's Signature

AVID Counselor's Signature

AVID Administrator's Signature



Sample High School Student AVID Agreement

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Name of Student _____ Enrollment date _____

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3. I will maintain enrollment in all college-prep courses, including honors and Advanced Placement.
4. I will attend summer school as needed to take additional coursework and/or raise grades to maintain my college eligibility.
5. I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes, and be an active participant in all activities.
6. I will come prepared for tutorial sessions by bringing higher level questions, my AVID binder with Cornell notes, and my textbooks. I will also ask questions to help my peers, and participate with my classmates and tutors to find the answers to my questions.
7. I will pursue participation in extracurricular activities and community service.
8. I will prepare for and take college entrance exams such as the PSAT, PLAN, SAT, and ACT.

Student Signature _____

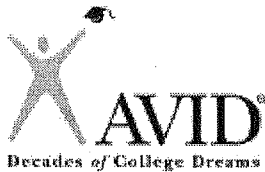
We agree to support the efforts of the student in meeting these goals.

Parent's/Guardian's Signature

AVID Coordinator's/Teacher's Signature

AVID Counselor's Signature

AVID Administrator's Signature



_____ High School AVID Contract

Advancement Via Individual Determination

Name of Student: _____ Enrollment Date: _____

Student Number: _____

AVID is a system that prepares students for four-year college eligibility.

Student Goals:

1. Academic success in high school/college preparatory classes.
2. Successful completion of high school/college eligibility requirements.
3. Enrollment in four-year college or university after high school graduation.

Student Responsibilities:

1. Maintain satisfactory citizenship and attendance in all classes.
2. Maintain the AVID binder contents, including, but not limited to: assignment sheets and Cornell notes.
3. Complete **all** homework assignments and commit to a minimum of two hours of homework each night.
4. Maintain an average GPA of 2.0 or higher in all classes.

Student Agreement:

I agree to accept enrollment into the AVID Elective class, which will offer academic support to me. I want to succeed, and I understand that I must take individual responsibility for my own success. I understand that in order to give fair consideration to my involvement with the program, I must commit to remaining enrolled in the AVID Elective for at least one year and that I will be allowed to remain in the program only if I meet the student responsibilities outlined above. I also understand that studies show I will be most likely to demonstrate academic improvement if I remain in AVID for at least three years.

Student Signature: _____

Support Statement: We agree to support the efforts of this student in meeting the goals outlined above.

AVID Coordinator Signature

Parent Signature

AVID Counselor Signature

Site Administrator Signature

4.6 Math Dictionary

Topic

- Developing the academic vocabulary of mathematics

Rationale

Clear understanding of the academic language utilized in mathematics is a foundational skill. Providing students with opportunities to master new vocabulary and concepts is critical. The “Math Dictionary” activity provides students with a variety of representations and engages students using a range of different modalities.

Objectives

Students will:

- Increase the familiarity and fluency of their mathematical vocabulary
- Create a personalized mathematics dictionary

Timeline

- 10 – 20 minutes for students to set up their personal math dictionary and make the first entries

WICR Strategies

- Writing to Learn
- Collaboration
- Reading to Learn

Materials/Preparation

- Student Handout 4.6a “Create Your Own Math Dictionary”
- Index cards
- 1.5-inch metal ring
- Hole puncher
- Optional:
 - Dictionaries
 - Glossary from text
 - Spanish/English dictionaries
 - Word wall

⁹Donohue, J., Gill, T. (2009). 4.10: *Math Dictionary*. *The Write Path I: Mathematics* (p. 194-196). San Diego, Ca: AVID Press

Instructions

- Distribute index cards and metal rings.
- Distribute Student Handout 4.6a "Create Your Own Math Dictionary."
- Ask students to create a cover card for their dictionary. The card should include their name and class period. Allow students time to creatively decorate their cover cards.
- Ask students to hole-punch their cover card and several blank cards in the top left-hand corner.
- Show students how to attach the hole-punched cards to the metal ring or to a ring in their notebook.
- Provide students with a list of vocabulary words and concepts.
- Encourage students to incorporate humor into illustrations and definitions. Humor, color, and creativity will improve memory.
- Model the creation of a vocabulary card. Use creativity, humor, and color.
- Ask students to work collaboratively or individually to construct their dictionary cards.
- Encourage students to include time in their planning agenda to study and construct cards weekly.
- Ask students to alphabetize their cards for easy access.
- Display exemplar cards on a class word wall.
- Collect cards and grade them once every one to two weeks.

Conversations with the Math Teacher

◇ *Would you be able to provide me with a list of math vocabulary words for the current chapter you are studying?*

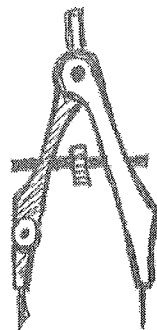
When this is not possible, the math vocabulary words for the chapter are generally at the beginning of the chapter.

Create Your Own Math Dictionary



Cover Card

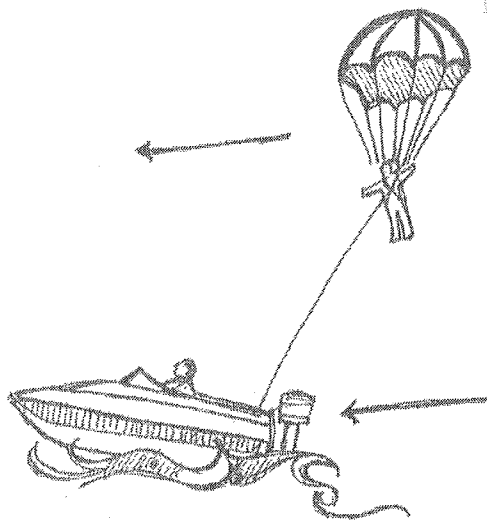
Lynn Garza



Geometry

Period 4

Parallel Lines



Front of Card

Back of Card

Parallel Lines

Parallel Lines are two lines in the same plane that do not intersect.

The bike lanes on each side of my street are parallel lines and do not intersect.

A parallel line will have the same slope of the line to which it is parallel.

The parallel line can be found by using the general equation $y = mx + b$, and substituting in the known slope and the x and y values of the point it will pass through.

Standard and Essential Question:

- **10-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “What organizational strategies must be in place to have a successful tenth-grade year?”

Lesson

Begin class by projecting the Week 1 Vocabulary words on a loop as students are walking into class.

1. Ice-Breaker – Random Words

- X Begin the class by allowing the weeks vocabulary words to loop while students are entering class.
- X Give every student a 3x5 index card.
- X Divide the class into two groups: roughly one-third of the class in one group and roughly two-thirds of the class in the other. Have the one-third group write a LARGE random vowel on their index card. Have the two-thirds group write a LARGE random consonant.
 - Important: Tell the consonant group to write some of the more common letters (i.e., T, R, S, L) and not the more uncommon letters (Q, X, Z, J, K). In other words, they should write the letters that would be their first guesses in a game of hangman.
- X Instruct students that you will be calling out a group size, and students must form a group of that size with their peers, which spells out a word.
 - For example, if you call out a group of four, a group might form with the letters T, C, S, and A to spell the word CATS.
- X Once students are grouped, have them discuss one of the following questions:
 - What do you think will be your favorite class? (You can exclude AVID, if you like.)
 - What do you believe will be your most challenging class?
 - Who do you think will be your favorite teacher?
 - What is one thing that you want to do better this year than you did last year?
 - What is one academic goal that you have for the coming year?
 - What is one personal goal that you have for the coming year?
 - What is one country that you have always wanted to visit and why?
 - What is one thing that you are good at doing?
 - What is your favorite song?
- X Continue calling out random group sizes and forming words, as time permits (between three to five rounds total).

Materials/Notes

Project

Vocabulary Week 1



Class Set

AVID Tutorial Guide

2.4 Helpful Hints for Using a Calendar/Agenda (Pg. 59)



Materials

3x5 Cards

Documentation for
Essentials

3.3, 4.2, 5.2

I have a great
idea about how
to improve this
day's lesson!



2. Binder Set-Up

- X Remind students about the expectation from their student contract and syllabi (percentage of grade) in regard to keeping an organized AVID binder.
- X Display the Binder Check-off Sheet and discuss the expectations for their binder and how it will be graded regularly in AVID.
- X It is important to discuss the order of materials. [Some examples include: pencil pouch, study buddy sheet, subject dividers (order within subject dividers), etc.]
- X Give them time to set up their binder with their supplies and organize all of their materials from the first two days of school.

3. Agenda

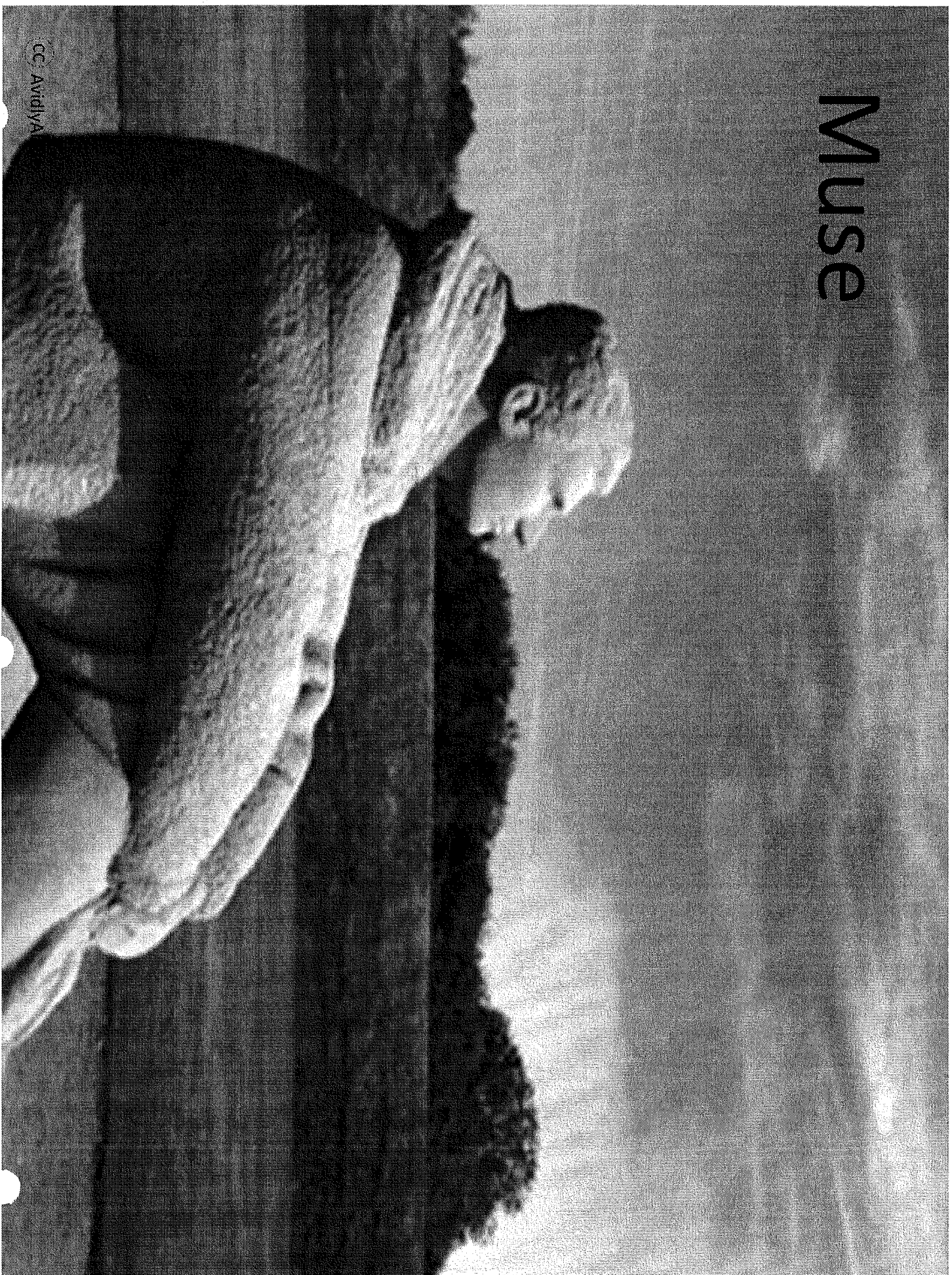
- X Have students get out the school planner that they'll be using this year.
 - Technology Note: You might think about encouraging the students/school to use smartphones or technology, where appropriate.
 - If your school doesn't provide or offer planners, print off an appropriate planner for each student for the year.
- X Describe your expectations for students and their planner this year, specifically focusing on the following:
 - What things they should be writing in their planner
 - How often planners will be checked
 - What portion of their AVID grade the planner will comprise
 - Items you will look for (color/highlighting structure, evidence of back-mapping large projects, social/school balance, etc.)
- X Encourage students to begin filling in important dates, such as the following: school holidays, testing schedules, sports schedules, and other school and AVID events.
 - Note: You might want to have some important dates available, such as the following: PSAT® testing date, finals, list of holidays, etc.

4. Schedule Check*

- X **Time-Saver:** This can (and probably should) be done before the start of school. However, it is still a good idea to talk with students individually over the next couple of weeks to see how their classes are going.
- X While students are setting up their binders, call them up individually for a schedule check.
- X Check to make sure that each student is enrolled in courses appropriate to the student, which are academically rigorous.
- X If a student is not enrolled in rigorous coursework, plan on having them meet with the counselor to add more rigor to their schedule.

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

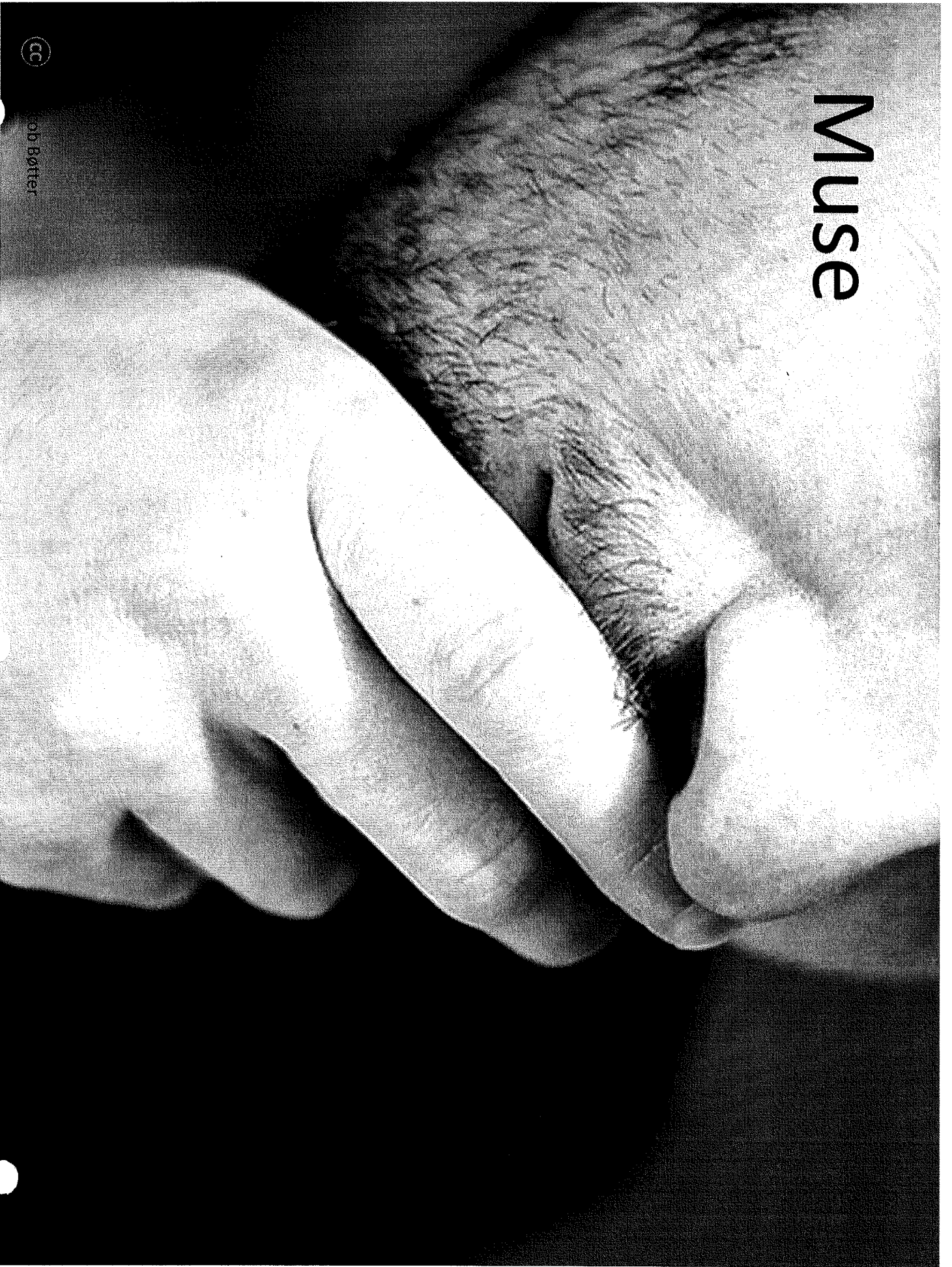
Muse



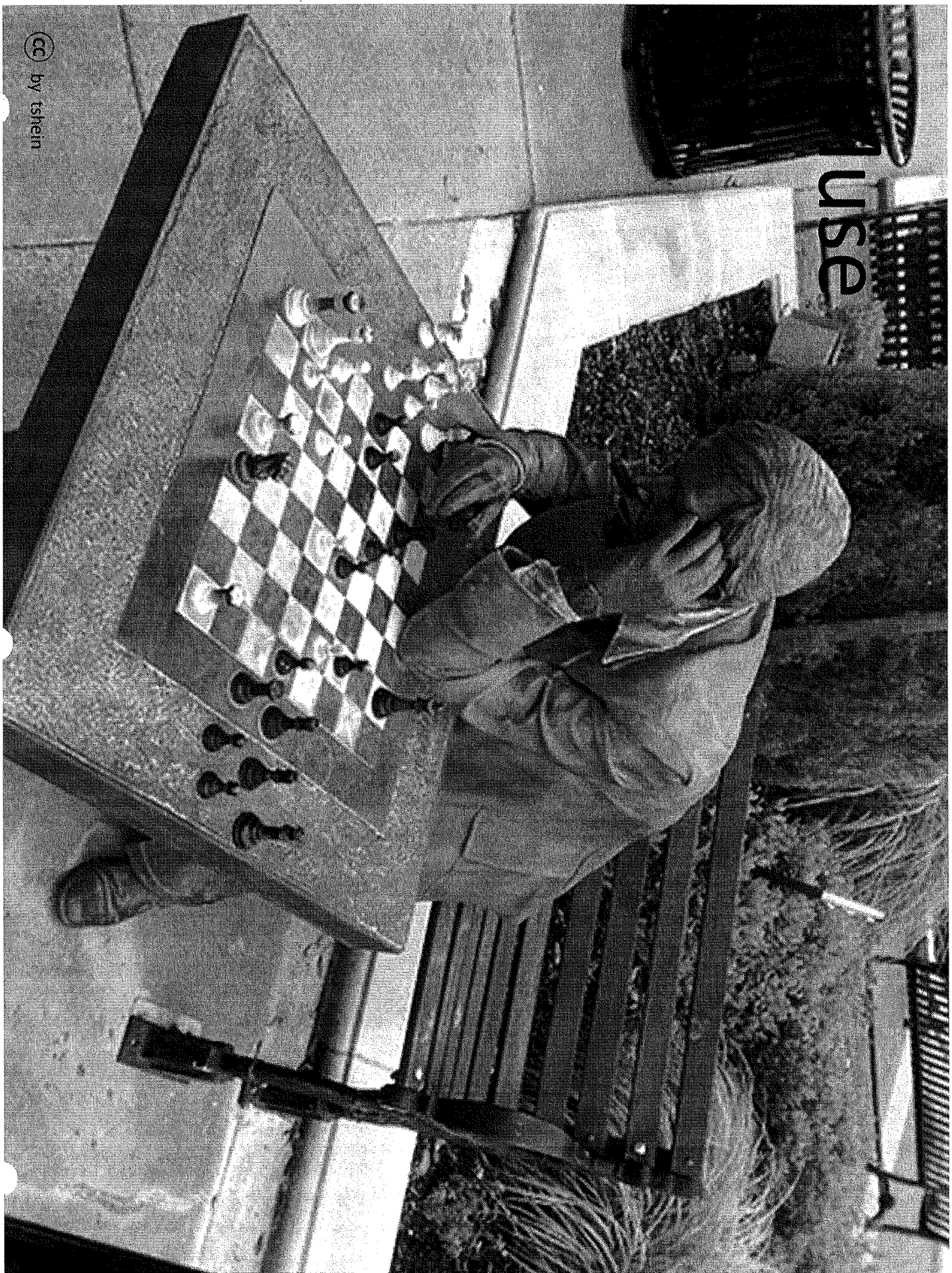
Muse

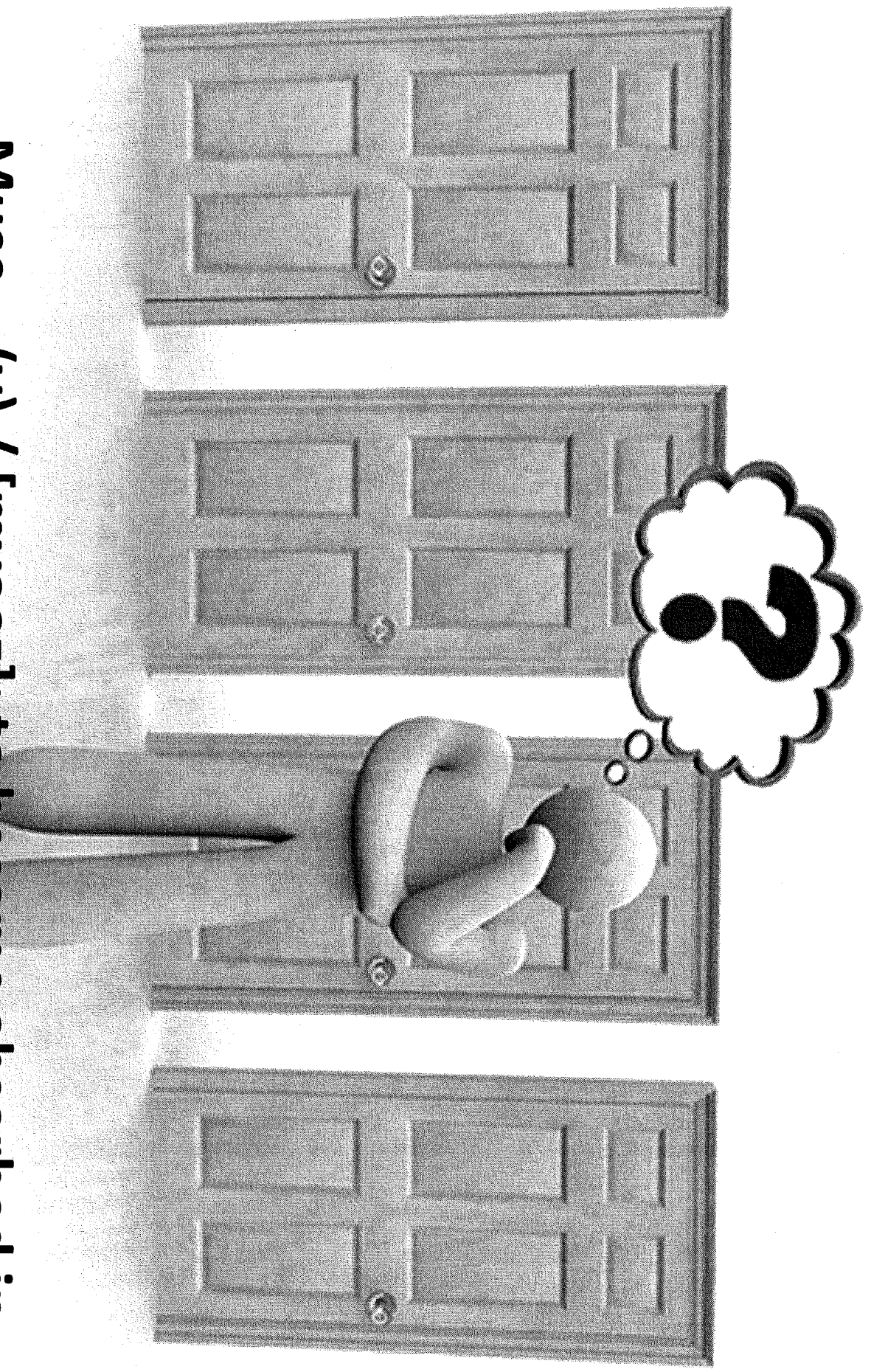


© 2013 Jacob Bøtter



use





**Muse – (v) / [myooz]: to become absorbed in
thought; to turn something over in the mind**

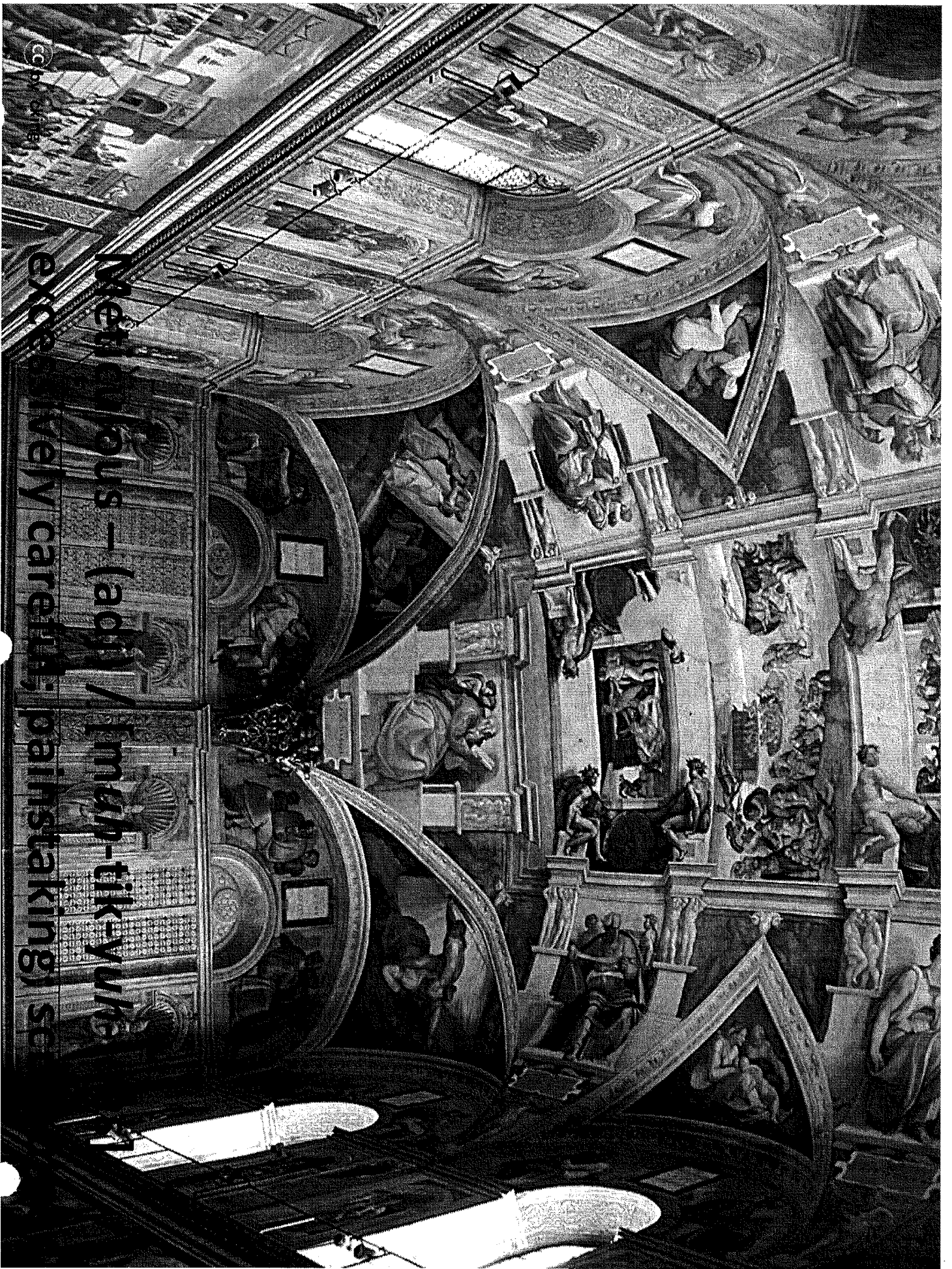
Meticulous



Meticulous

Meticulous





Metaphous – (adj) / (met-tik-yuh)
excessively careful; painstaking) se

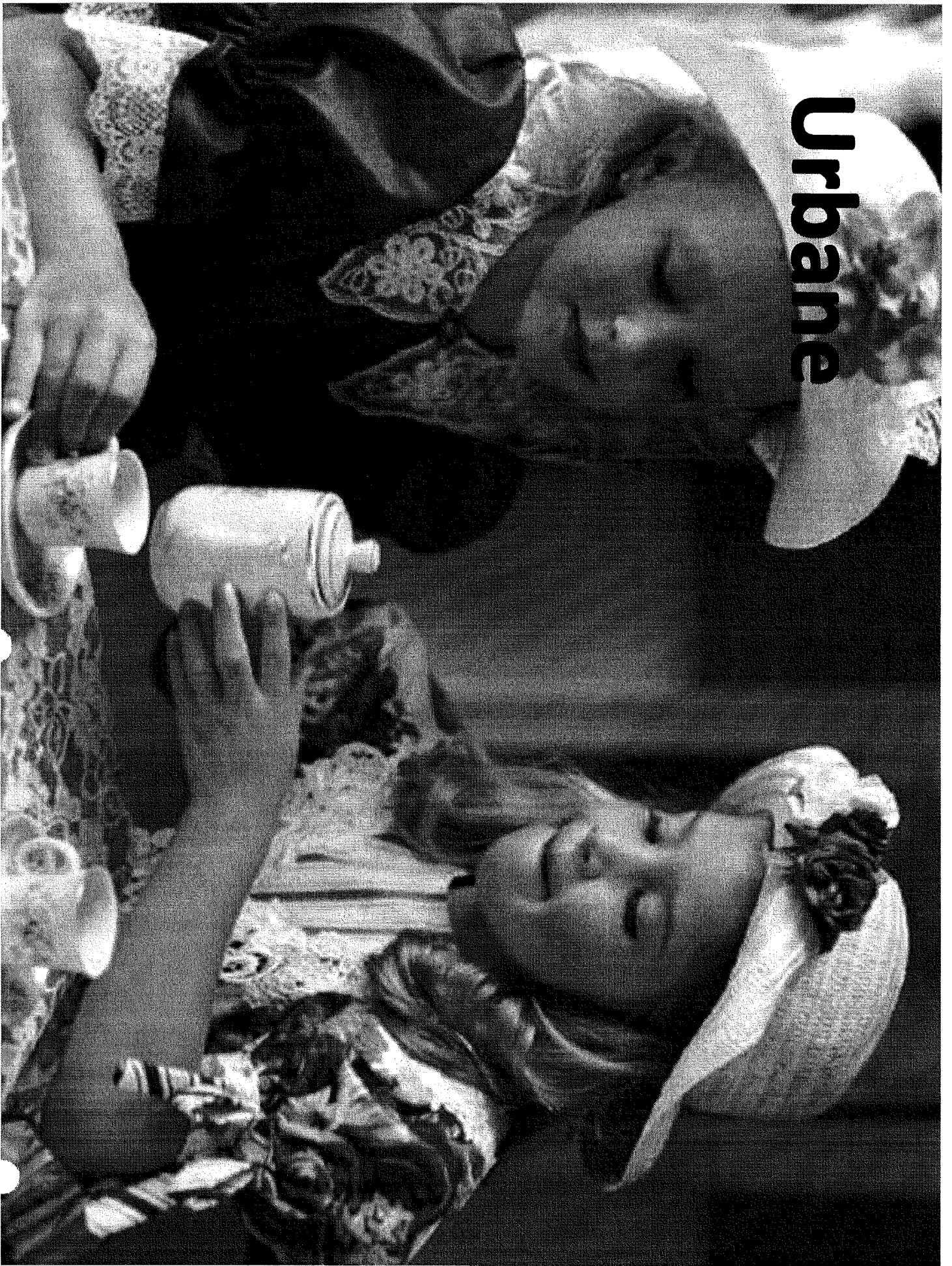
Urbane



Judith Hepburn

by Eliza Peyton

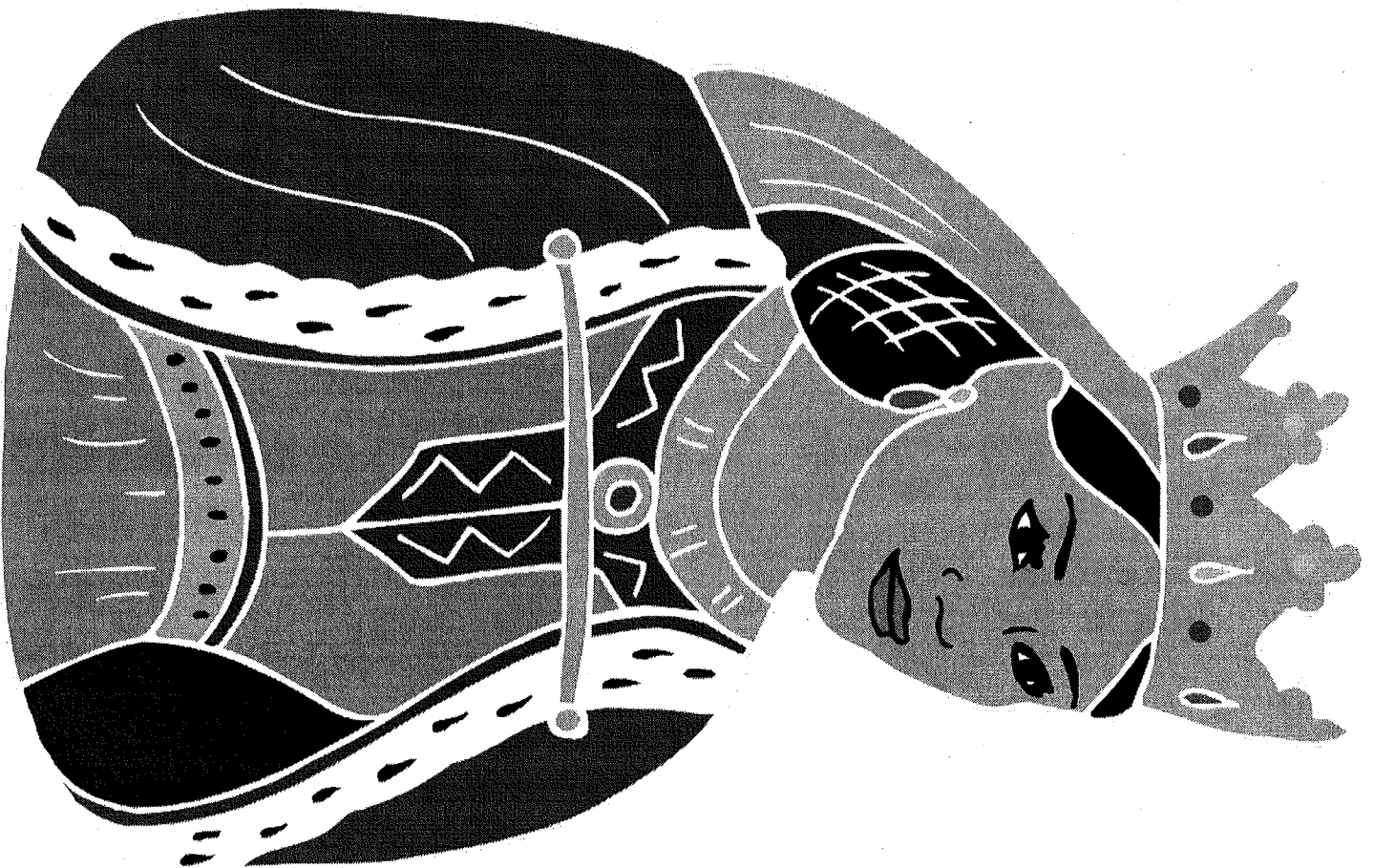
Urbane



Urbane



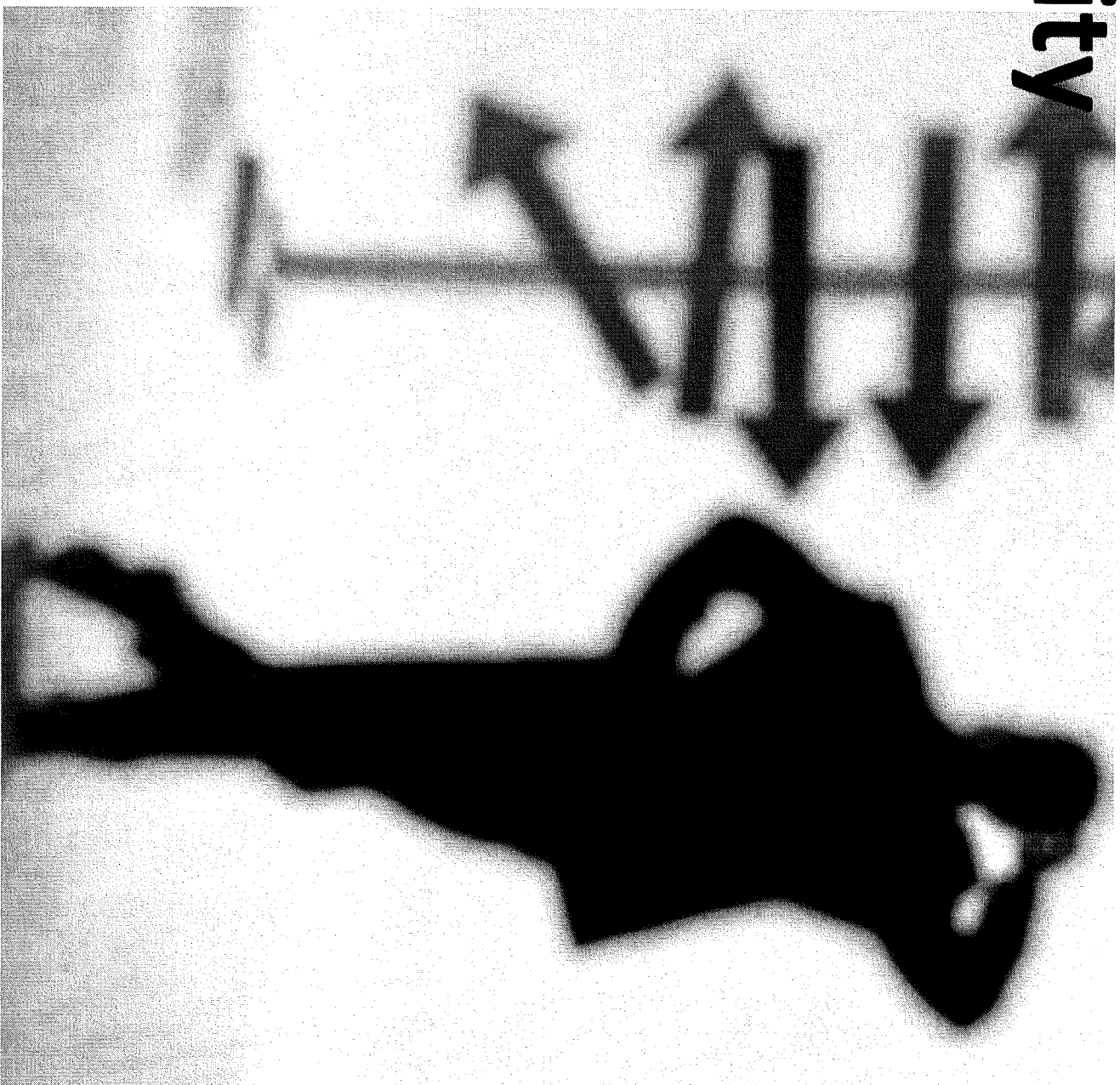
**Urbane – (adj) /
[ur-beyn]:
notably polite or
polished in
manner**



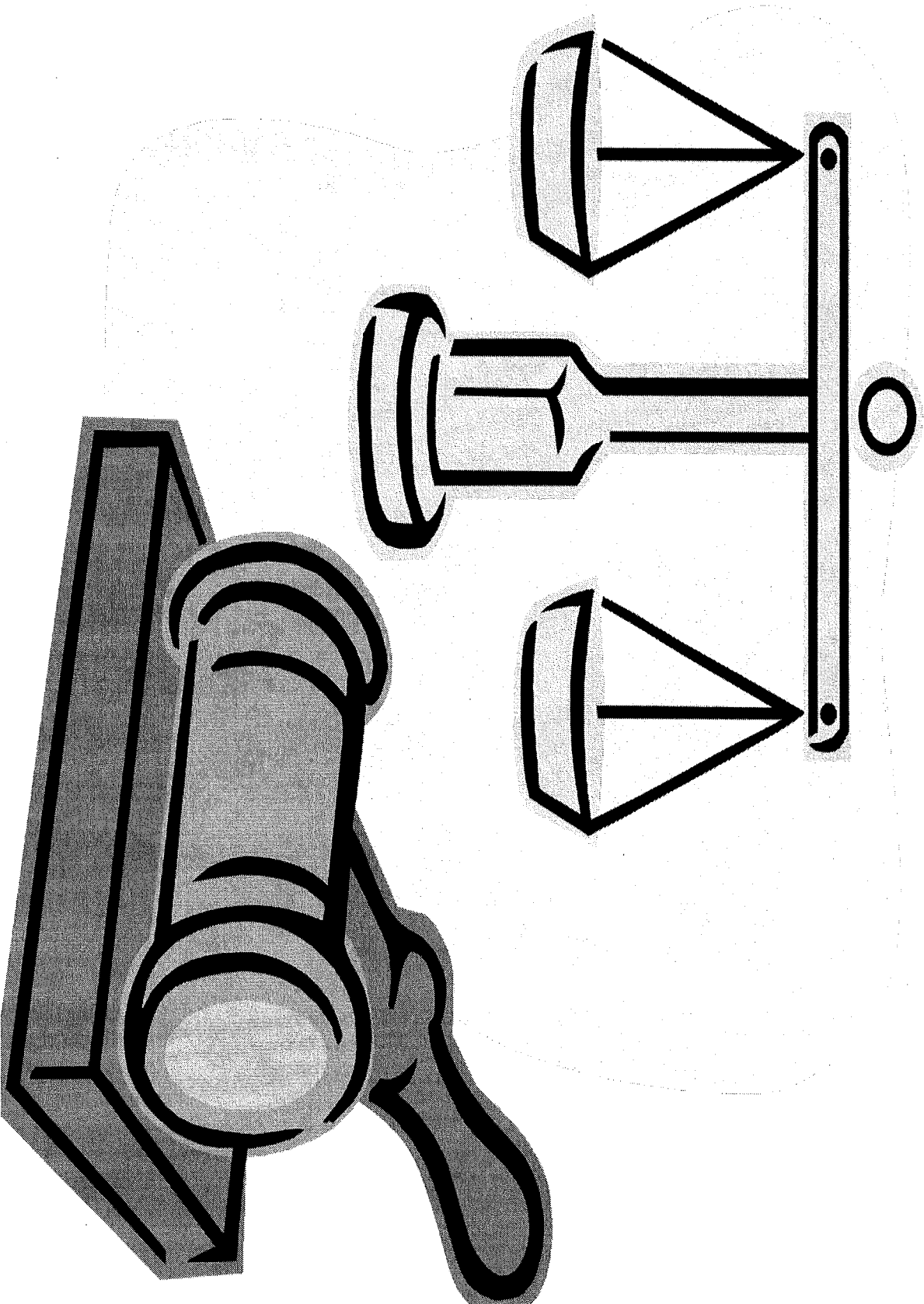
Sagacity

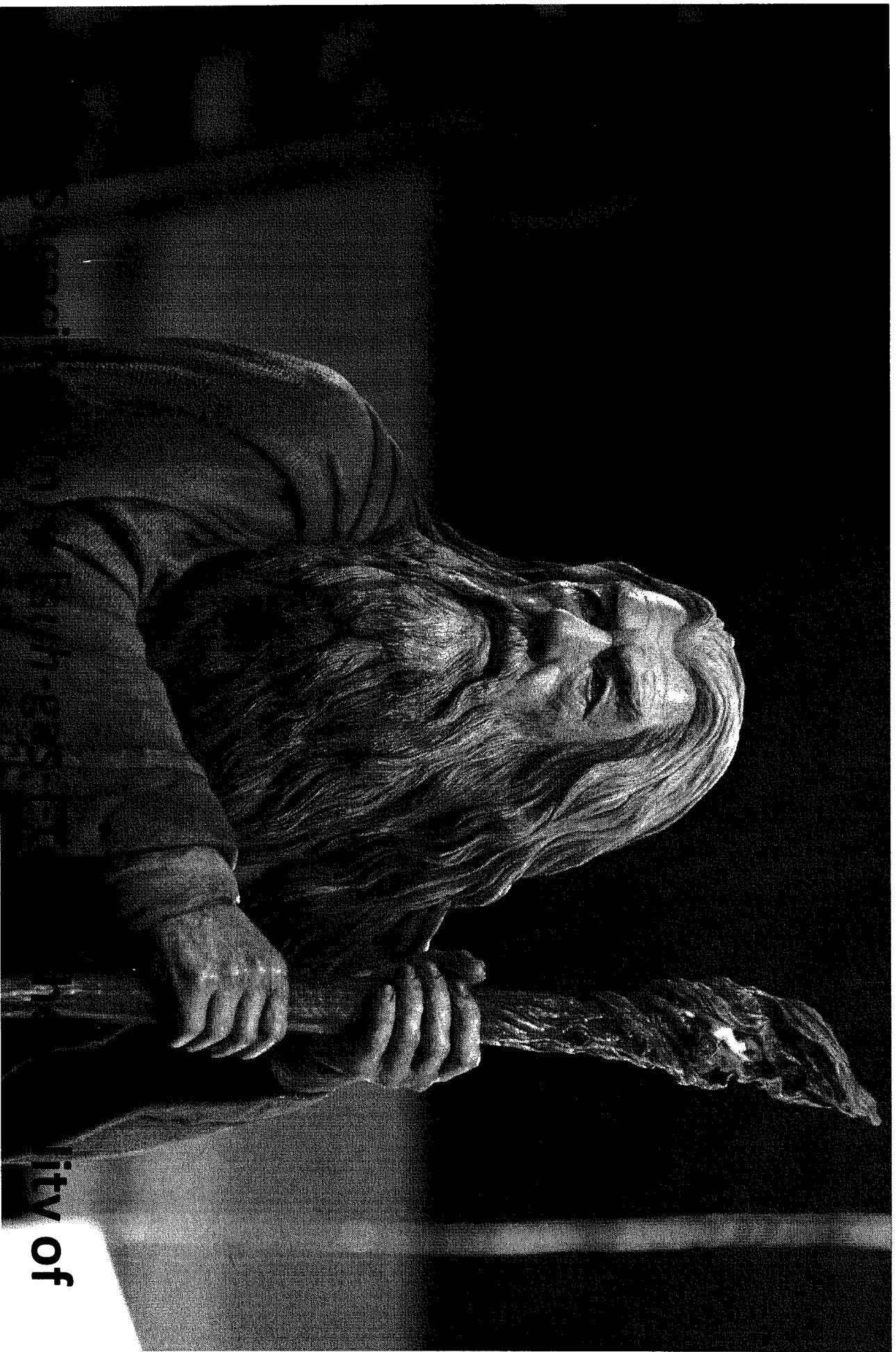


Sagacity



Sagacity





being keen in judgment

by Gage Skidmore

Edify



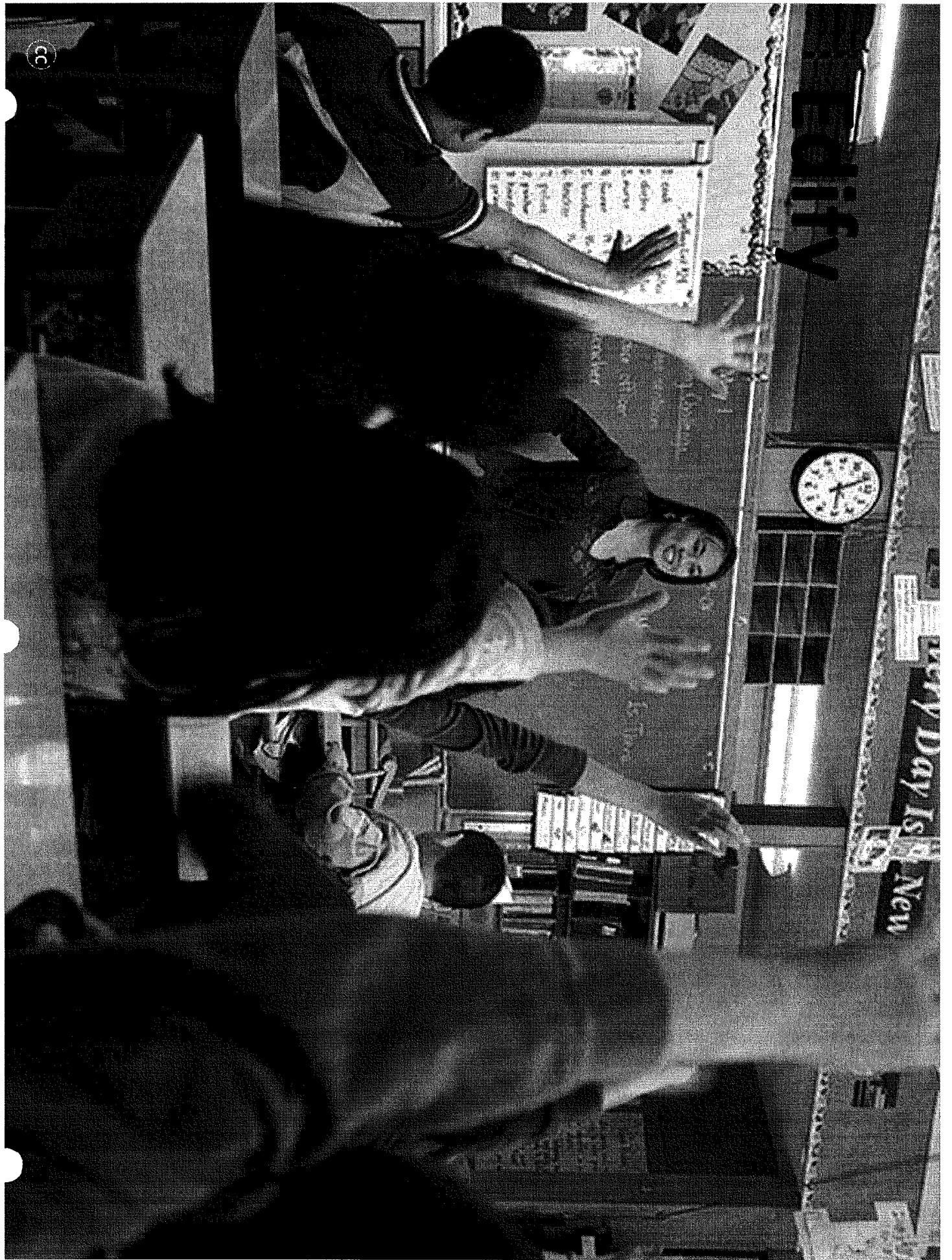
Verify

Every Day Is New

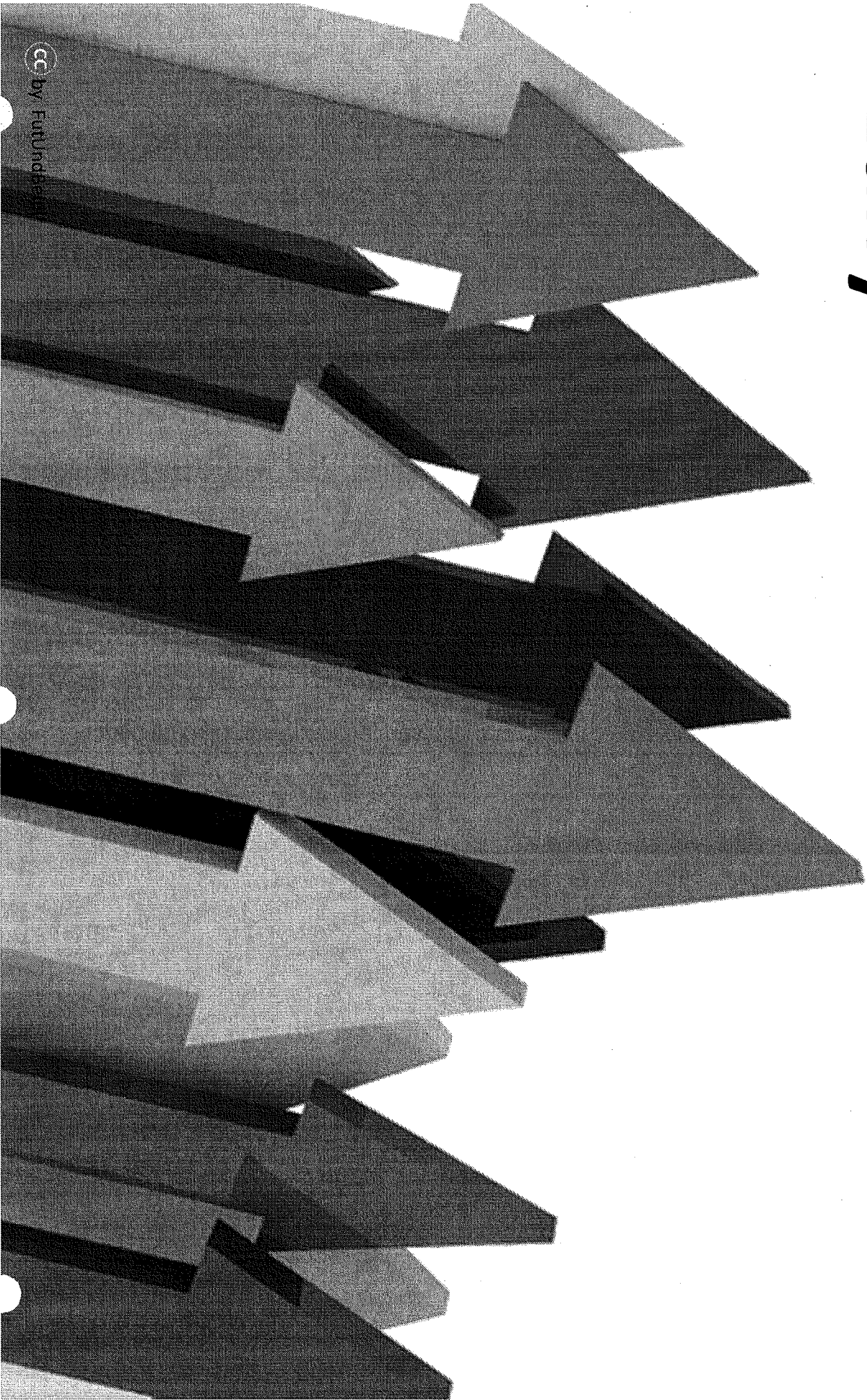


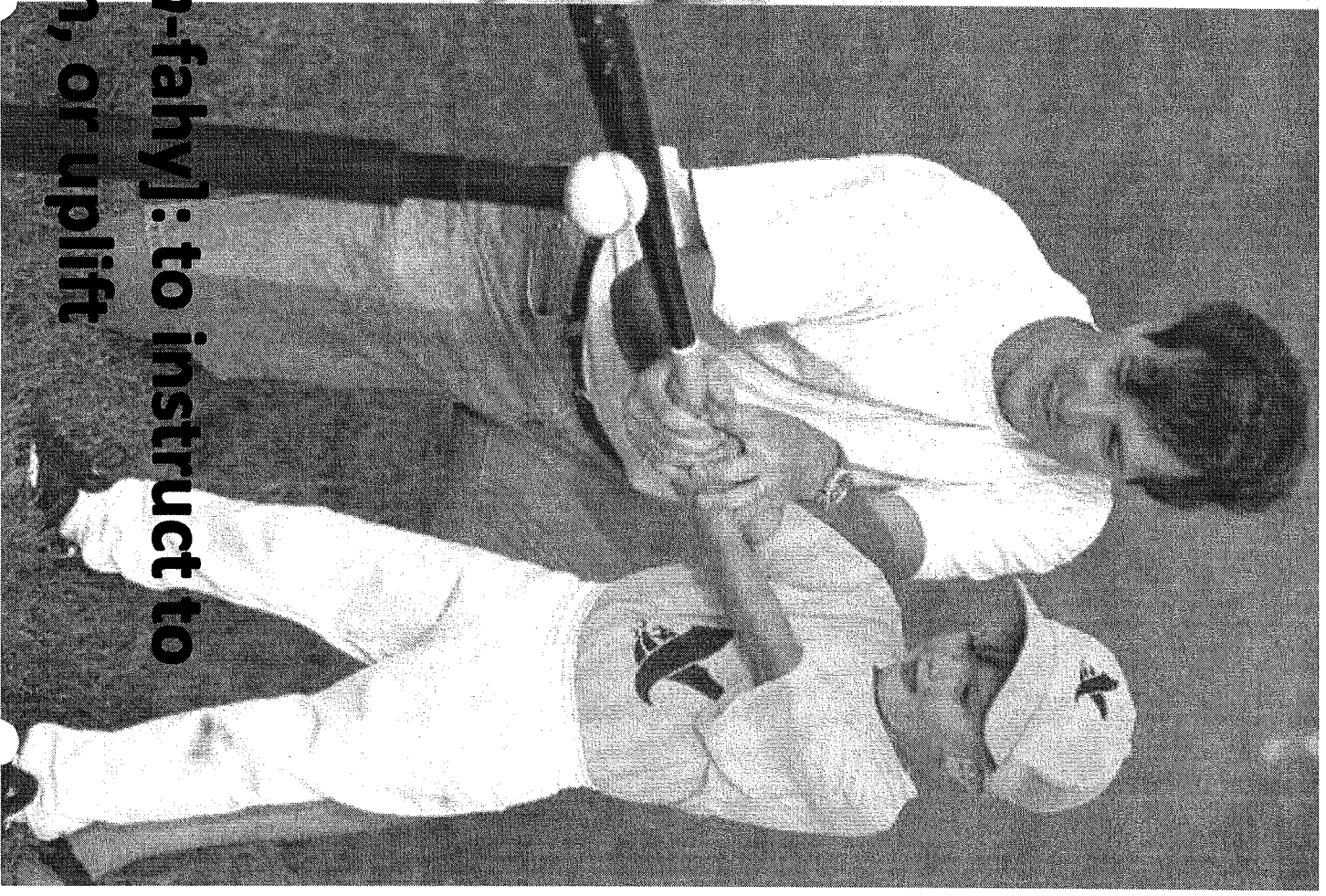
Spelling List
1. each
2. define
3. nurse
4. husband
5. the
6. friend
7. garden
8. know
9. because
10. the

Spelling List
1. each
2. define
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4. husband
5. the
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9. because
10. the

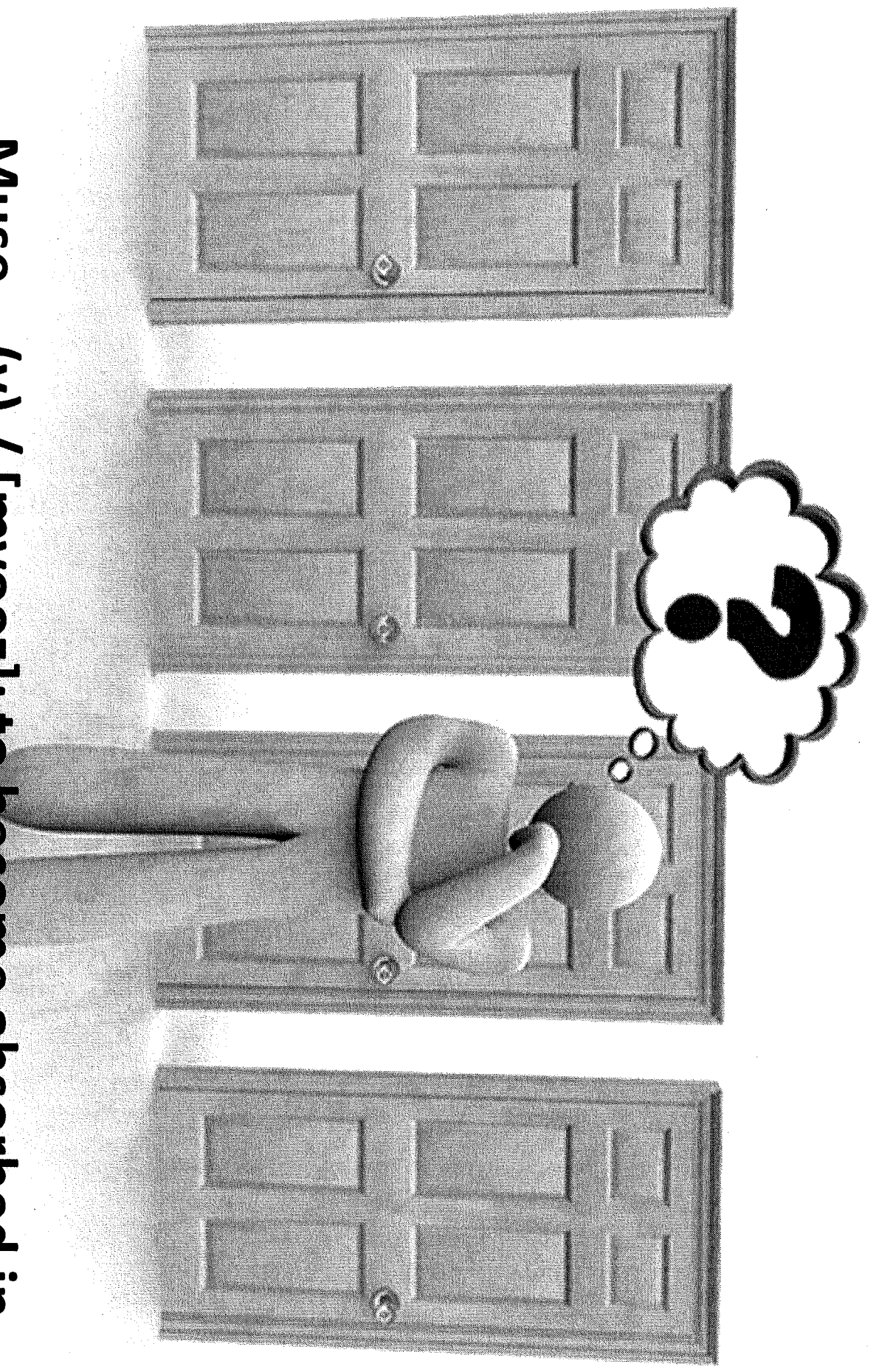


Edify

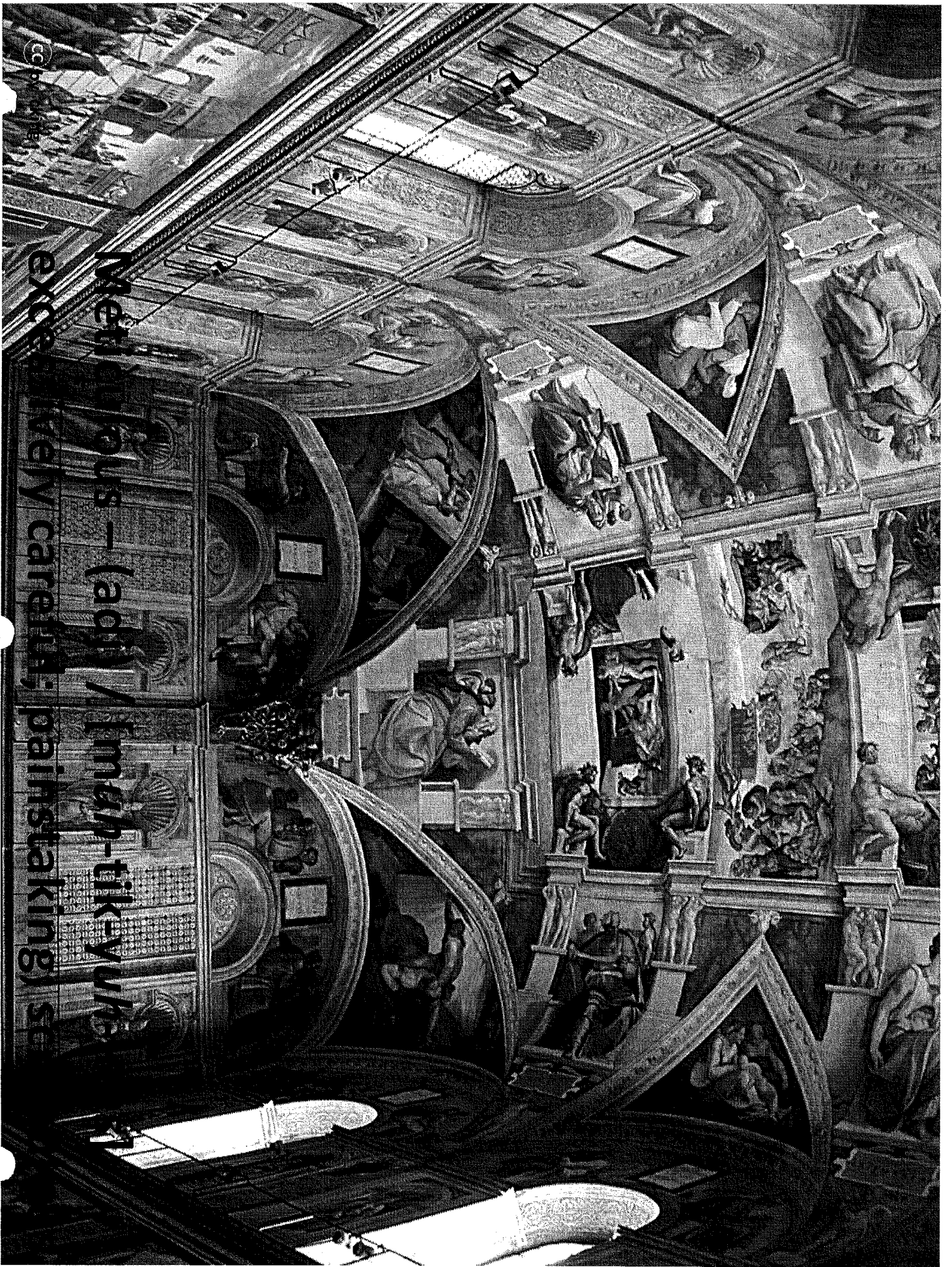




Edify -- (v) / [ed-uh-fahy]: to instruct to improve, enlighten, or uplift

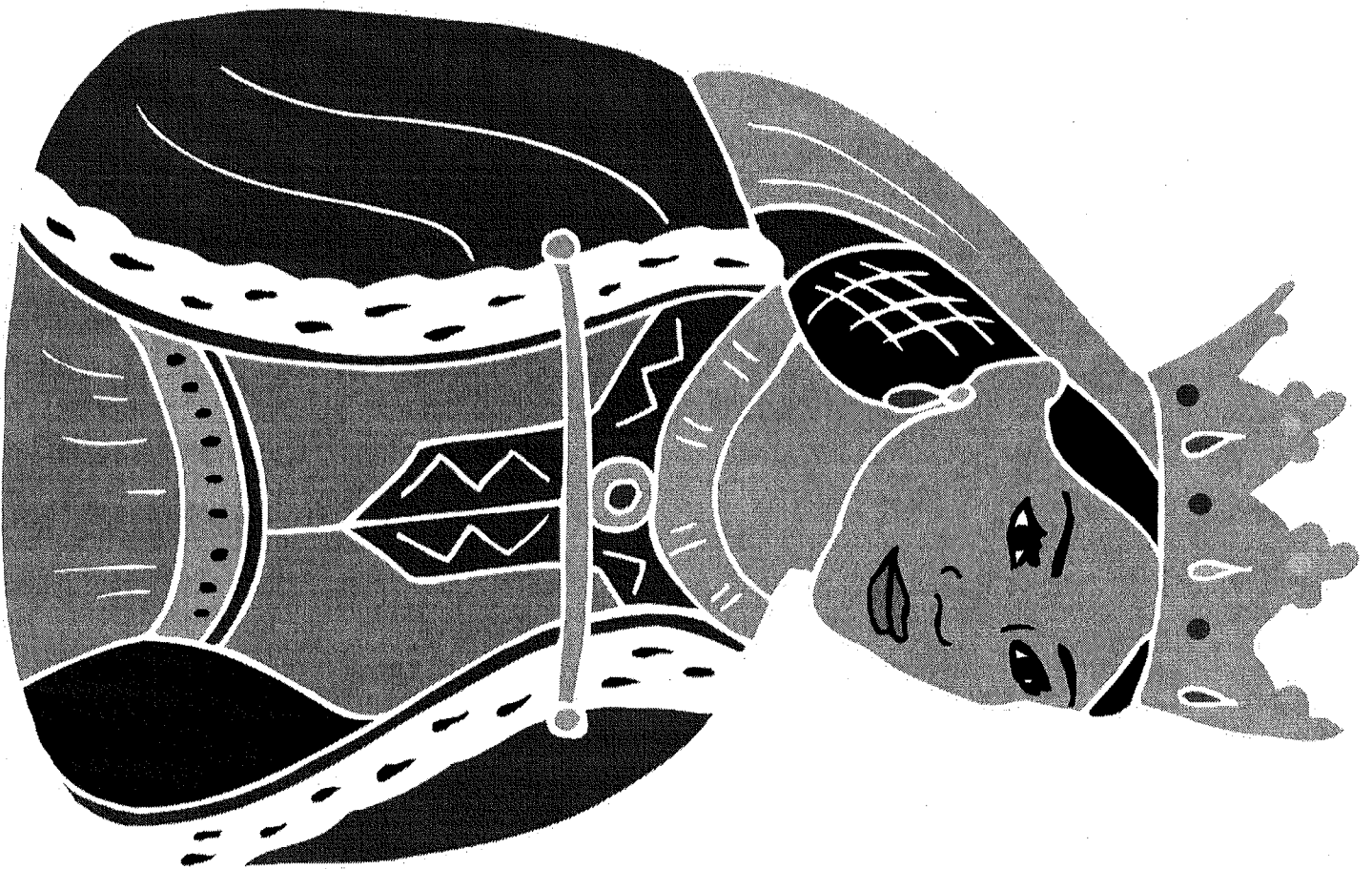


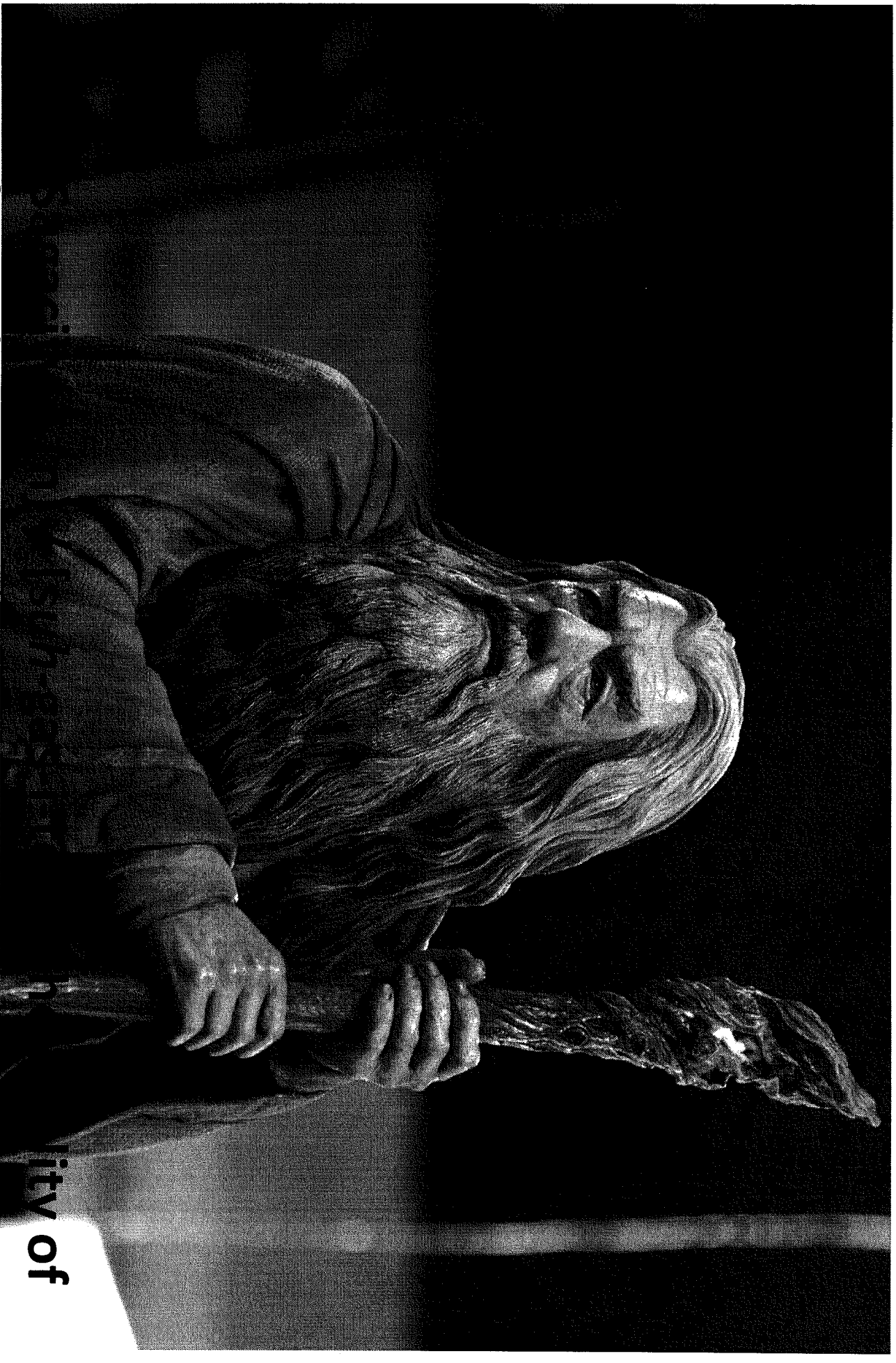
**Muse – (v) / [myooz]: to become absorbed in
thought; to turn something over in the mind**



meticulous – (adj) /
impeccable – (adj) /
exceedingly careful; painstaking)

**Urbane – (adj) /
[ur-beyn]:
notably polite or
polished in
manner**

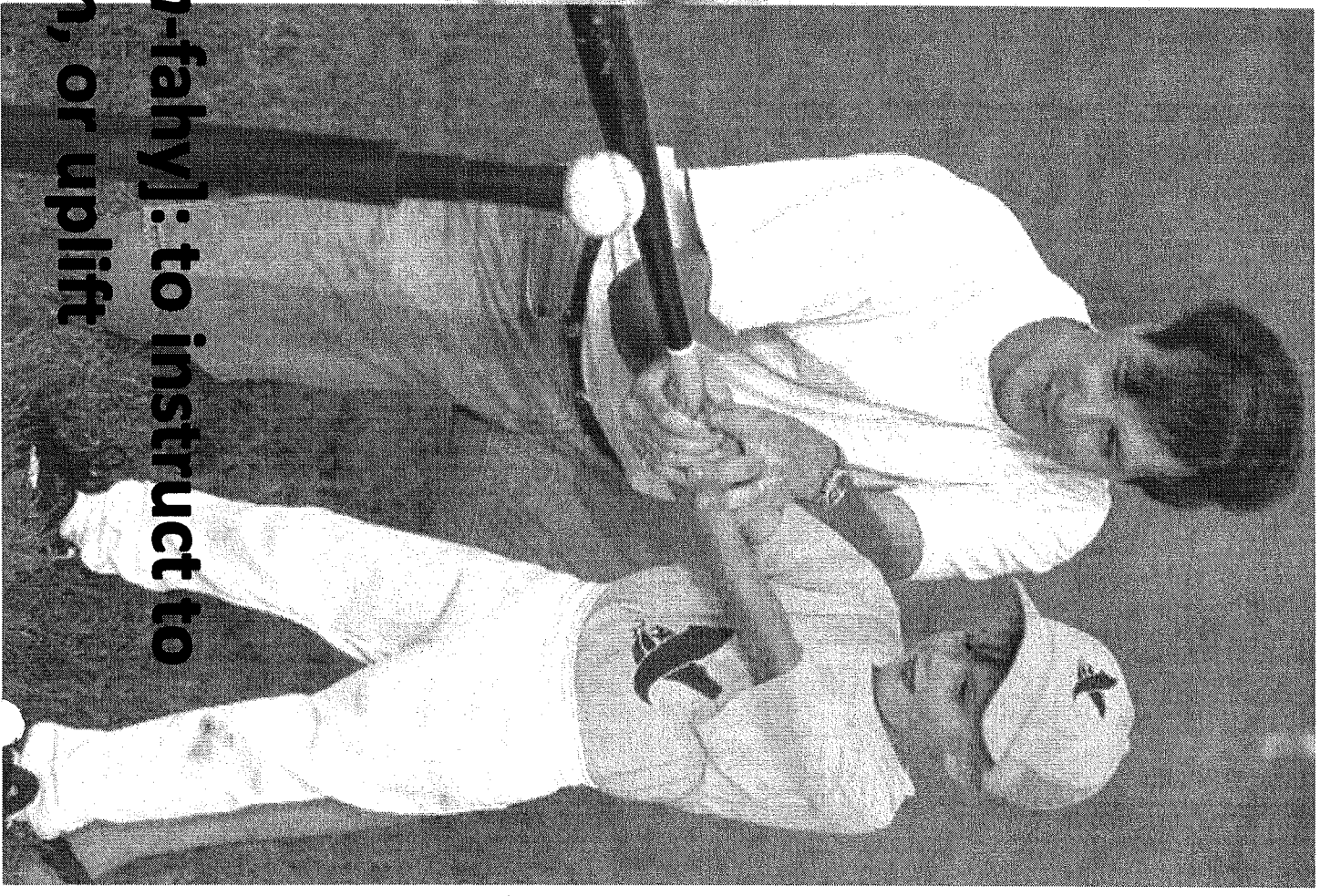




being keen in judgment

by Gage Skidmore

ity of



**Edify – (v) / [ed-uh-fahy]: to instruct to
improve, enlighten, or uplift**

2.4: Agendas/Calendaring

Helpful Hints for Using a Calendar/Agenda

1. Keep the calendar/agenda at the front of your binder.
2. Every day—either at the beginning or end of each class—record homework, upcoming assignments, projects and tests.
3. If there is no homework assigned in a class, write “no homework” in the space provided.
4. Long-term projects or assignments should be recorded twice: the day they are assigned and the day they are due.
5. When an assignment is finished, place a check mark next to it, but do not cross out.
6. At the beginning of each month, record upcoming academic, school and personal responsibilities in your agenda.
7. At the beginning of each month/grading period, record long-term/short-term goals in your agenda.
8. Use the space at the bottom of the agenda page to record your daily reflection, clarifying questions and new goals. This space may also be used for communication to and from parents.
9. Your parents are an integral part of the AVID team and should sign your agenda each week.
10. Never remove pages from your agenda to show completion of activities. Instead, fold down the corner of the page or make a check mark next to the activity.

Standard and Essential Question:

- **10-ORG.B2** Utilize notes after the tests to reexamine incorrect items on the tests and where potential gaps in the notes might exist
- **EQ:** “How can I utilize my notes this year to support success in my academic courses?”

Lesson

1. Ice-Breaker – Mystery Student

- X Provide each student with a small piece of paper or 3x5" index card.
- X Have the students answer the following questions:
 - Are you male/female?
 - Would you rather play in the snow or lay on the beach?
 - What is one unique thing or interesting fact about you that we might not know and that isn't likely to be true of anyone else in the class (and that you don't mind sharing with the entire class)?
 - o Provide some examples: I ran a marathon, I am colorblind, I shook hands with the President of the United States, I lived in Japan for a year, etc.
 - o Students should stay away from broad things that would apply to multiple people on the last answer. For example: I love cookies, I enjoy shopping, etc., are things that you would not want to write.
- X Collect the cards and have every student stand up.
- X Randomly choose one card and read the items one at a time.
- X Students should sit down if what is read does not apply to them.
 - For example: If you read, “I am a female,” all of the boys should sit down.
- X Once you get to the last student standing, have them give their name and talk about their interesting fact. You can potentially let students choose from an assortment of prizes.
- X Only do four to six cards. Spread the remainder over the course of next week.

2. Option 1: Cornell Notes with Several New Students*

- X Note: Be sure to leave at least 20 minutes for the On Demand Module.
- X If you find that you have a large number of new AVID students (who don't know much about Cornell notes), this is an optional way to reteach Cornell notes.
- X Create four corner posters: 1) Have never taken Cornell notes; 2) Know a little about Cornell notes; 3) Have taken a lot of Cornell notes and know the format well; 4) Have almost mastered Cornell notes.
 - Make sure that students bring all of their backpacks and materials to their corners.
- X Have students move to the appropriate corner.

Materials/Notes

Class Set (back-to-back)

Supporting Math in the AVID Elective

2.1c Cornell Note Lined Paper (Pgs. 35-36)



Class Set

Cornell Note Process



Project

Cornell Notes for Students



Documentation
for Essentials

5.3, 6.3



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

Lesson Plan, Day 4

AVID – 10th Grade

- X Allow students time to discuss what they know about Cornell notes.
- X Have corners share what they know (by starting with those with the least Cornell note experience).
- X Have students count off so that they will form groups of four with different experience levels with Cornell notes.
 - To do this, take the number of students in your class and divide by four. Have the students count off to that number, and then start back at the number one again.
 - For example, if you have 36 students in your class, you would divide by four, giving you nine. As a result, you would have those with no Cornell note experience start counting and move through experience until you get to nine. Then, start back at one.
 - Have all the 1's raise their hands. (There should be varying levels of Cornell note experience.) Have them sit together. Do the same with the 2's, 3's, etc.
- X Have groups of four writing down everything that they need to do when taking Cornell Notes (including when it should be done).
- X Have students share any "Novel Ideas" and write those on the board.
- X Distribute Cornell Note Lined Paper to students and remind the students about the importance of not only taking notes, but using them effectively.

3. Option 2: Troubleshooting with Expert Groups*

- X Draw a T-chart with "Do Well" on one side and "Struggle With" on the other.
- X Have students orally brainstorm a list of things that they do well with Cornell notes and areas with which they struggle regarding Cornell notes.
- X Spend some time discussing the areas of struggle.

4. Cornell Notes: On Demand Modules

- X Draw one or two more "Mystery Student Cards" to get the students standing.
- X Have each student get out paper to take Cornell notes or draw the 2.5" line.
- X Have students get out three to five samples of their own Cornell notes.
- X Tell students that the first person to figure out the word of the day will get a prize.
- X Start the video, reminding the students to be taking notes in the notes section.
- X After the Slide 7 ("Rate of Forgetting"), pause the video and ask the class: What are other examples of things that we learn by repetition? Try to have them make connections to non-academic aspects of their life.
- X Have a student summarize what the Curve of Forgetting states regarding repetition and retention.

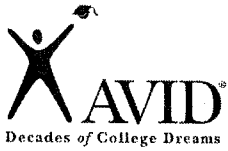
* Indicates an optional activity, which can be shortened or removed, based on time constraints

- X After Slide 14 ("C.S.I."), pause the video and have students pair with an elbow partner. Then, have them explain what evidence of repetition they see in their own Cornell note samples. If they don't have much evidence, this could lead to a good class discussion.
- X After Slide 17 ("CSI Case #3"), pause the video and have students work with an elbow partner to choose one of their pages of sample notes to go back and process like we did with Dai'Shai's notes.
- X Finish the video.

5. Homework/Test

- X Please Note: Test should be given about one week after the video.
- X Make sure that the class is clear on the expectations for how they should process their notes from the video over the next week.
- X If time allows, you can have them complete Step 1 (Compare notes with a partner and fill in gaps; Add revision notations) now.
- X Have students write the following in their planner:
 - The date that they will be taking the test over their notes
 - What they should be doing each day to prepare for the test

CORNELL NOTES



TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

NOTES:

SUMMARY:

QUESTIONS:

NOTES:

SUMMARY:

TAKING AND USING CORNELL NOTES

1. Creating the Format

- X **When:** Before lecture begins
- X **What you do:** Heading, essential question, line breaking off a 2.5" left column

2. Organizing the Notes

- X **When:** During the lecture
- X **What you do:** Record information, leave space, abbreviate, bullet/number, change pen color, indent

3. Review and Revise

- X **When:** 10-20 minutes after the end of a lecture
- X **What you do:** Underline main ideas, cross out unnecessary information, highlight, and use symbols (?, *, !)

4. Note Key Ideas

- X **When:** 15 minutes to 24 hours after the end of the lecture
- X **What you do:** Chunk sections of related information, generate questions for the various chunks

5. Exchange Ideas

- X **When:** After 15 minutes, this is an ongoing process
- X **What you do:** Examine other students' notes and fill in information, fill in info from textbooks, record understanding that you gain from tutorials on the subject

6. Link Learning

- X **When:** Within 24 hours
- X **What you do:** Use the essential question and questions that you've generated to create a three- to five-sentence summarization of the material

7. Learning Tool

- X **When:** After 24 hours, after 7 days, after 30 days, before creating tutorial questions, when stuck on homework
- X **What you do:** Cover the right side and rework (answer) the left-hand questions, look over notes on the right side and identify other areas of confusion

8. Reflect on Note-Taking

- X **When:** Right before a test or directly following a test
- X **What you do:** Before the test, look at all of your notes from the unit, identify unanswered questions, and continue predicting possible test questions. After the test, look back at your notes and compare what you missed and where the information was (or should have been) in your notes; look at the gaps in your note-taking

Standard and Essential Question:

- Understand how to use Cornell notes as an effective study tool
- EQ: How can Cornell notes help me make better grades in my classes?

Lesson

1. Preparation

- a. Have each student get out paper to take Cornell notes; If they don't have pre-printed Cornell note paper, have them draw or fold lines to set up the paper
- b. Have students get out 3-5 samples of their own Cornell notes

2. On Demand Module (Cornell note video)

- a. Tell students that the first person to figure out the word of the day will get a prize
- b. Start the video, reminding the students to be taking notes in the notes section
- c. After slide 7 ("Rate of Forgetting") pause the video and ask the class:
 - i. What are other examples of things we learn by repetition? Try to have them make connections to non-academic aspects of their life
 - ii. Have one student verbally summarize what the Curve of Forgetting states in regards to repetitions and retention
- d. After slide 14 ("C.S.I.") pause the video and have students pair with an elbow partner, then explain what evidence of repetition they see in their own Cornell note samples; If they don't have much evidence, this could lead to a good class discussion
- e. After slide 17 ("CSI Case #3") pause the video and have students work with an elbow partner to choose one of their pages of sample notes to go back and process like we did with Dai'Shai's notes
- f. Finish the video

3. Homework/ Test (*Test should be given about one week after the video)

- a. Make sure the class is clear on the expectations for how they should process their notes from the video over the next week
- b. If time allows, you can have them complete step 1 now (Compare notes with a partner and fill in gaps; Add revision notations)
- c. Have students write in their planner:
 - i. The date that they will be taking the test over their notes
 - ii. What they should be doing each day to prepare for the test

Materials

Cornell note paper can be provided

A small prize can be given to a student

Name _____

Take Note... (of What you Wrote)

Multiple choice: Choose the answer that **best** completes the sentence, according to the AVID On Demand module: (Each question is worth 5 points)

1. The instructions for washing hair or 洗头, is a typical example of:
 - a. Repetition
 - b. Physical hygiene
 - c. Something that will lead to being the valedictorian
 - d. Initial interaction
2. The Curve of Forgetting states that:
 - a. Ten repetitions of material are essential to academic success
 - b. Without repetition, within one week retention is below 5%
 - c. The first repetition of information should happen within 24 hours
 - d. Rate of memory significantly decreases over time
3. The Summary section of Cornell notes should:
 - a. Always be 3-5 sentences
 - b. Be written within 24 hours of the initial interaction
 - c. Be color coded to match the highlighting/underlining
 - d. Match the number of questions, including the Essential Question and the questions in the left column
4. Backwards mapping is an example of:
 - a. Time management
 - b. Cartography
 - c. Inquiry
 - d. An initial interaction with information

True/False: Write the word "True" or "False" on the line next to each question:

5. Question marks are utilized to indicate points of confusion in notes. _____
6. Cornell notes should be used before and during AVID tutorials. _____
7. Potential test questions should be circled in the notes. _____
8. Repetition strategies cannot be used with note taken electronically. _____
9. Questions on the left side of the notes should correspond with the information on the right. _____
10. A crease in the paper is evidence for chunking of notes. _____

Name _____

Short Answer: (Each question is worth 10 points)

11. List the 10 options for repetitions mentioned in the video. (1 pt each)

12. Summarize Ebbinghaus's Rate of Forgetting using complete sentences.

13. Based on the video, explain how you could get repetitions or interactions for a page of math notes.

14. Imagine you are explaining the effect that repetitions could have on grades to an elementary student. What information from the video is essential to convince the youngster to interact with his/her notes? Why?

15. Using evidence from the video, decide if the Cornell Notes guy is really a jerk and justify your answer in complete sentences

Name _____

Take Note... (Of What you Wrote) **ANSWER KEY**

Multiple choice: Choose the answer that **best** completes the sentence, according to the AVID onDemand module: (Each question is worth 5 points)

1. The instructions for washing hair or 洗头, is a typical example of:
 - a. Repetition
 - b. Physical hygiene
 - c. Something that will lead to being the valedictorian
 - d. Initial interaction

2. The Curve of Forgetting states that:
 - a. Ten repetitions of material are essential to academic success
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3. The Summary section of Cornell notes should:
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 - c. Be color coded to match the highlighting/underlining
 - d. Match the number of questions, including the Essential Question and the questions in the left column

4. Backwards mapping is an example of:
 - a. Time management
 - b. Cartography
 - c. Inquiry
 - d. An initial interaction with information

True/False: Write the word "True" or "False" on the line next to each question:

5. Question marks are utilized to indicate points of confusion in notes. TRUE
6. Cornell notes should be used before and during AVID tutorials. TRUE
7. Potential test questions should be circled in the notes. FALSE
8. Repetition strategies cannot be used with note taken electronically. FALSE
9. Questions on the left side of the notes should correspond with the information on the right. TRUE
10. A crease in the paper is evidence for chunking of notes. FALSE

Name _____

Short Answer: (Each question is worth 10 points)

11. List the 10 options for repetitions mentioned in the video. (1 pt each)

1. Circle key words
2. Highlight/underline main ideas
3. Put a question mark by any points of confusion
4. Asterisk possible test questions
5. Chunk and question
6. Summary that links everything together
7. Fold Over Method
8. Bring Points of Confusion to tutorials
9. Use C Notes as a resource during tutorials
10. Study, revise, compare notes with a friend

12. Summarize Ebbinghaus's Rate of Forgetting using complete sentences.

13. Based on the video, explain how you could get repetitions or interactions for a page of math notes.

14. Imagine you are explaining the effect that repetitions could have on grades to an elementary student. What information from the video is essential to convince the youngster to interact with his/her notes? Why?

15. Using evidence from the video, decide if the Cornell Notes guy is really a jerk and justify your answer in complete sentences

Standards and Essential Question:

- **10-COLL.A1** Develop positive peer interaction skills through creating group norms and reflective discussions following collaborative activities
- **10-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal-setting
- **10-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “What goals do I have for organizing my school and personal life?”

Lesson

1. Ice-Breaker – Group Juggle

- ✕ Count off the class using the following format: 1, 2, 1, 2, and so on.
- ✕ You will either need to move desks out of the way or move into the hall.
- ✕ Have 1's form one circle and 2's form another circle.
- ✕ Have one person start and throw the ball to someone else in their circle, saying the other person's name as they throw the ball.
- ✕ Have circles continue until the entire circle has received the ball at least once (and no one has received it twice).
- ✕ Have groups do a few practice runs using the same pattern every time (saying names and throwing the ball).
- ✕ Have the two groups compete to see who is faster.
- ✕ Optional: Have the groups do the pattern backwards (or use two balls per group).

2. Ice-Breaker – Mystery Student Continued

- ✕ Draw four or five more “Mystery Student Cards.”
- ✕ Do not feel like you need to get through all of the cards this week or even this month. Spread the cards throughout the year and use them to give students a break.

3. Group Norms

- ✕ Decide on a word that you would like to be your trigger word for the class (and for students to each other) if they are off task.
 - Some examples are: peaceful words (Beach, Sun, Moon, Music), academic words (Degree, Class, Notes), SAT®/ACT® prep words (Terse, Acme, Cabal, Dogma, etc.).
 - Please Note: This activity was also done in their ninth-grade year.
- ✕ Have students individually generate a list of behaviors or expectations for the year.
- ✕ Remind students that this is about what they need to have in place in order for this to be a successful year.

Materials/Notes

Class Set

AVID Tutorial Guide
2.4b “Check Out My Agenda” Scavenger Hunt
(Pgs. 60-61)

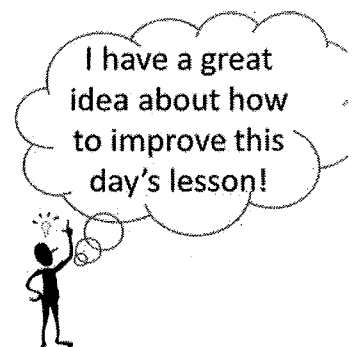


AVID Tutorial Guide
2.5 Binder Check-off Sheet
and Form 1: AVID Binder
Grade Sheet (Pgs. 65, 67)



Documentation
for Essential

2.1



Lesson Plan, Day 5

AVID – 10th Grade

- X Group students into fours. Have students collectively generate a list of five norms that they would like in place for the year.
- X Have students place their listed norms into your trigger word. Their norms do not have to start with the letter (i.e., Caring could be the G in DOGMA).
- X Create consensus as a group for one trigger word regarding norms.
- X Use the trigger word when students are breaking a norm.

4. Agenda Check

- X Have students use the “Check Out My Agenda” Scavenger Hunt questions to guide their thinking about what should be included in their agendas.
- X Have students work independently to answer the “Check Out My Agenda” Scavenger Hunt questions.
- X Have students stand up, take their own agenda and “Check Out My Agenda” Scavenger Hunt handout, and find a partner who they haven’t talked with yet today.
- X Have them compare what they found on their scavenger hunt.
- X Have them find a new partner and share their personal agendas.
 - Students discuss the following: “What components are in their agendas and what do they need to include?”

5. Binder Check

- X Please Note: If you have tutors in place, they can do the grading for this portion.
- X Have students find a new partner and sit next to them.
 - Students should take all of their materials with them.
- X Have students use the binder check to make sure that they have all of the binder components in place.
- X Have them grade the binder using Form 1: AVID Binder Grade Sheet.

6. Homework Collection

- X Collect contracts.
- X Check “Study Buddy” lists.

2.4: Agendas/Calendaring

"Check Out My Agenda" Scavenger Hunt

Directions: Examine the sample student agenda on page 2 of this handout, and then answer the following questions.

1. What system is in place to show that homework has been completed?
2. On which days do students take part in tutorials?
3. When do AVID students have their binders checked?
4. How do we know that parents are involved in the student binder process?
5. If students need additional support in content areas, what system is in place?
6. How many pages of Cornell notes are AVID students required to take?
7. What are students required to write if they do not have homework?
8. What goals does this student have for the week?

2.4: Agendas/Calendar

May 21-27

Weekly Goals:

1. COMPLETE ALL HOMEWORK!
2. ORGANIZE BINDER
3. WRITE ALL HOMEWORK, CLASS WORK, TESTS/QUIZZES IN AGENDA.

21 MONDAY	22 TUESDAY	23 WEDNESDAY	24 THURSDAY	25 FRIDAY
• TRT PG. 42 #1-35 ✓ • WORK PG. 46 # ALL ✓	• TRT PG. 46 # ALL ✓ • WORK PG. 41 # 7-11 ✓	• TRT PG. 41 # 2-106 ✓ • WORK PG. 41 # 1-6 ✓	• CHAP. 1011 BIRTH ✓ • REVIEW MATH PT. ✓ • NOTES PAPER MFG. ✓ • W/HP. TYPING ✓	• QUIZ CH 10 A ✓ • LESSON 1-6 ✓ • NO HOMEWORK ✓
• WORK ON SCIENCE FAIR PROJECT ✓	• WORK ON SCIENCE FAIR PROJECT ✓	• WORK ON SCIENCE FAIR PROJECT ✓	• WORK ON SCIENCE FAIR PROJECT ✓ • WRITE UP SCIENCE LAB ✓	• SCIENCE LAB DUE TODAY ✓
• VENN DIAGRAM: COMPARE & CONTRAST 2 MONARCHS OF WORLD (ZEUS VS PYRAMID) ✓	• CHOOSE MONARCH TO RES. (ZEUS) ✓ • GET 1 CARD ✓ • 1 EXCERPT AUT. ✓ • 1 EXCERPT NO ✓	• TAKE NOTES (CH) IN RES. ✓ • DO NOTICING ON PG. 41 PTS ✓	• ZEUS OUTLINE ✓ • FILL IN W/ DETAILS FROM NOTE CARDS ✓	• ZEUS OUTLINE ✓ • NOTE CARDS ✓ • ARTICLES ✓ • DUE TODAY !!! ✓
• NO HOMEWORK ✓	• AUTOBIO. ESSAY: BRAINSTORM ✓ • THESIS ✓ • OUTLINE ✓	• NO HOMEWORK ✓ • STUDY VOCAB. WORDS ✓ • QUIZ # 2 ERI ✓	• AUTO BIO ESSAY: RD ET ESSAY ✓	• VOCAB. QUIZ # 2 ✓ • NO HOMEWORK ✓
	• RD CH. 3-5 RD. 100 ✓	• THE CORNER NOTES (CH) ✓ • DUE ERI - 2 PAGES = (10) ✓	• ORGANIZE BINDER ✓ • LG/HIGHLIGHT ✓ • LONG. HOOVER'S PREAM ✓ • RD. SEC. SCAL ✓	• CH PRE. 10 ✓ • BC ✓ • NO HOMEWORK ✓
• STUDENT COUNCIL MTG. RM 10: 3-4 P.M. ✓	• P.S. - GOLF FIELD TRIP SLIP ✓ • 12- LUNCH/BUS ✓	• PARENT SIGNATURE CALENDAR (ERI) ✓	• SCIENCE FAIR GEA MFG. LIB 3-4 ✓	• PARENT SIGNATURE DUE ✓
• SELECT PRACTICE 46 ✓		• SCIENCE FAIR GEA MFG. LIB 3-4 ✓	• SCIENCE PRACTICE 4-6 ✓	
		• DUE AT 4PM ✓		

Handwritten note in bottom right: **Good work! Proud of you!**

Actual student sample available on
www.avid.org > MyAVID > Filesharing > Tutorology

2.5: Binder Checks

Binder Check-off Sheet

Required Contents:

- ☐ Good quality 3-ring binder—2", 2½", or 3" with pocket inserts
- ☐ 5–6 colored tab subject dividers to separate classes, including AVID Elective
- ☐ Zipper pouch to store supplies (A 3-hole-punched, heavy-duty, re-sealable plastic bag will also work.)
- ☐ 2 or more pens
- ☐ 2 or more pencils
- ☐ Notebook paper (Some notebook paper is now available in Cornell note style.)
- ☐ Agenda/daily planner/calendar
- ☐ Tutorial Request Forms (TRF)
- ☐ Learning logs

Suggested Contents:

- ☐ 1–2 zipper pouches (for supplies)
- ☐ 1 or more colored highlighter pens
- ☐ Notebook dictionary and/or thesaurus
- ☐ Calculator
- ☐ Six-inch ruler
- ☐ Tips on note-taking and test-taking skills/tutorial guidelines/other AVID strategy sheets
- ☐ Samples of note-taking in specific subject areas

Binder Organization (Order of Materials):

- ☐ Zipper pouch with supplies
- ☐ Agenda/daily planner/calendar
- ☐ Notebook paper
- ☐ Divider for each class

Divider Organization (Behind Each Divider):

- ☐ Cornell notes
- ☐ Handouts/worksheets/classwork
- ☐ Tests/quizzes
- ☐ Returned assignments

Additional Supplies Required for My AVID Binder

1. _____
2. _____
3. _____
4. _____

2.5: Binder Checks

Form 1: AVID Binder Grade Sheet

Student's Name _____

Tutor's Name _____ Date _____

- | | | |
|-------------------------------------|-------|---|
| Agenda/Daily Planner/Calendar | _____ | <input type="checkbox"/> (30 pts. possible) |
| Notes (labeled with dates) | _____ | <input type="checkbox"/> (30 pts. possible) |
| Organization | _____ | <input type="checkbox"/> (15 pts. possible) |
| Neatness | _____ | <input type="checkbox"/> (15 pts. possible) |
| No loose papers | _____ | <input type="checkbox"/> (5 pts. possible) |
| Supplies (zipper pouch) | _____ | <input type="checkbox"/> (5 pts. possible) |

Total _____

Comments

Agenda/Daily Planner/Calendar _____

Notes _____

Organization _____

Neatness _____

Loose pages _____

Supplies _____

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-ORG.B5** Refine the skill of composing an Essential Question based on the Standard or objective covered by the lesson
- **EQ:** “How can I generate an Essential Question?” (Note: Don’t post until it shows up in the PowerPoint.)

Lesson

1. Vocabulary

- ✕ Project Week 2 SAT/ACT Vocabulary PowerPoint
- ✕ **Malleable – (adj)** [mal-ee-uh-buhl] capable of being extended or shaped by hammering or by pressure from rollers (*Aluminum is a very malleable metal.*)
- ✕ **Bucolic – (adj)** [byoo-kol-ik] of, pertaining to, or suggesting an idyllic rural life (*The busy New Yorker always dreamed of a more relaxed and bucolic life in the country.*)
- ✕ **Eloquent – (adj)** [el-uh-kwuhnt] having or exercising the power of fluent, forceful, and appropriate speech; movingly expressive (*The eulogy he gave at his mother’s funeral was very eloquent.*)
- ✕ **Halcyon – (adj)** [hal-see-uhn] calm; peaceful; tranquil; happy; joyful; carefree (*The old man liked to think back to the halcyon days of his youth.*)

2. Cornell Notes – Creating Essential Questions

- ✕ Encourage students to take out Cornell notepaper.
- ✕ Display the Creating Essential Questions PowerPoint.
- ✕ Discuss the following: “Why should students have an Essential Question?”
- ✕ Talk about being proactive (but non-confrontational) with teachers.
- ✕ On Slide 4, pass out the Creating Essential Questions handout.
- ✕ Have students complete an Essential Question for English and Math Standards, as well as create a question based on the topic of photosynthesis in Biology.
- ✕ On Slide 7, have students think about how they would summarize the notes that they took today.
 - Only give them a few minutes to think about this.
- ✕ Click to have the Essential Question pop up. Allow students time to copy the Essential Question.
- ✕ Tell them that the Essential Question’s power is that it helps you easily summarize the material and ensures that you have a proper understanding of the day’s lesson.
- ✕ Have students use the questions from the Creating Essential Questions handout as a guide when they need to generate their own question.
- ✕ Make sure students know that the first major note focus for the year is ensuring that you have an Essential Question, and you will be checking for that on the notes.

Materials/Notes

Project

Week 2 SAT/ACT Vocabulary PowerPoint



Creating Essential Questions PowerPoint



Class Set

Focused Note-Taking CD

Creating Essential Questions



Creating Essential Questions



Documentation
for Essential

6.3

I have a great
idea about how
to improve this
day’s lesson!



Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** How are the various levels of questioning used during tutorials with the goal of prompting critical thinking, checking for understanding, and clarifying the Point of Confusion?

Lesson

1. Introduction to Scripting

- ✕ Show students two minutes of the inquiry section of Jennifer's Tutorial Video (Video Directions: Chapter Menu of Tutorial Components/ Chapter 3: Group Member Inquiry/Start Time: 2:50).
- ✕ Have students observe the teacher script for the video's first two minutes. Script, using the Tutorial Scripting Form: Algebra II, by following the directions below.
- ✕ Create a seating map of the tutorial group:
 - Where is the whiteboard?
 - Where are the group members seated?
 - Where is the tutor seated?
 - Where is the student presenter standing?
 - Observe group member #2 only in the video. Record a "G2" for the tutor and write the questions asked by the group member.
- ✕ Record on a whiteboard, Elmo, Smart Board, etc., so students can see how you are scripting the tutor's role.
- ✕ Have students sit in their tutorial groups.
- ✕ Have students review the Questions for Socratic Dialogue handout in their group.
- ✕ Have each group decide what type of question the group member asked of the student presenter (question to probe, question to explain, etc.).
- ✕ In addition, have the students review the Levels of the Inquiry Process handout to look at the Levels of Thinking used by the group member.
- ✕ Have a tutorial group conversation with students: What patterns do you see in the inquiry process? What academic vocabulary words were used?

2. Student-Guided Scripting Activity

- ✕ Show the next two minutes of Jennifer's Tutorial Video.
- ✕ Have students use the Tutorial Scripting Form to record the questions and responses generated throughout the tutorial while the teacher scripts, as well.
- ✕ Teacher will share his/her scripting with the class. Students will compare their tutorial scripting with that of the teacher. Have students fill in gaps, refine their script, and highlight one question recorded that promoted critical thinking.
- ✕ Students then share that question and discuss how it promoted critical thinking.

Materials/Notes

½ Class Set

AVID Tutorial Guide
3.14i Questions for Socratic Dialogue (Pgs. 263-265)



Class Set

AVID Tutorial Guide
3.14g Levels of the Inquiry Process (Pg. 261)



Tutorial Scripting Form



Tutorial Scripting Form:
Algebra II



Documentation
for Essentials

8.2

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 7

AVID – 10th Grade

3. Student Individual Scripting Activity

- X Show another two minutes of the Jennifer's Tutorial Video.
- X Have students use the Tutorial Scripting Form to continue to record the questions and responses generated throughout the tutorial.
- X Have students pair-share their scripting with each other. Students will compare their tutorial scripting with each other. Have students fill in gaps, refine their script, and highlight one question recorded that promoted critical thinking.
- X Have students share the question highlighted and discuss how the question promoted critical thinking.

4. Tutorial Group Activity

- X Have students meet in their tutorial group to create a tutorial refining goal for the tutorial that was just observed.
- X Have each group share this goal.
- X Create a refinement action plan with your team and record on the handout.

5. Extensions

- X Use the blank scripting form to observe class tutorials. There are various formats for scripting tutorials: administrator, teacher, tutor and/or tutorial group can observe tutorial groups using the scripting technique. For example, two group members from Group 1 can script tutorial for Group 2 and share their findings.

Standards and Essential Question

- **10-CD.C1** Continue in extracurricular clubs, programs, community service, and athletics of interest to demonstrate commitment, in addition to seeking out positions of leadership, such as club officers or captains
- **10-REA.B2** Read and discuss various examples of text, including articles from fiction and non-fiction
- **10-REA.B3** Mark texts to track understanding of the text and questions about the reading
- **10-REA.B4** Utilize charting of the text to track various points of view and opposing claims
- **10-WRI.D3** Write detailed reflections on experiences, presentations, and speeches, focusing on how the knowledge is applied to decisions
- **EQ:** “How much is too much when it comes to being involved in school?”

Lesson

1. Ice-Breaker – Snowball Fight

- ✗ Have students write something about themselves that is fairly unique, but might still apply to multiple people.
 - Examples: I have visited another state, I am enrolled in AP® European History, I have taken summer school, etc.
- ✗ Have all students crumple up the paper into a “snowball.”
- ✗ Count to three, and then have all students throw their “snowball” across the room.
- ✗ Let students know when to stop and make sure that everyone has one paper. Choose one student to read their paper.
- ✗ Everyone who the statement does not apply to sits down, and those who it does apply to remain standing.
- ✗ Have everyone stand again and repeat the “snowball fight.”

2. Critical Reading Instructions

- ✗ Find an article that discusses the importance of school and community involvement. A sample article is linked in the right column.
- ✗ First Read: Read the entire article out loud to the class or have them listen to the article in its entirety from the website.
- ✗ Second Read: Students re-read the article silently and Mark the Text.
- ✗ Third Read: Students re-read the article silently and make personal connections between their life and the text in the margins.

3. Persuasive One-Pager

- ✗ Students must create a one-pager, persuading other students that getting involved in school is a positive choice.
- ✗ Guidelines include the following:
 - Article title and author

Materials/Notes

Resources

Sample Article



Class Set

Critical Reading

5.5 Marking the Text: Non-fiction (Argument) (Pg. 62)



Critical Reading

7.5 Writing in the Margins: Making Connections (Pg. 87)



Documentation
for Essential

6.5

I have a great idea about how to improve this day's lesson!



Lesson Plan, Day 8

AVID – 10th Grade

- A brief summary of the article
- Three important quotes that support your position
- Personal response regarding student involvement
- Visual representation of some type

4. Final Thoughts

- ✕ Remind students that becoming involved and well-rounded will be critical in the future as they plan to apply for college and especially for scholarships.
- A key component is becoming involving in a variety of activities, including:
 - School (athletics, clubs, band, etc.)
 - Community Service (volunteering)
- ✕ Have students write at least one school and community activity that they can become involved in this year.
- ✕ As a teacher, you might need to begin by brainstorming a list of possible service learning opportunities.
- ✕ Some examples include the following:
 - Red Cross, Special Olympics, food banks, Habitat for Humanity, park/beach clean-up, nursing homes, etc.
- ✕ Have student share their personal response with a neighbor on the way out of class.

Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How can I better support the other students in my tutorial group?”

Lesson

1. Practice Question Generation

- ✕ Have students take out their Cornell notes and other resources from their classes.
- ✕ Tell students to select a subject where they need some additional support.
- ✕ Provide students with time to go through their materials and generate an initial question about a topic that they don’t understand.
- ✕ Have students fill in any information that they “know” about coming up with a solution.
- ✕ Have students work through as much of the question as they can, until they become stuck.

2. Practice Tutorial

- ✕ Note: If it is too early in the year for tutorials, you can use the day to cover material from previous days or review the AVID Tutorial Process.
- ✕ Have students form groups of seven.
 - Include tutors in this, if they are in place.
 - If not, have students rotate in the role of tutor.
- ✕ Have students go through the AVID Tutorial Process, with one student scripting the tutorial question.
- ✕ Stop the process with 10 to 15 minutes left in the class and have tutorial groups debrief the process.
 - Make sure that the students who scripted bring up what they saw/heard.
- ✕ Debrief as a large group: “What could we do to improve the AVID Tutorial Process?”

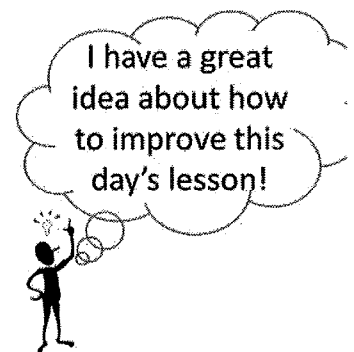
Materials/Notes

Class Set

AVID Tutorial Guide
2.17a Tutorial Request Form .
(TRF) (Pgs. 138-139)



Scripting Form



Standards and Essential Question:

- **10-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal-setting
- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving
- **10-CD.C3** Continue in extracurricular clubs, programs, community service, and athletics of interest to demonstrate commitment, in addition to seeking out positions of leadership, such as club officers or captains
- **EQ:** “Have I found my niche?”

Lesson

1. Cornell Note Quiz

- ✗ Have students take the Cornell Note Quiz from the notes that they took last week.
- ✗ Once students have completed the Cornell Notes Quiz, have them take out their notes from last week. Help students see if the information was in their notes (see if anyone recorded the information).
- ✗ Have students reflect on the following quickwrite: “How did I review my Cornell notes this past week, and how did it affect my test?”

2. Forced Choice Involvement Activity

- ✗ Students are asked to choose their preference between the following dichotomies.
 - They must go to one side of the room or the other (designated by you as the teacher) to show which activity they prefer.
 - No one can be in the middle.
- ✗ Once on a side, have students discuss with one another why they made that choice:
 - *Volleyball or Swimming?*
 - *Decorate for a school dance or Argue on the debate team?*
 - *Pep Band or Drama?*
 - *Choir or Dance Team?*
 - *Student Government or Student Leadership?*
 - *Actor or Set designer?*
 - *Quarterback or Special teams?*
 - *Club president or Club secretary?*
 - *National Honors Society or Honor Guard?*
 - *Leader or Follower?*
 - *School newspaper or School television reporter?*
 - *Teacher assistant or Student mentor?*
 - *Clubs or Sports?*
 - *Computer club or Automotive club?*
 - *Would you rather be a bat or be a baseball?*

Materials/Notes

Resources

Personalized License Plates



Class Set

Cornell Note Quiz



Teacher Resource (Answers)



AVID Tutorial Guide

2.5c Form 1: AVID Binder Grade Sheet (Pg. 67)



Class Set (divide number of students by two)

Blank License Plates

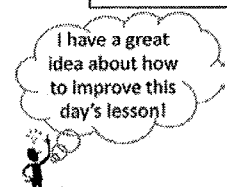


Materials

Two Different-Colored Pens

Documentation
for Essential

7.4



Lesson Plan, Day 10

AVID – 10th Grade

- Would you rather *watch a football game* or *play in one*?

- ✕ Upon the completion of this activity, ask students to stand in one large circle.
 - Tell them to think of one word that sums up their thoughts regarding this forced choice activity.
 - Pose the following questions: How did it feel to have to choose? Is this realistic? Why or why not?

3. License Plates

- ✕ Give every student one of the Blank License Plates, made out of copy paper.
- ✕ Instruct them to create a personalized license plate that is symbolic of something that they are currently involved in at school.
 - Reminder: They only get seven characters! Be creative. Use color.
 - If time permits, have students guess what each is and to whom it belongs.

4. Binder Checks

- ✕ Have students move into groups of four.
 - You can use Team Huddle protocol to move students multiple times before having them form their official group. This will keep them from meeting with their closest friends.
- ✕ Distribute Form 1: AVID Binder Grade Sheet.
- ✕ Let students know that this is not part of a formal assessment.
- ✕ Have students pass their binder to the person on their left.
- ✕ Have the first student exchange binders with an elbow partner.
- ✕ Students should grade the binder in a designated color (e.g., blue).
- ✕ Have students grade the binder's/agenda's organization.
 - Is paper in the proper place? Can you find information? Is there a color-coding system?
- ✕ Allow students to discuss what they saw, what was good, and what can be improved.
- ✕ Students should take back their personal binder, and then exchange with their other elbow partner.
- ✕ Have them look at the binder check and examine the binder/agenda for content.
 - Students should look at the quality of the content.
- ✕ Allow students to discuss what they saw, what was good, and what can be improved.

Standards and Essential Question:

- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **10-CD.B3** Reassess short-, mid-, and long-term goals
- **EQ:** “What is my own personal thought process when faced with a challenge?”

Lesson

1. Vocabulary

- ✕ Every third week, we will focus on word parts (root, prefix, suffix), as opposed to SAT® words. Follow the same assignment instructions as with the SAT words.
- ✕ Project Week 3 SAT/ACT Vocabulary PowerPoint
- ✕ Ego = self. Examples: egoistic – self-centered; egomania – excessive preoccupation with oneself; egotistical – filled with self-loving. (*The egotistical young man could not walk by a mirror without looking in it.*)
- ✕ Grat = pleasing. Examples: gratify – to please someone; grateful – feel thankful; gratuity – a tip or token of appreciation. (*I chose not to gratify his insulting comment with a response.*)
- ✕ Inter = between, among, jointly. Examples: intercept – to stop or interrupt the course of; international – involving two or more countries; intervene – to come or occur between. (*The US chose not to intervene in World War II until after the bombing of Pearl Harbor.*)
- ✕ Nov = new. Examples: innovate – to introduce in a new way; novelty – something new; novice – a person that is new at a job; renovate – to make something like new again. (*There was a time when having a cellular phone was a true novelty.*)

2. Hit the Track!

Note: If your school does not have an accessible track, you could use a square block or the gym, or additionally, tie students’ legs together with yarn for partnering.

- ✕ Once all of the students have arrived, instruct them to take one lap around the track! Tell them that you do not care how they accomplish this task (run, walk, skip, etc.), but everyone must complete one lap.
- ✕ “ON YOUR MARK...GET SET... GO!”
- ✕ As the AVID Elective teacher, remember that it is your duty to encourage and cheer them along!
- ✕ Once everyone has completed their lap, have them take a seat in the bleachers or somewhere in the shade.
- ✕ Ask them to reflect on the lap that they just completed by responding to the sentence starter on the handout. Encourage them to be honest and put thought into each response.
- ✕ Have students hold on to this handout for next class.

Materials/Notes

Project

Week 2 SAT/ACT Vocabulary PowerPoint



Class Set

“On Your Mark...”



Materials

Pens/Pencils



Standard and Essential Question:

- **Focus Area:** 10 Step of the AVID Tutorial Process Refinement
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following the tutorial session.
- **Background:** The AVID Tutorial Process has been divided into three parts: before the tutorial, during the tutorial, and after the tutorial. These three parts provide a framework for the 10 Steps of the AVID Tutorial Process.
- **EQ:** How do we refine our 10-Step AVID Tutorial Process to create effective, rigorous, and collaborative tutorials?

Lesson

1. Prior to Today's Tutorial

- ✕ This should be 10 minutes only.
- ✕ **Quickwrite:** Students answer the Essential Question on the Tutorial Mini-Lesson Action Plan. Collect this to be used as evidence for certification of refinement.
- ✕ **Pair-Share:** Students share their quickwrite with a partner.
- ✕ **Teacher Discussion/Note-Taking of Key Points:** Teacher discusses with students ways to support/refine the focus area to create more rigorous tutorials.
 - **For example,** have students identify a personal commendation and recommendation for themselves in the 10-Step AVID Tutorial Process. They can:
 - Share in tutorial groups what they do well and their area of improvement
 - Create an accountability system for improvement
 - In addition, tutorial groups can each be assigned a different step and brainstorm ideas/strategies for its successful implementation.
- ✕ **My Goal and Action Plan for Today's Tutorial:** Have students create a goal to address this focus area in today's tutorial, as well as future ones. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

2. Tutorials

- ✕ Have students break into tutorial groups.

3. After Today's Tutorial

- ✕ Leave 10 minutes for reflection.
- ✕ **Reflections:** In lieu of completing the entire reflection, have students complete only the second prompt of the reflection: "What I learned about my Point of Confusion..." In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.
- ✕ **Share-Out:** In groups, have tutors lead a discussion about the focus area observation: "How did you refine the focus area in today's tutorial?"
- ✕ Select one student per tutorial group to share his/her reflection in meeting the focus area.

Materials/Notes

Class Set

AVID Tutorial Guide

1.9 The 10 Steps of the AVID Tutorial Process (Pgs. 41-47)

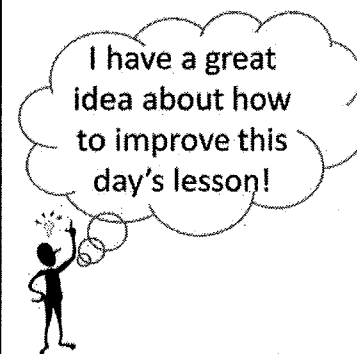


Tutorial Mini-Lesson Action Plan



Documentation
for Essential

8.2



Standards and Essential Question:

- **10-CD.B3** Reassess short-, mid-, and long-term goals that will continue to ensure academic and personal growth
- **10-CD.B5** Set and monitor goals around community service, extracurricular activity involvement, and academic testing
- **10-CD.A6** Assess areas of weakness and develop plans to address those weaknesses
- **EQ:** "What do I want to accomplish this year? ...Academically? ...Personally? ...Involvement?"

Lesson

1. Portfolio and Four-Year Plan

- ✕ Have AVID student portfolios from last year ready to pass out when students arrive.
- ✕ Allow 10 to 15 minutes for students to locate their most recent transcript, to update their four- or six-year plan, and to examine their current resume/activities chart.

2. Goal-Setting

- ✕ Remind students of their lap around the track from Monday. Direct them to each re-examine their handout from last time.
- ✕ Ask the following questions: Why did I have you take a lap around the track? How was the task of running that single lap similar to goal-setting?
- ✕ Have students share their written reflections with a shoulder partner.
- ✕ Ask the following questions: What was tough about running a lap? What is difficult about setting a goal?
- ✕ Give each student a copy of the AVID Two Goals handout.
 - **Option 1:** Consider deleting some of the questions.
 - **Option 2:** Bring in a guidance counselor to discuss SMART goals.
- ✕ Before they begin setting their goals, remind them about setting SMART goals!
- ✕ Instruct them to write one academic goal, one personal goal, and one goal regarding school involvement.
- ✕ Goals should be specific and necessary. In other words, they can be proven valid according to the evidence in student portfolios.
- ✕ Once students complete their goals, make a copy. Give them the originals to keep in their binders, and the other is for them to put in their student portfolio.
- ✕ Have students present one of their goals to the class, not only for accountability reasons, but most importantly for family support!
 - **Possible Extension:** Draw a track (representing a year) on a poster board, have students write their goal on a card, and place it where they plan to accomplish it.
- ✕ It is advisable to either store these in their student portfolios, or as the teacher, create a copy and save them.
 - The goals will be used on Day 91.
 - Determine as a class when you'll revisit these goals for revising and celebration!

Materials/Notes

Class Set

College and Careers
1.13 Six-Year Plan Grid
(Pg. 42)



Four-Year Plan



AVID Two Goals



Materials

Ninth-Grade Student
Portfolios

Documentation
for Essential
4.3&5.5

I have a great
idea about how
to improve this
day's lesson!



Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** “What can we do to refine our 10-Step AVID Tutorial Process to create effective, rigorous, and collaborative tutorials?”

Lesson

1. Tutorials

- ✕ During tutorials today, remind students to be implementing their Personal Action Plan from Tuesday.

Materials/Notes

Documentation
for Essential

6.3



Standards and Essential Question:

- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving
- **10-COLL.A7** Participate in group discussions and reflections based on collaborative work
- **10-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal-setting
- **EQ:** “What academic artifacts will be important to collect this year?”

Lesson

1. Ice-Breaker – Human Knot

- ✕ Divide the class in half by numbering off: 1, 2, 1, 2, and so on.
- ✕ Instruct the students to huddle together closely and grab two different hands. On the count of three, they need to try to untangle their arms without letting go of the other students’ hands.
- ✕ Count to three and have students untangle their group.
 - This activity can be repeated once or twice, depending on student engagement.

2. Learning Log

- ✕ Distribute the Weekly Learning Log.
- ✕ Have students reflect on the different subjects for the week.

3. Portfolio Creation

- ✕ Distribute a manila folder to each student in the class.
- ✕ Have the students create an illustration for each of the following:
 - In the top-left corner – A goal that you have for the year
 - In the top-right corner – The college or university that you plan to attend
 - In the bottom-left corner – Your proudest moment from freshman year
 - In the bottom-right corner – A depiction of your favorite childhood memory
- ✕ Have students alphabetize the portfolios in a place that is easily accessible to them.
- ✕ Let students know that their portfolio will be the place for all of their academic artifacts that they wish to keep.

4. Team-Builder – Land Mines

- ✕ Break the class into three teams.
- ✕ Blindfold one person from each team.
- ✕ Randomly scatter five to 10 paper plates in front of each team.
- ✕ Team members must guide their teammates from one side of the class to the other without stepping on any “landmines” (paper plates).

Materials/Notes

Class Set

Strategies for Success
4.3 Weekly Learning Log
(Pg. 45)



Reference

Strategies for Success
7 Portfolios (Pgs. 215-217)



Materials

Manila Folders, Various
Different-Colored Pens,
Blindfolds, and Paper Plates

Documentation
for Essentials

3.3

I have a great
idea about how
to improve this
day's lesson!



Standard and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **EQ:** “How will I improve my SAT/ACT scores?”

Lesson

1. Vocabulary

- ✗ Project Week 4 SAT/ACT Vocabulary PowerPoint
- ✗ Miserly – (adj) [**mahy**-zer-lee] stingy; mean. (*Ebenezer Scrooge is a famous example of a miserly man.*)
- ✗ Bolster – (v) [**bohl**-ster] support; reinforce; add. (*After they lost the game, the coach tried to bolster the team’s spirits by taking the players for ice cream.*)
- ✗ Prolific – (adj) [**pruh**-lif-ik] abundantly fruitful; producing in large quantities or with great frequency. (*Shakespeare was a very prolific playwright.*)
- ✗ Terse – (adj) [turs] concise; pithy; brief. (*After his loss in court, the lawyer was very terse in his response to the media’s questions.*)

2. Who Cares About My SAT/ACT Scores?

- ✗ Display the video about SAT/ACT scores (or use the PowerPoint to talk about the need for an SAT/ACT study plan).
- ✗ Have students take notes on the video.
- ✗ Following the video, have students reflect and create an Action/Study Plan for the coming semester, including the following information:
 - How much will you study?
 - When will you study?
 - What will you study?
 - Where will you get the study information?
- ✗ Have students stand up and find a new elbow partner.
- ✗ Allow students three minutes to discuss their Action/Study Plan.

3. Planning for College Entrance Exams

- ✗ Distribute the College Entrance and Placement Exams handout.
- ✗ Have students underline key information about ACT, SAT, CLEP®, TOEFL®, AP® tests, and SAT subject tests. (This is also something that students can jigsaw.)
- ✗ Have students write down when they think the various tests will be important and when they should study.
- ✗ Have a class discussion about what their study plan for these tests should look like, when they should start studying for the tests, how they should study.
- ✗ It will also be helpful to have resources, web pages, and applications available.
- ✗ Discuss the upcoming date for, and the importance of, their tenth-grade PSAT®.

Materials/Notes

Project

Week 4 SAT/ACT Vocabulary PowerPoint



Who Cares About My SAT or ACT Score?



or

Who Cares About My SAT or ACT Score?



Resources

Preparing for College
3.2 Planning for College Entrance Exams, and College Entrance and Placement Exams (Pgs. 53-54)



Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** “What can we do to refine our 10-Step Tutorial Process to create effective, rigorous, and collaborative tutorials?”

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. Tutorials – Focus on 10-Step Tutorial Process

- ✧ As you monitor groups today, continue to look at implementation of the 10-Step Tutorial Process. Utilize the Steps in the Tutorial Process one-pager as a resource for the teacher, students, and tutors.

Materials/Notes

Reference (one teacher copy)

AVID Tutorial Guide
3.18b Observation and Feedback (Pgs. 281-282)



Class Set

AVID Tutorial Guide
1.9b Steps in the Tutorial Process (Pg. 46)



Documentation
for Essential

8.2

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-INQ.C1** Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions
- **10-COLL.A4** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
- **10-ORG.A4** Analyze grades to adjust study habits and time allocations
- **10-ORG.D1** Use graded assessments to identify and reflect on academic weaknesses and determine study and test-taking strategies that will aid in test preparation
- **EQ:** "How can I improve my grades and class performance?"

Lesson

1. Four Corners – Roadblocks to Good Grades

- Let students know that they will be focusing the first part of the day on their greatest struggle with grades.
- Have students think of the times when they have really struggled in a class, or (preferably) a class (or classes) that they are struggling with now.
- Have students move to the corner that most closely relates to the reason why they struggled in a class.
 - Procrastination, Organization, Study Habits, or Time Management – This corner is for students who might have difficulties sitting down to study or even knowing what to study.
 - Disengaged in Delivery – This corner is for students who might really dislike a class or find it uninteresting.
 - Lack of Academic Support – This corner is for students who might not have support structures at home to provide additional support preparing for tests or finishing homework.
 - Not Familiar with Content/Lacking Skills – This corner is for students who might be in a course that requires them to write, read, or do computations that go beyond their skillset.
- Note: These are just suggestions, and you can adjust your four corners to include other reasons (i.e., School is Uncool, Learning Disabilities, Lacking Connections to Real Life/Culture, etc.).
- Have students move to the corner that is their greatest area of struggle.
- Have students discuss the following:
 - Why did you choose this corner? Give examples of how you struggle with this area.
 - What can you do to overcome this area of difficulty?
- Have students share out ways that they determined to overcome this area of difficulty.
 - Give the other three corners a brief amount of time to offer other suggestions.

Materials/Notes

Post (one copy of each page hang on walls)

Four Corners



Class Set

Strategies for Success

Developing Opening, Core, or Closing Questions, and Questions Planning Template (Pgs. 165-166)



or

WICOR Boost 4



"Of Revenge"



Documentation
for Essential

6.5

I have a great
idea about how
to improve this
day's lesson!



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

Lesson Plan, Day 18

AVID – 10th Grade

- Once all groups have shared, have the students choose one strategy that they will commit to using for the remainder of the year.

2. Critical Reading – “Of Revenge”*

- X Have students do a quickwrite to the following prompt: “I think that revenge...”
- X Have students do a Stand-Share-Sit.
 - Have students get into groups of four, stand up, read their quickwrite to the other three in their group, and then sit when they are finished.
- X Distribute the “Of Revenge” copies.
- X Have students underline any of the other’s claims or key ideas.
- X Distribute either the Developing Opening, Core, and Closing Questions handout or the Questions Planning Template handout.
- X Have students write questions in the margins that could be used as opening, core, or closing questions during the Socratic Seminar on Day 140.
- X Choose a student leader for the Socratic Seminar on Day 140.
- X Note: If you are running short on time, this activity can be done/finished for homework.

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

Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** “What can we do to refine our 10-Step Tutorial Process to create effective, rigorous, and collaborative tutorials?”

Lesson

1. Tutorials – Focus on 10-Step Tutorial Process

- ✕ As you monitor groups today, continue to look at implementation of the 10-Step Tutorial Process. Utilize the Steps in the Tutorial Process one-pager as a resource for the teacher, students, and tutors.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, what is going well, and what can be improved.

Materials/Notes

Reference (one teacher copy)

AVID Tutorial Guide

3.18b Observation and Feedback (Pgs. 281-282)



Class Set

AVID Tutorial Guide

1.9b Steps in the Tutorial Process (Pg. 46)



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-CD.A4** Demonstrate the ability to successfully resolve conflicts and disputes with peers and teachers
- **10-COMM.A8** Participate in group discussion, progressing the discussion into deeper levels of thinking
- **10-COMM.B2** Effectively summarize ideas from a discussion
- **10-COLL.A9** Refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
- **EQ:** "Should we seek to find revenge for the wrongdoings of others?"

Lesson

1. Before the Socratic Seminar

- ✕ Choose a student leader (the day before the Socratic Seminar).
- ✕ Be sure that the student has read the text, has generated questions (opening, core, and concluding) to support the conversation, and is clear on their roles/responsibilities.

2. Socratic Seminar – "Of Revenge"

- ✕ Have students move into a Socratic Seminar circle.
 - Use either one large circle, inner/outer circle, or the wingman formation.
- ✕ Have the student leader choose/share an overarching question to guide the discussion.
- ✕ Sit in a seat outside of the circle and do some of the following:
 - Record key points that were said
 - Draw a web of who is speaking
- ✕ Utilize the student leader to transition from opening to core to closing questions.
- ✕ While students are still in the circle, use the Critiquing or Debriefing the Seminar handout or ask the debriefing questions below:
 - "What is your overall evaluation of the Socratic Seminar?"
 - "What was the best point made during the Socratic Seminar?"
 - "How has this essay changed your view on revenge?"
- ✕ Conclude by asking volunteers to discuss what they did really well and what they need to work on further.
 - Generate a goal that they can work on during the next Socratic Seminar.
- ✕ Have students rearrange the desks.

Materials/Notes

Class Set

Strategies for Success
Critiquing or Debriefing the Seminar (Pg. 167)



or

WICOR Boost 4



Reference

"Of Revenge"



Documentation
for Essential

7.3

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-WRI.A2** Analyze a prompt for timed writing situations
- **EQ:** “How can I improve my ability to write under timed conditions?”

Lesson

1. Vocabulary

- ✕ Project Week 5 SAT/ACT Vocabulary PowerPoint
- ✕ Aspire – (v) [*uh-spahy^{uh}r*] seek to attain; long for. (*Some young girls and boys aspire to be astronauts.*)
- ✕ Esoteric – (adj) [*es-uh-ter-ik*] hard to understand; known only to the chosen few. (*The computer programming manual was filled with esoteric directions.*)
- ✕ Vacillate – (v) [*vas-uh-leyt*] waver; fluctuate. (*Both used cars seemed to be good options, so the man continued to vacillate before making a purchase.*)
- ✕ Stagnant – (adj) [*stag-nuhnt*] motionless; stale; dull. (*Bacteria grow easily in stagnant water.*)

2. Timed Writing*

- ✕ Remind students about the stages of writing a timed essay. 1/6th of the time reading the prompt and planning a response. 4/6th on writing the essay. They should try for 3-4 paragraphs. 1/6th on reviewing and revising
- ✕ Remind students about last year’s lesson on writing strong introductions. Encourage them to start with a quote (BUT NOT THE ONE FROM THE PROMPT!) or a story. Also, encourage them to use some of the academic vocabulary.
- ✕ Tell students that this will be a mock timed writing, and they can begin planning.
- ✕ The planning stage should be five to eight minutes. Stop them after five to eight minutes. Have them start writing the actual essay. Tell students that it is important not to skip this phase and that written proof of planning will be part of their grade.
 - Provide highlighters to mark tasks on the prompt.
- ✕ Have the class discuss their understanding of the writing task.
- ✕ Tell students that they now have about 25 to 30 minutes to answer the writing task.
 - They should attempt to write at least three paragraphs.
- ✕ Have the students begin wrapping up after the time is up. They should go back to reread and edit their essay, even if the essay is not finished.

3. Homework

- ✕ Remind students there will be a mystery check on Day 25, so students need to be prepared for a quality, quantity, binder, or planner check.

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

Materials/Notes

Project

Week 2 SAT/ACT Vocabulary PowerPoint



Reference

High School Writing
8.1 How to Read and Analyze a Writing Prompt
(Pgs. 400-403)



Class Set

Timed Writing Prompt



Materials

Highlighters

Documentation
for Essential

6.2

I have a great
idea about how
to improve this
day’s lesson!



Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** “What can we do to refine our 10-Step Tutorial Process to create effective, rigorous, and collaborative tutorials?”

Lesson

1. 10-Step Process Action Plan

- ✕ Have students get out their 10-Step Tutorial Action Plan from Day 12.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their 10-Step Tutorial Action Plan.

2. Tutorials

- ✕ As you monitor groups today, continue to look at implementation of the 10-Step Tutorial Process.

Materials/Notes



Standard and Essential Question:

- **10-CR.C4** Begin developing an understanding of career paths and the associated college degree
- **EQ:** “What are some of my possible career choices and which college majors are most appropriate for entering that career?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 1 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Quickwrite

- X The prompt for the quickwrite is: Describe your dream job. You don't have to list a specific job or career, but rather, consider what conditions you would prefer. Do you want to work inside or outside? ...With people or independently? ...In a small town or a big city? ...With people or with facts/numbers? You have no limitations.
- X Allow three minutes for students to quietly respond.
- X Then, have them pair-share their responses.

2. Career Research

- X Distribute the Possible Careers and College Majors handout.
- X Allow students computer time to research possible careers.
- X You may need to provide guidance for research.
 - An excellent resource for general career information is the Bureau of Labor Statistics' Occupational Outlook Handbook (www.bls.gov/oco).

Materials/Notes

Class Set

College and Careers

4.5 Possible Careers and College Majors (Pg. 131)



Materials

Computers with Internet Access



Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** “What can we do to refine our 10-Step Tutorial Process to create effective, rigorous, and collaborative tutorials?”

Lesson

1. 10-Step Process Action Plan

- ✕ Have students get out their 10-Step Tutorial Action Plan from Day 12.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their 10-Step Tutorial Action Plan.

2. Tutorials

- ✕ As you monitor groups today, continue to look at implementation of the 10-Step Tutorial Process.

Materials/Notes



Standards and Essential Question:

- **10-CR.A1** Practice strong usage of academic language through thought-provoking questions that clarify or will lead to greater depth of knowledge
- **10-CR.A2** Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
- **10-CR.A3** Write letters of appreciation to guest speakers, making sure to reflect on, and express learning from, the presentation
- **EQ:** "What insights can a former student give me about college and career choice."

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 2 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Class Opening

- X Have students take out Cornell notepaper for focused note-taking and the questions that they generated for the guest speaker as homework.
- X Select students to meet the presenter at the door to welcome him/her.

2. Introductions

- X Ask one student to give a prepared introduction of the presenter, including the following information: name, year of graduation, and brief biographical information.

3. Guest Speaker – Former Student

- X Students should take Cornell notes during the presentation and pose the prepared questions at appropriate times.
- X Have a former student discuss life after high school, their college experience, their career experience, and other related topics.

4. Reflection and Closing

- X Ask one student to thank the presenter and close the talk.
- X Give students five to 10 minutes to review and revise their notes and to write the reflection for their notes.
- X Students should also write a thank-you note to the presenter.

Materials/Notes

Reference (for guest speaker)

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



Materials

Bottle of Water and Thank-You Card(s)

Documentation
for Essential

3.3

I have a great
idea about how
to improve this
day's lesson!



Standard and Essential Question:

- **10-CR.D2** Chart scores from PSAT®/PLAN®, monitor areas of weakness, and create a study plan to meet testing needs
- **EQ:** “What strategies can I use while taking a test?”

Lesson

1. Vocabulary

- X Project Week 6 SAT/ACT Vocabulary PowerPoint
- X Ambi/amphi = both, on both sides, around. Examples: ambidextrous – able to use both hands equally; ambiguous – having more than one meaning; ambivalence – conflicting or opposite feelings toward a person or thing. (*The poem was full of complex analogies and ambiguous language.*)
- X Cred = believe. Examples: credence – belief that something is true or valid; credulous – believing things too easily; incredible – unbelievable; credulity – willingness to believe or trust too easily. (*Having been lied to before by her sometimes-friend, she did not give her statements much credence.*)
- X Path = feeling, emotion. Examples: antipathy – a feeling of great dislike; apathy – a lack of feeling or interest; empathy – ability to understand another’s feelings. (*His poor grades evidenced his apathy toward completing his homework.*)
- X Sed = sit. Examples: sedate – calm, quiet, or composed; sedentary – characterized or requiring a sitting position; sediment – the matter that settles to the bottom of a liquid. (*The office job was a much more sedentary option for the active young man.*)

2. Practice Writing Test

- X Have the room set up in tutorial format, with groups of desks in a horseshoe shape around a dry-erase board.
- X Students will complete a Writing section for practice, such as Section 5 of the Official 2012-2013 SAT® Practice Test. Make sure to only allow 25 minutes to complete the section.
 - Consider asking your school counselor for released test booklets or going to a computer lab to have students view the test electronically.
 - Make sure to print off an answer grid for each student, so they can practice filling in the bubble portion of the test.
- X After students complete their test, call out the correct answers and have them grade their test. In each group, have students discuss how they solved problems that other students in their group missed.
- X As necessary, have students create a vocabulary list of words for which they would like to learn the definition.

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

Materials/Notes

Project

Week 6 SAT/ACT Vocabulary PowerPoint



References

SAT Practice Test



AVID Test Prep®



I have a great idea about how to improve this day's lesson!



3. Debrief

- ✕ Discuss the following with the class:
 - What did you find most difficult?
 - In what areas should you seek out additional help?
 - What test-taking strategies did you use?

4. Extension Idea – AVID Test Prep®*

- ✕ If your students have access to AVID Test Prep®, utilize those resources on this day.
- ✕ Some suggestions include the following:
 - Take one practice test section.
 - Have students review question videos for incorrect answers.
 - Review study hall lessons for problem areas.
 - Use Wordsmith to practice vocabulary.
- ✕ For more information about bringing AVID Test Prep to your school, [click here](#).

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

Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** “What can we do to refine our 10-Step Tutorial Process to create effective, rigorous, and collaborative tutorials?”

Lesson

1. Tutorials – Focus on 10-Step Tutorial Process

- ✕ As you monitor groups today, continue to look at implementation of the 10-Step Tutorial Process.
- ✕ Utilize the Steps in the Tutorial Process one-pager as a resource to conduct a formal observation for the teacher, students, and tutors.

Materials/Notes

Reference (one teacher copy)

AVID Tutorial Guide
3.18b Observation and Feedback (Pgs. 281-282)



Class Set

AVID Tutorial Guide
1.9b Steps in the Tutorial Process (Pg. 46)



I have a great idea about how to improve this day's lesson!



Standard and Essential Question:

- **10-CR.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **EQ:** “What strategies do I use when taking the PSAT test?”

Lesson

1. Brainstorm

- ✕ Students individually and quietly create a list answering the following question:
“What advice would you give to someone preparing for a college entrance test?”
- ✕ Speed-sharing: Students stand up and find a partner. They very quickly share one piece of advice (30 seconds). At a signal, they find another partner and share another piece of advice. Repeat until four or five pieces of advice have been shared.

2. PSAT Practice Tests

- ✕ Option 1: Online Practice Test
 - Students will need individual access to computers.
 - Students go to the Preparation section of the PSAT website (<http://www.collegeboard.com/student/testing/psat/prep.html>).
 - Students can go to each of the individual sections and complete practice questions. The answer with explanation is given after each response.
- ✕ Option 2: Written
 - Check with your guidance or counseling office to see if there are any copies of the PSAT registration material and preparation packets.
 - If you can't find copies in the counseling office, there are numerous PSAT practice books available at bookstores or libraries.
 - Make sure that you remove answers before distribution or reproduction.
 - You will have to go over answers or scores after the practice test is finished.
- ✕ Caution: Make sure that the materials you select for practice are provided by, or endorsed by, College Board.

3. Brainstorm to Action Plan

- ✕ After completing the practice, students review the pieces of advice from the brainstorm. Given that initial list and the experience of the practice test, students create a five-item list of actions that they should individually take in order to be personally prepared for the PSAT or PLAN.

4. Homework

- ✕ Distribute the AVID Academic Report handout.
- ✕ Tell students they need to have all of their grades and goals recorded by next Monday. (If grades are available electronically, they can just be printed off.)

Materials/Notes

Resources

Individual Computer Access

or

Class Set

Practice PSAT Tests

Resources

Supporting Math in the AVID Elective

6.3a AVID Academic Report (Pgs. 178-179)



Documentation
for Essential

4.4



Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions with a focus on higher-level questioning
- **EQ:** “What can we do to refine our 10-Step Tutorial Process to create effective, rigorous, and collaborative tutorials?”

Lesson

1. Tutorials – Focus on 10-Step Tutorial Process

- ✕ As you monitor groups today, continue to look at implementation of the 10-Step Tutorial Process. Utilize the Steps in the Tutorial Process one-pager as a resource for the teacher, students, and tutors.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from this past Tuesday, what is going well, and what can be improved.

Materials/Notes

Class Set

AVID Tutorial Guide

1.9b Steps in the Tutorial Process (Pg. 46)



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **EQ:** “How can I use verbal communication to reinforce my understanding of the vocabulary words?”

Lesson

1. Cornell Note Quality Check

- ✗ Create a list of numbers assigned to typical senior courses:
 - 1- Math, 2- English, 3 – Gov. /Econ., 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 comes up
- ✗ Potentially think of requiring the notes to have essential questions, as a result of the focus lesson from Day 6
- ✗ Grade these notes for overall quality, be sure they are ready to return on day 31

2. Vocabulary Taboo:

- ✗ Separate students into teams – team A and team B.
- ✗ Team A chooses one of their players to be their first clue-giver and that player sits facing their team. One player from team B sits beside this player to make sure they don’t say a taboo word on the card, or the guess word itself!
- ✗ **RULES FOR CLUES:**
- ✗ No form or part of ANY word printed on the card may be given as a clue.
 - Examples: If the Guess Word is PAYMENT, “pay” cannot be given as a clue.
- ✗ No gestures may be made. Examples: You can’t form your hand in the shape of a gun as a clue for “shoot”; or point to your nose as a clue for “beak.”
- ✗ No sound effects or noises may be made.
- ✗ You cannot say the guess word “sounds like” or “rhymes with” another.
- ✗ You cannot translate the word into another language.
- ✗ No initials or abbreviations can be given if the words they represent are included on the card. Examples: MD cannot be used if medical or doctor is the word; TV cannot be used if television is the guess word.
- ✗ As the clue-giver gives clues, his or her teammates shout out possible words trying to say the guess word.

SCORING A POINT:

- ✗ Each time a teammate shouts out the correct guess word, their team scores a point. The clue-giver then draws another card.

LOSING A POINT:

- ✗ Clue-givers can lose points in two ways: by saying the “taboo words” on the card, and for passing on the card. *All points lost are awarded to the opposing team.* If one of the taboo words on the card is said, that card is dead, and the clue-giver must draw another card. The clue-giver may pass and not play a card at any time, but the opposing team will score a point.

Materials/ Notes

Materials

Class set of Vocabulary
Taboo cards.



Optional: prizes for the
winning team



Lesson Plan, Day 30

AVID – 10th Grade

- X The clue-giver's turn continues until the timer runs out, then it is the opposing team's turn.
- X **WINNING THE GAME:** When all players have had one turn as the clue-giver, or when you run out of cards. Be sure that team B is the last team to have a clue-giver since team A started the game.
- X Keep score, and then give out a little treat to the team that won!

Days 31-60 One-Pager

Major Objectives: Vocabulary, CORNELL WAY, PSAT®/PLAN®, Argumentative Essay, Inquiry

Theme Connections: [REDACTED], Meticulous, Urbane, Sagacity, Edify

Preparation: Guest Speaker on Day 40, Need Video Camera on Day 42, Computer Lab on Days 56 and 58

Monday	Tuesday	Wednesday	Thursday	Friday
31 Vocabulary, TAG Reflection, Note-Taking – Changing Color 10-REA.A1 6.3 10-ORG.A4, B4 8.4	32 Quickwrite, Teacher Discussion/Note-Taking of Key Points, Reflection 10-INQ.B1 10-ORG.B1-6 6.3	33 30-Second Expert, Review PSAT/PLAN, Venn Diagram 10-CR.D1, D4	34 10 Steps of the CORNELL WAY, Tutorial 10-INQ.B1 10-ORG.B1-6 6.3	35 Ice Breaker – React and Act, Debrief, Cornell Note – Quantity Check 10-ORG.A1 10-COLL.A7 3.3
36 Vocabulary, Practice PLAN Test, [REDACTED] 10-REA.A1 10-CR.D1 4.4	37 Tutorials – CORNELL WAY, Formal Observation 10-INQ.B1 10-ORG.B1-6	38 Team Huddle, Triad Comparison, Review Answers, [REDACTED] 10-CR.D1	39 Tutorials – CORNELL WAY 10-INQ.B1 10-ORG.B1-6	40 Guest Speaker, Binder and Planner Check, Guest Speaker 10-CR.A2 3.3
41 Vocabulary, Writing Effective Intros, Setting the Hook 10-REA.A2 10-CR.A3 5.1	42 Tutorial Videotaping 10-INQ.B1 10-ORG.B1-6	43 Analyzing a Prompt, Supporting Point of View, Timed Writing 10-WRI.A1-2 4.5	44 Tutorial – Scripting 10-INQ.B1 10-ORG.B1-6	45 Team Builder, [REDACTED] 10-CD.A2 3.3 10-COLL.A3 8.2
46 Vocabulary, Persuasion or Argument 10-REA.A1, B1 10-COLL.A4, A9	47 Tutorials – CORNELL WAY, Formal Observation 10-INQ.B1 10-ORG.B1-6	48 Elements of an Argument, Syllogism* 10-COLL.A4, A7 10-COMM.A6 6.1 10-WRI.D3	49 Tutorials – CORNELL WAY 10-INQ.B1 10-ORG.B1-6	50 Review, “The Lunchroom Murder,” “The Case of the Dead Musician”*, Cornell Note Quality Check 10-INQ.A1 10-COLL.A4, A6 6.3 10-REA.B1, B6
51 Vocabulary, Critical Reading, Argument Rubric: GIST 10-REA.A1 5.2 10-REA.B3 5.5 10-WRI.C2	52 Quickwrite, Teacher Discussion/Note-Taking of Key Points, Reflection 10-INQ.B1 8.4	53 Critical Reading 10-WRI.B1 10-REA.B2-B4 5.5	54 Inquiry Process Action Plan, Tutorials 10-INQ.B1	55 Philosophical Chairs Prep, Philosophical Chairs, Your Ticket Out the Door! 10-COLL.A8-A9 10-ORG.B1 7.3 10-INQ.C7
56 Vocabulary, Say Something, Argument Assignment 10-REA.A2 10-COLL.A8 10-WRI.A1, B5, C2 6.5	57 Tutorial – Inquiry Process, Formal Observation 10-INQ.B1	58 Rough Draft – Argumentative Essay 10-WRI.B1, B4-B5 10-WRI.C2 6.5	59 Tutorial – Inquiry Process 10-INQ.B1	60 Write-Pair-Share, Group Work, Group Presentation, Binder and Planner Check 10-REA.A1-A2 10-COMM.A1

Major Activities for the Day

Key:

AVID Elective Standard Covered

CSS Evidence

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-ORG.A4** Analyze grades to adjust study habits and time allocations
- **10-ORG.B4** Change pen colors to indicate change in concept
- **10-CD.D2** Analyze grade reports to create a study/action plan for continued academic improvement
- **EQ:** "Where do I need the most academic support and what will I do to get it?"

Lesson

1. Vocabulary

- ✗ Project Week 7 SAT/ACT Vocabulary PowerPoint
- ✗ Advocate – (v) [**ad**-vuh-keyt] urge; plead for. (*The environmentalist was quick to advocate for the preservation of the old-growth forest.*)
- ✗ Lethargic – (adj) [luh-**thahr**-jik] drowsy; dull. (*He continued to feel lethargic for days after recovering from the horrible flu.*)
- ✗ Scrutinize – (v) [**skroot**-n-ahyz] examine closely and critically. (*The IRS auditor came to scrutinize the accounts of the large corporation.*)
- ✗ Sporadic – (adj) [spuh-**rad**-ik] occurring irregularly. (*The Easter eggs were hidden at sporadic intervals.*)

2. Tutorial Analysis Grade Reflection

- ✗ Have students take out their AVID Academic Report from last Wednesday.
- ✗ Distribute the Tutorial Analysis Grade Reflection (Part A) handout to every student.
- ✗ Have the students complete the reasons why they are getting a low grade, and specifically, what areas they will work on moving forward.
- ✗ Let students know that they will be tracking their tutorial questions and where they are getting the tutorial questions.

3. Focused Note-Taking – Changing Color

- ✗ Have students take their best five pages of Cornell notes from the past two weeks.
- ✗ In pairs, have them examine each other's notes, and specifically, how they utilized color.
- ✗ Have students generate a list of best practices regarding how they used color:
 - Highlighting important points, revising notes in a different color, recording questions in a different color, etc.
- ✗ Ask for a few volunteers who think they have used color very effectively.
 - Use a document camera to display the notes.
 - Allow the student to talk through their notes and how they use color.
- ✗ Distribute II. Note-Making "Review and Revise."

Materials/Notes

Project

Week 7 SAT/ACT Vocabulary PowerPoint



Resources

AVID Tutorial Guide
3.5a Tutorial Analysis Grade Reflection (Part A)
(Pgs. 182-183)



Class Set

Focused Note-Taking CD
II. Note-Making



Documentation
for Essentials

6.3, 8.4

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 31

AVID – 10th Grade

- ✕ The addition of color should be done within 24 hours of completing the notes.
 - The addition of color will be the Cornell note focus for the next month.

4. Homework

- ✕ Let students know that they will need to have 10 to 18 pages of Cornell notes (based on class expectations) for Friday.

Standards and Essential Question:

- **Focus Area: Focused Note-Taking (Steps 1-10): Connecting Notes to Tutorials**
- **10-INQ.B1** Refine the 10 Steps of the Tutorial Process
- **10-ORG.B1-6** Focused Note-Taking System (see AVID Standards for complete standards)
- **EQ:** “How should we use Cornell notes and our three-column notes as a learning tool during the tutorials to support inquiry, understanding, and mastery?”

Lesson

*Note: This is a great time of the year for a “Temperature Check” meeting with your tutors.
To access supporting resources for this training, [click here](#).*

1. Quickwrite

- ✕ *Note: This should be completed prior to today’s tutorial for 10 minutes only.*
- ✕ Students answer the Essential Question from today’s lesson. Collect these to be used as evidence for certification of refinement.
- ✕ For a pair-share, students share their quickwrite with a partner.

2. Teacher Discussion/Note-Taking of Key Points

- ✕ Discuss with students ways to support/refine the focus area to create more rigorous tutorials.
 - For example, a TRF pre-work question can include a question that comes directly from the Cornell notes, and the notes should be used to support the critical thinking column of the pre-work. Three-column notes should be filed in the content area section of the binder and be used to verify learning in content classes. The steps listed in the three-column notes should include academic vocabulary and be general enough to apply to a similar problem.
- ✕ My Goal and Action Plan for Today’s Tutorial: Have students create a goal to address this focus area in today’s/future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

3. Reflections

- ✕ *Note: This should be completed after today’s tutorial for 10 minutes of reflection.*
- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection: “What I learned about my Point of Confusion...” In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.
- ✕ Share-Out: In groups, have tutors lead discussion about the following focus area observation: “How did you refine the focus area in today’s tutorial?”
- ✕ Select one student per group to share his/her reflection in meeting the focus area.

Materials/Notes

Class Set

AVID Tutorial Guide

2.8b 10 Steps of the CORNELL WAY (Pg. 81)



AVID Tutorial Guide

2.17a Three-Column Notes (Pg. 140)



Tutorial Mini-Lesson
Action Plan



Documentation
for Essential

6.3

I have a great
idea about how
to improve this
day’s lesson!



Standards and Essential Question:

- **10-CR.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **10-CR.D4** Understand the differences between various college entrance tests
- **EQ:** “What are the similarities and differences between the PSAT and PLAN tests.”

Lesson

1. 30-Second Expert

- ✕ Distribute the 30-Second Expert handout.
- ✕ The topic/prompt is: the PSAT and PLAN tests.
- ✕ Have the students complete the box labeled, “What do I know about this topic?”
- ✕ Go over the directions for the interaction.
- ✕ Students share per directions.
- ✕ Students complete box for what they learned from their partner.

2. Review PSAT and PLAN Tests

- ✕ Using the Preliminary Scholastic Aptitude Test (PSAT) and The Plan Test handouts, go over general information about the PLAN and the PSAT.
- ✕ For more information about the PLAN, visit the ACT website (www.act.org). For more information about the PSAT, visit the College Board website (<http://www.collegeboard.org/student/testing/psat/about.html>).
- ✕ Students should take notes.

3. Venn Diagram

- ✕ Have students work in pairs to construct a Venn diagram, or pass out the Venn Diagram handout, comparing and contrasting the two tests.
- ✕ Once pairs have completed their Venn Diagrams, conduct a share-out to create one class diagram.
 - *Optional: Have students form groups of four to six and create a giant Venn diagram on chart paper.*

4. Wrap-Up

- ✕ Students should complete the summary section of their notes.

Materials/Notes

Class Set

Critical Reading

2.8 30-Second Expert (Pg. 28)



Supporting Math in the AVID Elective

3.3e Venn Diagram (Pg. 100)



Class Set (back-to-back)

College and Careers

Preliminary Scholastic Aptitude Test (PSAT) and The PLAN Test (Pgs. 84, 87)



Materials

Chart Paper (optional)



Standards and Essential Question:

- **Focus Area: Focused Note-Taking (Steps 1-10): Connecting Notes to Tutorials**
- **10-INQ.B1** Refine the 10 Steps of the Tutorial Process
- **10-ORG.B1-6** Focused Note-Taking System (see AVID Standards for complete standards)
- **EQ:** “How should we use Cornell notes and our three-column notes as a learning tool during the tutorials to support inquiry, understanding, and mastery?”

Lesson

1. 10 Steps of the Cornell Way Action Plan

- ✕ Have students get out their 10 Steps of the Cornell Way Action Plan from this past Tuesday.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting the goals from their Action Plan.

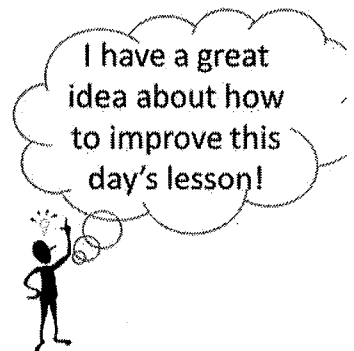
2. Tutorials

- ✕ As you monitor groups today, continue to look at implementation of the 10 Steps of the Cornell Way process.
 - Continue coaching and reminding students about utilizing Cornell notes during the AVID Tutorial Process.

Materials/Notes

Documentation
for Essential

6.3



Standards and Essential Question:

- **10-ORG.A1** Take 10 to 18 pages of quality Cornell notes per week
- **10-COLL.A7** Participate in group discussions and reflections based on collaborative work
- **EQ:** “How can I continue to improve my note-taking in my academic classes?”

Lesson

1. Ice-Breaker – React and Act

- ✕ Pass out a 3x5 index card to each student.
- ✕ Have the students write an event, encouraging them to be creative. Some examples include the following:
 - Being surprised by a dog on your way home from school
 - Making the game-winning pass at the Super Bowl
 - Winning a \$50,000 scholarship for college
- ✕ Split the class into two random teams.
- ✕ Collect the index cards, creating two separate piles.
- ✕ Ask for five volunteers from each team to randomly select a card from the other team’s pile.
- ✕ Choose a time limit (from 30 seconds to one minute).
- ✕ Say, “Go,” and have all 10 students act out their event simultaneously.
 - They can use sounds and gestures, but no words.
- ✕ The other members of their team must attempt to guess the event that each person is acting out.
- ✕ Go through two or three rounds.

2. Debrief

- ✕ Have students verbally reflect on acting out the event and attempting to guess.

3. Cornell Note – Quantity Check

- ✕ Have students line up silently by birth month and birth year (with absolutely no talking).
- ✕ Have the student closest to December 31st snake back down the line, until he/she is matched up with the earliest birthday.
- ✕ Each student should have a single partner.
- ✕ Have the students take their binder and backpack with them and sit next to their partner.
- ✕ Have students trade binders and count the total quantity of notes over the past seven weeks.
- ✕ Have the students use the rubric to check their partner’s binder.

Materials/Notes

Class Set

Note Quantity Check



Materials

3x5 Index Cards

Documentation
for Essential

3.3

I have a great
idea about how
to improve this
day’s lesson!



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-CR.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **EQ:** “What strategies do I use when taking the PLAN test?”

Lesson

1. Vocabulary

- ✕ Project Week 8 SAT/ACT Vocabulary PowerPoint
- ✕ Enigma – (n) [*uh-nig-muh*] puzzle; mystery. (*The disappearance of planes in the Bermuda Triangle will always be an enigma.*)
- ✕ Lament – (v) [*luh-ment*] grieve; express sorrow. (*The employees would not lament the retirement of the overbearing boss.*)
- ✕ Ominous – (adj) [*om-uh-nuh-s*] threatening. (*The black clouds were an ominous sign of the thunderstorm to come.*)
- ✕ Superfluous – (adj) [*Soo-pur-floo-uhs*] unnecessary; excessive; overabundant. (*It was difficult to understand the story due to all of the superfluous details.*)

2. Practice PLAN Test

- ✕ Obtain copies of a practice PLAN test. The ACT website’s “PLAN Test Content and Sample Test Questions” (<http://www.act.org/planstudent/pdf/sample.pdf>) is free and is of appropriate length. You might also contact the school counselor for sample tests and booklets provided to the site.
- ✕ Make sure that answers are covered or removed before copying the practice test.
- ✕ Distribute copies to the students for individual, quiet completion.
- ✕ If there is not enough time for completion, it can be finished for homework.

3. Learning Log

- ✕ In the last five minutes, have students write a reflection on their experience with the practice test. They should focus on what they found surprising, as well as what they felt their strengths and weaknesses were.

4. Extension Idea – AVID Test Prep™*

- ✕ If your students have access to AVID Test Prep, utilize those resources on this day.
- ✕ Some suggestions would be the following:
 - Take one practice test section.
 - Have students review question videos for incorrect answer.
 - Review Study Hall lessons for problem areas.
 - Use Word Smith to practice vocabulary.

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

Materials/Notes

Project

Week 8 SAT/ACT Vocabulary PowerPoint



Materials

Class Set and Practice PLAN Test

Documentation
for Essential

4.4

I have a great
idea about how
to improve this
day’s lesson!



Lesson Plan, Day 36

AVID – 10th Grade

X For more information about bringing AVID Test Prep to your school, [click here](#).

Standards and Essential Question:

- **Focus Area: Focused Note-Taking (Steps 1-10): Connecting Notes to Tutorials**
- **10-INQ.B1** Refine the 10 Steps of the Tutorial Process
- **10-ORG.B1-6** Focused Note-Taking System (see AVID Standards for complete standards)
- **EQ:** “How should we use Cornell notes and our three-column notes as a learning tool during the tutorials to support inquiry, understanding, and mastery?”

Lesson

1. Tutorials – Focus on Steps of the Cornell Way

- ✕ As you monitor groups today, continue to look at implementation of the 10 Steps of the Cornell Way.
 - Focus on utilization of notes during the AVID Tutorial Process.

2. Formal Observation – Note-Taking

- ✕ Utilize the 10 Steps of the CORNELL WAY one-pager as a resource to conduct a formal observation for the teacher, students, and tutors.

Materials/ Notes

Teacher Copy

AVID Tutorial Guide
3.18b Observation and Feedback (Pgs. 281-282)



Reference

AVID Tutorial Guide
2.8b 10 Steps of the CORNELL WAY (Pg. 81)



Standard and Essential Question:

- **10-CR.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **EQ:** “What can I learn from examining my performance on the practice PLAN test?”

Lesson

1. Team Huddle

- ✕ Have students move about the room until you give them a signal. (You may want to use music starting and stopping as a signal.) They should have their practice PLAN tests with them.
- ✕ At the signal, give them a number of people to place in a group.
- ✕ When the group is formed, give them a question to discuss.
- ✕ Round 1 – Groups of 5 – Which section of the practice test did you find the easiest? Why?
- ✕ Round 2 – Groups of 2 – What is one thing that you need to do to improve your test scores?
- ✕ Round 3 – Groups of 4 – What specific question did you think was the most difficult on the practice test? Why?
- ✕ Round 4 – Groups of 3 – Stay in this group for the next step.

2. Triad Comparison

- ✕ Triads go over questions to compare and contrast answers and strategies for the practice PLAN test.
- ✕ Students should mark group answers in a different color from individual answers.

3. Review Answers as a Class

- ✕ Go over each practice PLAN question individually.
- ✕ Discuss strategies and give answers.

4. Reflection

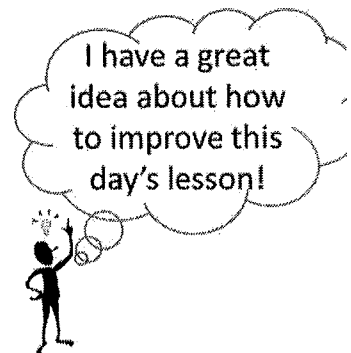
- ✕ Students should pair-share what they learned and what they found interesting about the practice PLAN test.

Materials/Notes

Reference

Strategies for Success

6.8 Team Huddle (Pg. 76)



Standards and Essential Question:

- **Focus Area: Focused Note-Taking (Steps 1-10): Connecting Notes to Tutorials**
- **10-INQ.B1** Refine the 10 Steps of the Tutorial Process
- **10-ORG.B1-6** Focused Note-Taking System (see AVID Standards for complete standards)
- **EQ:** “How should we use Cornell notes and our three-column notes as a learning tool during the tutorials to support inquiry, understanding, and mastery?”

Lesson

1. Tutorials – Focus on 10 Steps of the Cornell Way

- ✕ As you monitor groups today, continue to look at implementation of the 10 Steps of the Cornell Way. Utilize the 10 Steps of the CORNELL WAY one-pager as a resource for the teacher, students, and tutors.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, as well as what is going well and what can be improved

Materials/Notes

Resources

AVID Tutorial Guide

2.8b 10 Steps of the

CORNELL WAY (Pg. 81)



Standard and Essential Question:

- **10-CR.A2** Practice listening and note-taking skills with guest speakers from both the school and community, and integrate information into student projects and presentations
- **EQ:** “What additional preparation should I be doing to ready myself for college?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 3 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Guest Speaker Protocol

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

2. Binder and Planner Check

- ✕ While students are entering class, have students place their binders and agendas on their desk.
- ✕ Check binders for level of organization (everything in rings, nothing in pockets) and check planner for completeness.

3. Guest Speaker – College Recruiter

- ✕ *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 are preparing for the PSAT/PLAN in the fall.
- ✕ Introduce the guest speaker, giving some general information about him/her.
- ✕ Turn the class over to the speaker.
- ✕ Allow the speaker to discuss the campus, but encourage questions about college entrance exams.
- ✕ If you do not have tutors to grade the binders, bring randomly chosen binders to your desk for grading, but be sure to monitor student behavior.
- ✕ When the speaker has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).

Materials/Notes

Resources

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



Documentation
for Essential

3.3

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **10-CR.A3** Write letters of appreciation to guest speakers
- **EQ:** “How can I write more effective introductions?”

Lesson

1. Vocabulary

- ✕ Project Week 9 SAT/ACT Vocabulary PowerPoint
- ✕ Con = with, jointly. Examples: concur – to agree with someone; contemporary – of the same time period as others; convention – a gathering of people with a common interest; incongruous – not harmonious, appropriate, or fitting. (*Even though the prom dress and high tops were incongruous, they somehow created a cute look.*)
- ✕ Crypto = hidden, secret. Examples: cryptic – of hidden meaning; cryptography – science of secret codes; encrypt – encode into secret code. (*Because the parents did not want the young boy to understand the serious conversation, they spoke in cryptic phrases.*)
- ✕ Em = into, cover with, cause. Examples: empathy – intention to feel like another person; empower – put into power; embellish – to enhance with ornamentations. (*She decided to embellish her plain backpack with glitter, patches, and fabric paint.*)
- ✕ Ob = in the way, against. Examples: obscure – hard to understand; obliterate – to remove or destroy all traces of; oblivion – being completely forgotten or unknown. (*They used masks and costumes to obscure their identities at the masquerade party.*)

2. Writing Effective Introductions

- ✕ Have students think-pair-share what they know about introductory paragraphs.
- ✕ Write down students’ thinking about the components of an introduction.
- ✕ Distribute the What Is an Introduction? handout and discuss/define: opening sentence, forecast, and thesis.
 - Have students define those terms in their own words.
- ✕ Group students in fives and distribute the Sample Essays handout.
- ✕ Have students review the essays and identify the opening sentence forecast and thesis in different-colored highlighters (define yellow as opening sentence, blue as forecast, etc.).
- ✕ Discuss the effectiveness of these paragraphs.

3. Setting the Hook

- ✕ Discuss the importance of the opening sentence in grabbing the reader’s attention.
- ✕ Distribute the Opening Sentence Techniques: Capturing a Reader’s Attention handout and do a jigsaw of the six methods to capture attention.

Materials/Notes

Project

Week 9 SAT/ACT Vocabulary PowerPoint



Reference

High School Writing
4.11 Developing an Introduction (Pgs. 139-146)



Class Set

High School Writing
4.11b What Is an Introduction (Pgs. 144-146)



Sample Essays



High School Writing
4.11a Opening Sentence Techniques: Capturing a Reader’s Attention (Pgs. 142-143)



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Documentation
for Essential

5.1

Lesson Plan, Day 41

AVID – 10th Grade

- Startling Information (3) and Opinion (4) can be read by the same student in the group.
- ✕ Have the group of five create a new introduction for the writing prompt using one of the six opening sentence methods.
- ✕ Have each group share their new introduction (focusing on the opening sentence).

4. Homework

- ✕ Remind students that there will be a mystery check this Friday, so students need to be prepared for a quality, quantity, binder, or planner check.



Standards and Essential Question:

- **Focus Area: Focused Note-Taking (Steps 1-10): Connecting Notes to Tutorials**
- **10-INQ.B1** Refine the 10 Steps of the Tutorial Process
- **10-ORG.B1-6** Focused Note-Taking System (see AVID Standards for complete standards)
- **EQ:** “How should we use Cornell notes and our three-column notes as a learning tool during the tutorials to support inquiry, understanding, and mastery?”

Lesson

1. Tutorial Videotaping

- ✕ Conduct tutorials.
- ✕ During tutorials, walk around recording video of tutorial groups in action.
 - Recording devices could include a video camera, smartphone, or iPad/tablet.
- ✕ Make sure that you capture examples of the following:
 - 30-Second Speeches
 - Referring to Cornell Notes
 - Questioning
- ✕ Note: This video will be used on Friday.

Materials/Notes

Documentation
for Essential

8.4



Standards and Essential Question:

- **10-WRI.A1** Practice strategies for pre-writing in response to various prompts for both timed writing and process writing
- **10-WRI.A2** Analyze a prompt for timed writing situations
- **EQ:** “What makes an interesting introduction?”

Lesson

1. Introduce Analyzing a Prompt

- ✗ Tell students that being able to write under timed conditions is a critical skill, which they need to master before college.
 - Not being able to write in timed conditions can result in low SAT® scores, can result in placement in remedial classes in college, and can cost hundreds of dollars in additional college coursework and testing.
- ✗ Remind students of the three phases of timed writing (from 9th Grade WAG):
 - Prewriting (analyzing the prompt, brainstorming, and outlining): Use 1/6th of their time.
 - Write the essay (make it logical and well organized): Use 4/6th of their time.
 - Reviewing, editing, and revising (rereading the essay, correcting errors): Use 1/6th of their time.
- ✗ Pass out the Widely Held Beliefs timed writing prompt.
 - *Note: Possibly hand out a graphic organizer from the High School Writing Teacher Guide to help the students organize.*
- ✗ Have students underline any key information or important tasks that the prompt expects them to accomplish.
- ✗ Distribute the Essential Skill 1: Analyzing a Take-Home Writing Assignment handout.
- ✗ Have students highlight numbers 1, 4, 5, 8, and 9.
- ✗ Discuss briefly numbers 1, 4, and 5 for an SAT or collegial timed write setting.
 - While discussing 4 and 5, mention that, in a timed write situation, there is a possibility of writing to persuade the reader to change their behavior.

2. Supporting Your Point of View

- ✗ First, have the students individually determine whether they will take the position that widely held beliefs are often wrong or widely held beliefs are often right.
- ✗ Ask the students the following questions: How many plan to take the position that widely held beliefs are often right? How many plan to take the position that widely held beliefs are often wrong?

Materials/Notes

Resources

AVID College Readiness
3.1b Essential Skill 1: Analyzing a Take-Home Writing Assignment (Pg. 312)



Class Set

Widely Held Beliefs



Project

Widely Held Beliefs Brainstor



Materials

Highlighters

Documentation
for Essential

6.2

I have a great
idea about how
to improve this
day's lesson!



- If you notice that a majority of the students are voting one way or the other, let them know that it often makes a more interesting paper if they write to the other side of the prompt.
- X Divide your board in half. On one side, write the following: Widely Held Beliefs Are Right. On the other side, write the following: Widely Held Beliefs are Wrong.
- X Have students collectively brainstorm as many examples as they can that support beliefs being right or wrong.
 - Encourage students to reference scientific, historical, or literary examples.
 - Use the Widely Held Beliefs handout, which is a resource offering supporting views, to help students fill in gaps.
- X Once complete, brainstorm a list of beliefs being right or wrong. During this portion, you can project the Widely Held Beliefs Brainstorm.
 - Be sure to praise students as they use examples from books or history.

3. Timed Writing – Introduction

- X Give students five to 10 minutes to plan their essay.
- X Tell students that they will only be writing the introduction to this timed write and will have approximately 10 minutes to do so.
 - Remind students that starting off with a phrase like, “When someone has the same opinion, ideas, or values as most people, we tend to reasonably believe them...,” is a very uninspiring way to begin their essay.
- X Stop the students after 10 minutes and have them go back and go through a revision process on their introduction.
- X Collect the papers and randomly redistribute the papers.
- X Have the students highlight the opening sentence, thesis, and forecast.
- X Have them write any comments about how to improve the introduction.
- X If there is time, have students switch papers a second time.

Standards and Essential Question:

- **Focus Area: Focused Note-Taking (Steps 1-10): Connecting Notes to Tutorials**
- **10-INQ.B1** Refine the 10 Steps of the Tutorial Process
- **10-ORG.B1-6** Focused Note-Taking System (see AVID Standards for complete standards)
- **EQ:** “How should we use Cornell notes and our three-column notes as a learning tool during the tutorials to support inquiry, understanding, and mastery?”

Lesson

Note: Make sure to conduct a Student Binder Tutor Training before having tutors grade binders. To access resources for this training, click [here](#).

1. Tutorials – Scripting

- ✕ Conduct tutorials.
- ✕ As you circulate the room, record the conversations of several presenters' questions.
- ✕ Be sure to capture the following:
 - 30-Second Speech
 - References to Notes
 - Questioning by Group Members
- ✕ The scripts (along with the video) will be used tomorrow.

Materials/Notes

Class Set

Tutorial Scripting



Standards and Essential Question:

- **10-CD.A2** Understand the role of AVID students and display characteristics on a regular basis
- **10-COLL.A3** Practice using encouragement and positive affirmations with peers
- **EQ:** “How can we collectively improve our tutorial work?”

Lesson

1. Team-Builder – A Pat on the Back

- ✕ Before class, print the A Pat on the Back template on cardstock, create two hole punches at the top of the template, and tie with yarn.
 - The cardstock will be hung around the neck of each student.
- ✕ Give each student a copy of the A Pat on the Back template and have them hang it from their back, along with a colored marker or pen.
- ✕ Tell students that they will be going around the room and writing “edifying” remarks on the cardstock of other AVID students.
 - Encourage students to think about detailed characteristics/traits that they admire about the other person.

2. Tutorial Video Review and Scripting

- ✕ Walk students through the process of scripting the AVID Tutorial Process.
- ✕ Explain the various symbols and how you would record what was said.
- ✕ Ask student to focus on the overall AVID Tutorial Process and how Cornell notes were utilized in the process.
- ✕ Students should reflect on what went well and what did not.
- ✕ Create groups of four, having the students discuss what went well in the group and where groups could improve.

3. Traffic Light Reflection

- ✕ Distribute a Traffic Light Reflection handout to each student.
- ✕ Have the students reflect on “What they will stop doing,” “What they will start doing less of during tutorial,” and “What they will start doing during tutorials.”

4. Portfolio Collection

- ✕ Have students review the materials in their binder and take out the “best of” artifacts.
- ✕ Students should have at least the following:
 - One sample page of Cornell notes from each subject area
 - Several learning logs
 - Notes from guest speakers

Materials/Notes

Class Set (on cardstock)

A Pat on the Back



Class Set

Tutorial Scripting Form



Traffic Light Reflection



Materials

Cardstock

Yarn

Documentation
for Essentials

3.3, 8.2

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-REA.B1** Learn to determine purpose of reading, in order to correctly choose a proper method of reading
- **10-COLL.A4** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
- **10-COLL.A9** Refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
- **EQ:** "What are the differences between argumentation and persuasion?"

Lesson

1. Vocabulary

- ✕ Articulate – (adj) [ahr-tik-yuh-lit] effective; distinct; using language easily and fluently. (*The skillful lawyer gave a very articulate opening statement.*)
- ✕ Dogmatic – (adj) [dawg-mat-ik] opinionated; arbitrary; doctrinal. (*It was obvious that he thought he was an expert on the subject by the dogmatic way he pronounced his opinion.*)
- ✕ Justify – (v) [juhs-tuh-fahy] to show to be just or right; to defend. (*When writing a persuasive paper, it is always necessary to justify your opinion.*)
- ✕ Refute – (v) [ri-fyoot] disprove. (*The man was convicted because the defense could not refute the evidence.*)

2. Persuasion or Argument

- ✕ Draw a large Venn diagram on the board or on a piece of chart paper. Label one side of the diagram "Argument" and label the other side "Persuasion."
- ✕ As a class, create a bulleted list of specific characteristics for each term. Encourage students to provide as much information for each as possible.
 - **Argument:** The purpose of an argument is to influence the reader by using evidence and reasoning to express a point of view and uncover the truth for the reader, objectively. **Examples include:** academic articles, speeches, proposals, dialogues, reports, and memos.
 - **Persuasion:** To persuade is to aggressively seek to change the reader's opinion and stimulate an action based on the author's "truth." **Examples include:** editorials, advertisements, commercials, pamphlets, petitions, political propaganda, and persuasive letters.
- ✕ Once the class has come to a consensus regarding the individual characteristics of both acts of "Argument" and "Persuasion," challenge them to stretch their thinking and identify characteristics that the two have in common.
- ✕ Encourage students to recreate the Venn diagram in their Cornell notes.

Materials/Notes

Class Set

Artifacts



Lesson Plan, Day 46

AVID – 10th Grade

- X Divide students into eight groups.
- X Give all groups the eight artifacts.
- X Have students jigsaw the eight artifacts.
- X As a group, they must determine the following:
 - What is the genre of the artifact (news article, speech, memo, etc.)?
 - Is the artifact argumentative or persuasive?
 - What evidence is present to prove all of the above?
- X Artifacts 3, 4, and 6 are especially long. As a result, it might be advisable for those articles to be given to the fastest readers, while telling them that they only need to skim the article to determine genre, type, and evidence.
- X If students finish early, have them switch and do a second or third artifact.
- X Have students share out their findings with the rest of the group.
 - **Answer Key:** Artifact #1: Editorial (Persuasive), Artifact #2: Report Summary (Argumentative), Artifact #3: Proposal (Argumentative), Artifact #4: Pamphlet (Persuasive), Artifact #5: Advertisement (Persuasive), Artifact #6: Speech (Argumentative), Artifact #7: Political Cartoon (Persuasive), Artifact #8: News Article (Argumentative).

3. Homework

- X Remind students that there will be a quality note check this Friday. Students should make sure that they have at least one exceptional page of notes (organized, question, summary, underlined, proof of review, etc.) and remind students of the use of color in their note-taking and reviewing process.

Standards and Essential Question:

- **Focus Area: Focused Note-Taking (Steps 1-10): Connecting Notes to Tutorials**
- **10-INQ.B1** Refine the 10 Steps of the Tutorial Process
- **10-ORG.B1-6** Focused Note-Taking System (see AVID Standards for complete standards)
- **EQ:** “How should we use Cornell notes and our three-column notes as a learning tool during the tutorials to support inquiry, understanding, and mastery?”

Lesson

1. Tutorials – Focus on Steps of the Cornell Way

- ✕ As you monitor groups today, continue to look at implementation of the 10 Steps of the Cornell Way.
 - Focus on utilization of notes during the AVID Tutorial Process.

2. Formal Observation – Note-Taking

- ✕ Utilize the 10 Steps of the CORNELL WAY one-pager as a resource to conduct a formal observation for the teacher, students, and tutors.

Materials/Notes

Teacher Copy

AVID Tutorial Guide
3.18b Observation and Feedback (Pgs. 281-282)



Reference

AVID Tutorial Guide
2.8b 10 Steps of the CORNELL WAY (Pg. 81)



Standards and Essential Question:

- **10-COLL.A4** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
- **10-COLL.A7** Participate in group discussions and reflections based on collaborative work
- **10-COMM.A6** Present information, findings, and supporting evidence concisely and logically
- **10-WRI.D3** Write detailed reflections on experiences, presentations, and speeches, focusing on how the knowledge is applied to decisions
- **EQ:** "What are the elements of an argument?"

Lesson

1. Elements of an Argument

- ✗ Brainstorm the elements of an argument as a class.
- ✗ Have students take Cornell notes over the "Elements of an Argument." Emphasize the Claim, Evidence, and Reasoning (C – E – R).
- ✗ Guided Practice: Students develop their own C – E – R chain or develop one within small groups, modeling the same format as modeled on the Elements of an Argument PowerPoint.
- ✗ Have students share their C – E – R chains with one another.

2. Syllogism*

- ✗ Discuss with students how the incorporation of the syllogism method of reasoning can help strengthen an argument.

3. Prep for Philosophical Chairs Discussion on Sex Education

- ✗ Let students know that there will be a Philosophical Chairs discussion next Friday on whether we should teach Sex Education in schools.
- ✗ Due to the sensitive nature of the topic, there is a Parent Permission form to complete before they can participate.

Materials/Notes

Project

Elements of an Argument



Syllogism (optional)



Class Set

Parent Permission



Documentation
for Essential

6.1

I have a great
idea about how
to improve this
day's lesson!



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

Standards and Essential Question:

- **Focus Area: Focused Note-Taking (Steps 1-10): Connecting Notes to Tutorials**
- **10-INQ.B1** Refine the 10 Steps of the Tutorial Process
- **10-ORG.B1-6** Focused Note-Taking System (see AVID Standards for complete standards)
- **EQ:** “How should we use Cornell notes and our three-column notes as a learning tool during the tutorials to support inquiry, understanding, and mastery?”

Lesson

1. Tutorials – Focus on 10 Steps of the Cornell Way

- ✕ As you monitor groups today, continue to look at implementation of the 10 Steps of the Cornell Way. Utilize the 10 Steps of the CORNELL WAY one-pager as a resource to conduct a formal observation for the teacher, students, and tutors.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, including what is going well and what can be improved.

2. Reflection

- ✕ Have students use the Reflection handout, and specifically the open-ended reflection portion of the handout, to review their successes and struggles with utilizing Cornell notes during tutorials.
 - Remind students to take out their Action Plans and reflect on whether they accomplished their goals.

Materials/Notes

Resources

AVID Tutorial Guide
2.17b Reflection (Pg. 142)



Standards and Essential Question:

- **10-INQ.A1** Use skilled questioning to elicit deeper thinking from self and others
- **10-COLL.A4** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving
- **10-REA.B1** Learn to determine purpose of reading, in order to correctly choose a proper method of reading
- **10-REA.B6** Demonstrate a comprehensive understanding of significant ideas expressed in written works by identifying important ideas, recognizing inferences, and drawing conclusions
- **EQ:** "How can I use evidence to determine what claims can legitimately be made into arguments?"

Lesson

1. Cornell Note Quality Check

- ✕ Create a list of numbers assigned to typical senior courses:
 - 1 – Math, 2 – English, 3 – Gov. /Econ., 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.
- ✕ Think about potentially requiring the notes to have various colors, as a result of the focus lesson from Day 31.
- ✕ Grade these notes for overall quality, ensuring that they are reviewed and returned by next Monday.

2. Review of the Week's Curriculum

- ✕ Review the last couple of curriculum days inside the AVID Elective class. Your review should include: Argumentative vs. Persuasive (examples of each), as well as Elements of an Argument (claim, evidence, and reasoning).
- ✕ Tell students that we are going to take a more inquiry-based approach today. However, the focus is still on forming arguments:
 - Analyzing evidence critically in light of existing knowledge
 - Interpreting the evidence to explain what it shows
 - Developing reasoning that shows why the evidence is relevant
 - Using the evidence and the explanations to solve the problem

3. "The Lunchroom Murder"

- ✕ Use The Lunchroom Murder PowerPoint to model for students/with students how to find evidence in both the picture and the story and to provide reasoning.
- ✕ Have students create a C-E-R chain that illustrates their findings.
- ✕ Reflect on new learning upon the completion of this activity.

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

Materials/Notes

Project

The Lunchroom Murder



Class Set

The Lunchroom Murder



Class Set (optional)

The Case of the Dead Musician



Documentation
for Essential

6.3

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 50

AVID – 10th Grade

4. “The Case of the Dead Musician”*

- X If time permits, have students solve The Case of the Dead Musician.
- X Discuss the questions for consideration as a class and have students create a C-E-R chain that illustrates their findings.

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

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage.
- **10-REA.B3** Mark texts to track understanding of the text and questions about the reading
- **10-WRI.C2** Develop and strengthen writing through the creation of an argumentative essay
- **EQ:** “How can I organize an argument essay and how will it be assessed?”

Lesson

1. Vocabulary

- ✕ **Cajole** – (v) [kuh-johl] coax; wheedle. (*The farmer used a bucket of feed to cajole the cows back into the corral.*)
- ✕ **Corroborate** – (v) [kuh-rob-uh-reyt] confirm, support. (*The man was released from custody because the witness could corroborate his alibi.*)
- ✕ **Dissent** – (v) [dih-sent] disagree. (*Two of the minority justices dissented with the decision in the Supreme Court case.*)
- ✕ **Spurious** – (adj) [spyoor-ee-uhs] false; counterfeit; forged; illogical. (*His theory could not be proven because it was shown that his logic was spurious.*)

2. Critical Reading: Traditional Pattern for Organizing the Argument

- ✕ **First Read:** Read the Traditional Pattern for Organizing the Argument handout aloud to the class.
- ✕ **Second Read:** Instruct students to read the handout again silently and Mark the Text as follows:
 - **Plus Sign (+)** – To symbolize comprehension and understanding. (If you get it, mark it with a plus sign!)
 - **Question Mark (?)** – To symbolize concepts that are new, confusing, or not yet mastered. (If you do not get it, mark it with a question mark!)
- ✕ Finally, have students collaborate with a shoulder partner for clarification purposes. Encourage them to record clarification notes in the margins of the text.
- ✕ Go over any remaining questions regarding the handout as a class after collaborating.

3. Argument Rubric: GIST

- ✕ Have students look over the Argument: Rubric, directing them to focus on the column labeled “Effective.”
- ✕ Individually, students need to read down the column and create a 20-word GIST summary of the “Effective” column.
- ✕ Ask a couple of students to share their GIST with the class.
- ✕ Go over general argument essay expectations.

Materials/Notes

Reference

High School Writing
7.3 Argument (Pgs. 378-384)



Class Set

High School Writing
7.3e Traditional Pattern for Organizing the Argument (Pg. 390)



High School Writing
7.3g Argument: Rubric (Pg. 393)



Documentation
for Essentials

5.2, 5.5

I have a great idea about how to improve this day's lesson!



Lesson Plan, Day 51

AVID – 10th Grade

- ✕ Let students know that they should be thinking about a topic they want to create an argumentative paper about over the next several days.
 - Possibly even do some research on a topic of interest.

4. Homework

- ✕ Let students know that they will need to have 10 to 18 pages of Cornell notes (based on class expectations) for this Friday.

Standards and Essential Question:

- **Focus Area: Use of Resources for the Student Presenter**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How are resources used to support clarification about Point of Confusion?”

Lesson

1. Quickwrite

- ✕ *Note: This should be completed prior to today’s tutorial for 10 minutes only.*
- ✕ Students answer the Essential Question from today’s lesson. Collect these to be used as evidence for certification of refinement.
- ✕ For a pair-share, students share their quickwrite with a partner.

2. Teacher Discussion/Note-Taking of Key Points

- ✕ Discuss with students ways to support/refine the focus area to create more rigorous tutorials.
 - For example, the student presenter reviews notes prior to completing the TRF pre-work. Student presenter references notes during 30-Second Speech.
 - Group members can document each time a student presenter refers to his/her notes.
- ✕ My Goal and Action Plan for Today’s Tutorial: Have students create a goal to address this focus area in today’s/future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

3. Reflections

- ✕ *Note: This should be completed after today’s tutorial for 10 minutes of reflection.*
- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection: “What I learned about my Point of Confusion...” In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.
- ✕ Share-Out: In groups, have tutors lead a discussion about the following focus area observation: “How did you refine the focus area in today’s tutorial?”
- ✕ Select one student per group to share his/her reflection in meeting the focus area.

Materials/Notes

Class Set (back-to-back)
Tutorial Mini-Lesson Action Plan



Documentation
for Essential

8.4

I have a great
idea about how
to improve this
day’s lesson!



Standards and Essential Question:

- **10-WRI.B1** Refine strategies to write effective paragraphs
- **10-REA.B2** Read and discuss various examples of text, including articles from fiction and non-fiction
- **10-REA.B3** Mark texts to track understanding of the text and questions about the reading
- **10-REA.B4** Utilize charting of the text to track various points of view and opposing claims
- **EQ:** "How will analyzing someone else's argument essay impact my own writing?"

Lesson

1. Critical Reading: "We Need More Sex Education Now!"

- ✕ As a class, number the paragraphs.
- ✕ **First Read:** Read the essay in its entirety out loud to the class.
- ✕ **Second Read:** Students read silently and Mark the Text.
 - Circle key terms.
 - Underline the author's claims.
- ✕ **Third Read:** Instruct students to use the Charting the Text Table: Analyzing the Micro-Structure handout to chart what the author of the essay is both "saying" and "doing." Encourage the use of the Charting Verbs List to aid in this process.
- ✕ **Note: See resource pages for further instruction, if necessary.**
- ✕ With a partner, have students analyze the author's use of evidence by completing the Analyzing and Summary Evidence: Template.
- ✕ Have a couple of groups share their writings with the class.

Materials/Notes

Class Set

High School Writing

7.3b "We Need More Sex Education Now!" (Pgs. 396-397)



Critical Reading

8.1-8.2 Charting the Text Table: Analyzing the Micro-Structure and Charting Verbs List (Pgs. 110-112)



Critical Reading

10.5 Analyzing and Summarizing Evidence: Template (Pg. 140)



Documentation
for Essential

5.5

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **Focus Area: Use of Resources for the Student Presenter**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** "How are resources used to support clarification about Point of Confusion?"

Lesson

1. Inquiry Process Action Plan

- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of the student presenters using resources.
 - Continue coaching and reminding students about using the Levels of Inquiry process.

Materials/Notes

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-COLL.A8** Acknowledge new information expressed by others, and when warranted, modify one's own views
- **10-COLL.A9** Refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
- **10-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **10-INQ.C7** Summarize points of agreement and disagreement
- **EQ:** "How will analyzing an argument better prepare me for a Philosophical Chairs debate?"

Lesson

1. Cornell Note Quantity Check

- ✕ Before students begin the Philosophical Chairs discussion, have students place their binders and agendas on your desk.
- ✕ Remind students that the expectation for sophomores is that they take 10 to 18 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 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.

2. Philosophical Chairs Prep – "Sex Education"

- ✕ Open class by having a couple students share their template from the previous class.
- ✕ Pass out the Philosophical Chairs Preparation handout.
- ✕ Have students record the following Central Statement:

Sex Education needs to become a priority in public education.

- ✕ Instruct students to label one side of the T-chart on their preparation sheet as "Pro" and the other side as "Against."
- ✕ Inform students that they have 10 minutes to develop and support an argument for both sides of the claim/central statement. Emphasize that they must complete arguments for both sides because they do not know which side they will be arguing. Remind students to use their text, charts, and templates to aid in this process.
- ✕ After 10 minutes, go over the Philosophical Chairs Rules of Engagement.

3. Philosophical Chairs – "Sex Education"

- ✕ Number students off from 1 to 25 (according to class size). Once everyone has a number, announce that even numbers will argue the "Pro" side and odd numbers will argue the "Against" side.

Materials/Notes

Project

Student Success Path

12.2 Philosophical Chairs Rules of Engagement (Pg. 189)



Class Set

Student Success Path

12.1 Philosophical Chairs Preparation (Pg. 190)



Student Success Path

12.4 Philosophical Chairs Reflection (Pg. 193)



Note Quantity Check



Documentation
for Essential

7.3

Lesson Plan, Day 55

AVID – 10th Grade

- ✕ Remind students of the following:
 - Participation is required.
 - Speaking turns should resemble a tennis match (from one side to the other, back and forth).
 - Three Before Me! Do not hog the speaking floor!
 - If the other side persuades you, and the teacher has given the okay, you may move according to your beliefs.
- ✕ The debate should last at least 30 minutes.
- ✕ Once the debate is complete, have students complete the reflection. If time allows, it might also be a good idea to discuss as a class what went well, as well as what needs to improve for next time.



4. Your Ticket Out the Door!

- ✕ What impacted your argument the most: the essay or your own personal beliefs?
This is something that students can share verbally with you as they exit your classroom, passing by you at the door.

Standards and Essential Question:

- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **10-COLL.A8** Acknowledge new information expressed by others, and when warranted, modify one's own views
- **10-WRI.A1** Practice strategies for pre-writing in response to various prompts for both timed writing and process writing
- **10-WRI.B5** Support arguments and claims of evidence using textual sources
- **10-WRI.C2** Develop and strengthen writing through the creation of an argumentative essay
- **EQ:** "What (society/community/school) issues are relevant to me?"

Lesson

1. Vocabulary

- ✕ Project Week 12 SAT/ACT Vocabulary PowerPoint
- ✕ An, ani, anti = against, opposite. Examples: antisocial – opposing social norms; anarchist – a person going against the established government; antagonism – an active opposition or hostility. (*There is a historical antagonism between Israel and Palestine.*)
- ✕ Dis = take away, deprive, not. Examples: discordant – disagreeable to the ears; not harmonious; discount – to deduct or disregard; dissent – disagree. (*The warm-up of the elementary school marching band was discordant.*)
- ✕ Im/in = not, without. Examples: implausible – not having the appearance of truth or plausibility; incongruous – not even or harmonious; incorrigible – not easily swayed, bad beyond correction or reform. (*Many people believe that alien life from other planets is implausible at best.*)
- ✕ Re = again, back, backward. Examples: rebound – to spring back again; recount – narrate or tell, to count again; repudiate – disown; disavow. (*He could not wait to return home and recount to his relatives the adventures of his vacation.*)

2. Say Something

- ✕ Have students stand up beside their seats. Tell them that we are going to play a quick game of "Say Something."
- ✕ Ask student to think about an issue in our community, school, or society that they would be interested in researching further and writing an argument essay about.
- ✕ Take turns going around the room; everyone speaks, and once they have shared an idea, they may sit down. If they have to pass, then they must remain standing, and they will be revisited. No idea can be repeated.
- ✕ Record all of the ideas on the board for students to see.
- ✕ Once everyone has contributed an idea, ask students to take out a sheet of notebook paper and something with which to write.

Materials/Notes

Project

Week 12 SAT/ACT
Vocabulary PowerPoint



Class Set

High School Writing
7.3a Argument: Assignment
Description (Pg. 385)



High School Writing
7.3d Pros/Cons for My
Position (Pg. 389)



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Documentation
for Essential

6.5



Lesson Plan, Day 56

AVID – 10th Grade

- ✕ On the page, ask students to record one topic that they are interested in researching further and writing an essay over.

3. Quickwrite

- ✕ Give students three minutes to write down everything that they know about their topic.
- ✕ Once the three minutes are up, give them another two minutes to record questions that they have regarding their topic. If they cannot come up with any questions, then they should not be writing over that topic!
- ✕ Next, ask students to write a single statement regarding their position on the topic. This will serve as a claim/thesis.

4. Argument Assignment

- ✕ Walk students through the Argument: Assignment Description form and ask them probing questions, in order to help them to identify their audience, purpose, and form.
- ✕ Finally, allow students class time to begin researching their topic. Have them use the Pros/Cons for My Position handout, in order to help them organize their thoughts. They may need to record this information on a page of Cornell notes due to a lack of space. This step needs to be completed by the next class period, so they can begin drafting their essays.

5. Homework

- ✕ Remind students that there will be a binder and planner check this Friday.

Standards and Essential Question:

- **Focus Area: Use of Resources for the Student Presenter**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How are resources used to support clarification about Point of Confusion?”

Lesson

1. Tutorials – Focus on the Use of Resources by Student Presenter

- ✕ As you monitor groups today, continue to look at the use of resources by the student presenter.
 - Focus on the types of resources being used, as well as how often they are referencing their notes, books, etc.

2. Formal Observation – Inquiry Process

- ✕ Use the Observation and Feedback form to track resource usage.

Materials/Notes

Teacher Copy

AVID Tutorial Guide

3.18b Observation and
Feedback (Pgs. 281-282)



Standards and Essential Question:

- **10-WRI.B1** Refine strategies to write effective paragraphs
- **10-WRI.B4** Incorporate transitions to improve flow within a paragraph and logically tie together academic arguments
- **10-WRI.B5** Support arguments and claims of evidence using textual sources
- **10-WRI.C2** Develop and strengthen writing through the creation of an argumentative essay
- **EQ:** “How will everything that I have learned up to this point about writing an argument essay positively impact my essay?”

Lesson

1. Rough Draft – Argumentative Essay

- ✕ Have students complete a rough draft.
- ✕ If they discover areas in need of more research, they should make a list of what they need, but they should also continue with the rest of their draft for now.
- ✕ Allow time for more research as students finish their initial drafts.
- ✕ Refer students back to their Traditional Pattern for Organizing the Argument handout.
- ✕ Encourage students to collaborate (discuss the wording for difficult passages, play around with the order of sentences, get advice about appeal or pro/con points, etc.).

Materials/Notes

Reference

High School Writing

7.3 Argument (Pgs. 378-397)



Materials

Computers

Documentation
for Essential

6.5

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **Focus Area: Use of Resources for the Student Presenter**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How are resources used to support clarification about Point of Confusion?”

Lesson

1. Tutorial Feedback

- ✕ Debrief any general findings from Tuesday’s Observation and Feedback with the class to support their performance.
 - Be sure to communicate any specific concerns with individuals or tutors in a one-on-one manner.

2. Tutorials – Focus on Resource Usage

- ✕ As you monitor groups today, continue to look at student presenters using their resources.
- ✕ Remind your students about revisiting their Action Plans.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, including what is going well and what can be improved.

Materials/Notes



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **10-COMM.A1** Role play varying word choice, tone, and voice when speaking to an assigned audience
- **EQ:** “In what ways can I integrate new vocabulary words to evidence my understanding of their use and meaning?”

Lesson

1. Binder and Planner Check

- ✗ While students are entering class, have students place their binders and agendas on their desk.
- ✗ Check binders for level of organization (everything in rings, nothing in pockets) and check planner for completeness.

2. Write-Pair-Share*

- ✗ Note: Students might complain that there isn’t enough time to create the skit, so this writing piece can be removed to save time.
- ✗ Distribute the List of Vocabulary Words from Weeks 7-12.
- ✗ Students write a paragraph of their choosing using as many of the vocabulary words correctly as possible.
- ✗ Students then share quickwrite paragraphs with a partner.
- ✗ Divide into groups of approximately four students.

3. Group Work

- ✗ Note: Let students know that these mini skits are intended to be a very quick, fun way of using vocabulary in ridiculous ways.
 - For example, ordering a hamburger at a fast food restaurant with words like ominous, lethargic, etc.
- ✗ Each group is to come up with a short skit/vignette using at least 10 of the vocabulary words.
- ✗ Words must be used correctly.
- ✗ All group members must have a speaking part.
- ✗ They have approximately 15 to 20 minutes to complete the activity.

4. Group Presentation

- ✗ Each group presents for the class.
- ✗ Optional: Consider having a signal of some sort for the audience to give when they hear a vocabulary word being used.

Materials/Notes

Materials

List of Vocabulary Words for Weeks 7-12



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
- **EQ:** “ “

Lesson

1. Vocabulary

- ✕ **Augment – (v)** [awg-ment] increase; add to (*She decided to join at least one club at school in order to augment the extracurricular activities section of her college application.*)
- ✕ **Fervor – (n)** [fur-ver] glowing ardor; intensity of feeling (*When the home team made the game point, the crowd was whipped into a fervor.*)
- ✕ **Gregarious – (adj)** [gri-gair-ee-uhs] sociable (*The gregarious girl made a point of welcoming all new students to the school.*)
- ✕ **Tenacity – (n)** [tuh-nas-i-tee] firmness; persistence (*For students with learning disabilities, it takes great tenacity to achieve academic success.*)

Materials/ Notes

Resources

Tutorial Resource Guide
Questioning resources
(pgs. 86-88)



Class Set

Strategies for Success
What's in a Cartoon
(pg. 98)



Materials

A cartoon that students
will find engaging

Documentation
for Essential

6.3

Standards and Essential Question:

- **10-WRI.C2** Develop and strengthen writing through the creation of an argumentative essay
- **10-WRI.A3** Edit students' essays, checking especially for the usage of varied sentence types
- **10-WRI.B1** Refine strategies to write effective paragraphs
- **10-WRI.B2** Focus on expanding word choice in all aspects of writing
- **10-WRI.B3** Write with a focus on using varied sentence types (simple, compound, complex)
- **10-WRI.B4** Incorporate transitions to improve flow within a paragraph and logically tie together arguments
- **EQ:** "How can the feedback from others improve my essay?"

Lesson

1. Vocabulary

- ✕ Project Week 7 SAT/ACT Vocabulary PowerPoint
- ✕ **Augment – (v)** [awg-ment] increase; add to. (*She decided to join at least one club at school, in order to augment the extracurricular activities section of her college application.*)
- ✕ **Fervor – (n)** [fur-ver] glowing ardor; intensity of feeling. (*When the home team scored the game-winning point at the last possible second, the crowd was whipped into a fervor.*)
- ✕ **Gregarious – (adj)** [gri-gair-ee-uhs] sociable. (*The gregarious girl made a point of welcoming all new students to the school.*)
- ✕ **Tenacity – (n)** [tuh-nas-i-tee] firmness; persistence. (*For students with learning disabilities, it takes great tenacity to achieve academic success.*)

2. Reader Response

- ✕ As students finish their rough drafts, pair them up with a partner to complete the peer-response process.
- ✕ Once assigned to a partner, have them trade essays and complete the Peer Response for the Argument handout.

3. General Editing

- ✕ Complete this stage in two steps.
- ✕ Have students read their draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage error.
- ✕ During this step, encourage students to write questions and/or make notes concerning errors that they aren't able to fix.
- ✕ Next, have students work with a partner, tutor, or small editing group to further identify errors and to receive help with questions or concerns that they were unable to correct themselves.

Materials/Notes

Project

Week 13 SAT/ACT

Vocabulary PowerPoint



Resources

High School Writing

7.3 Argument (Pgs. 378-393)



Class Set

High School Writing

7.3f Peer Response for the Argument (Pgs. 391-392)



Materials

Different-Colored Pens for Various Edits

Documentation
for Essential

5.2

Lesson Plan, Day 61

AVID – 10th Grade

4. Homework

- X Have students use the editing suggestions to make any corrections needed on their paper. They should type their final draft.
- X Final essays are due next class period.



Standards and Essential Question:

- **Focus Area: Use of Resources for the Student Presenter**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** How are resources used to support clarification about the Point of Confusion?

Lesson

Note: This is a great time of the year for a “temperature check” meeting with your tutors. To access supporting resources for this training, [click here](#).

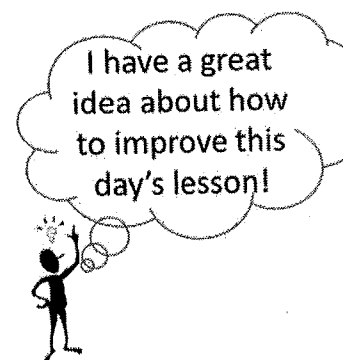
1. Action Plan Reflection

- ✕ Have students get out their Individual Action Plan from two weeks ago.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from the Individual Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of resource usage.
 - Continue coaching and reminding students about using their resources.

Materials/Notes



Standards and Essential Question:

- **10-CD.C1** Continue in extracurricular clubs, programs, community service and athletics of interest to demonstrate commitment, in addition to seeking out positions of leadership, such as club officers or captains
- **10-CD.C2** Determine a service learning project to participate in as a class
- **EQ:** "How can I give back to the community in order to show appreciation for all that it has given to me?"

Lesson

Note: Before class, compile a list of the school and community issues that students wrote about in their Argument Essays that were due last class period.

1. Community Service Project

- ✕ Post or project the list for students to see.
- ✕ Remind students that these are all of issues that they thought were important enough to write their essays about.

2. Man in the Mirror

- ✕ **WARNING:** Preview the Man in the Mirror Video for appropriateness of your classroom. Some content may be difficult to watch.
- ✕ Show students the Man in the Mirror Video. Direct them to just watch the video this first time through.
- ✕ Then, play just the song, but give each student a copy of the lyrics to follow along.
- ✕ After listening to the song, ask students to go through the lyrics and circle 10 words that impacted them personally, while underlining the claim that the song is making.
- ✕ Have students share their words and claims in small groups.

3. Popcorn

- ✕ Ask students what feelings this activity evoked for them.
- ✕ Allow them to popcorn out their individual responses.
- ✕ Use inquiry in order to help drive the conversation in the direction of "self-altering" or "being called to duty" or "community service" or "giving back" or "helping others," if necessary.
- ✕ Even though the song is about making a change from within, it also leads one to believe that, by helping others, one automatically evolves personally.

4. Prioritize Projects

- ✕ Ask students to refer back to the topics about which they were compelled to write. Pose the following question: What can the "man in the mirror" do to help deter these issues?

Materials/Notes

Class Set

Spirit of Giving Project
Assignment Sheet



Man in the Mirror Lyrics



Project

Man in the Mirror Video



Documentation
for Essential

6.3

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 63

AVID – 10th Grade

- ✕ Introduce the Spirit of Giving Assignment Sheet and the purpose. Provide students with time to process the assignment and ask questions. If time permits, you can allow them to get into groups and brainstorm possible ways to give their gift of time.

Standards and Essential Question:

- WRIC2, WRIA3, WRIB1, WRIB2, WRIB3, WRIB4
- EQ: “How can the feedback from others improve my essay?”

Lesson

1. Reader Response

- As students finish their rough drafts, pair them up with a partner to complete the peer response process.
- Once assigned to a partner have them trade essays and complete the “Peer Response for the Argument” handout.

2. General Editing

- Complete this stage in two steps
- Have students read their draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage error.
- During this step, encourage students to write questions and /or make notes concerning errors they aren’t able to fix.
- Next, have students work with a partner/tutor/small editing group to further identify errors and to receive help with question/concerns they were unable to correct themselves..

3. Have students use the editing suggestions to make any corrections needed on their paper. They should type their final draft.

4. Final essays are due next class period.

Materials/ Notes

Resources

HSW 7.3

Class Set

HSW 7.3f

“Peer Response for the Argument”

Materials

Standards and Essential Question:

- **Focus Area: Use of Resources for the Student Presenter**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** How are resources used to support clarification about the Point of Confusion?

Lesson

1. Action Plan Three-Week Reflection

- ✕ Have students get out their Individual Action Plan from three weeks ago.
- ✕ Have students fill out the backside reflection portion of the Individual Action Plan, focusing on how they used their resources as a student presenter.

2. Tutorials

- ✕ As you monitor groups today, look for examples of resource usage.
 - Continue coaching and reminding students about using their resources.

Materials/Notes



Standards and Essential Question:

- **10-CD.C1** Continue in extracurricular clubs, programs, community service, and athletics of interest to demonstrate commitment, in addition to seeking out positions of leadership, such as club officers or captains
- **10-CD.C2** Determine a service learning project to participate in as a class
- **EQ:** "How can I give back to the community, in order to show appreciation for all that it has given to me?"

Lesson

1. Mystery Check

- ✕ Conduct a binder check, planner check, Cornell note quantity or Cornell note quality check today.
- ✕ Consider choosing which check you do by one of the following:
 - 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. Team-Builder

- ✕ Announce to students that, in order to ensure we are able to work in our Spirit of Giving project groups to the best of our abilities, we are going to sharpen our skills with a fun little activity.
- ✕ Ask students the following Essential Question: "How is good teamwork like a well-oiled machine?" Ask them to define the following words: machine, well-oiled, and teamwork.
- ✕ Ask students to join their fellow group members for the next part of this activity.
- ✕ Machine Challenge:
 - Task each group with building a certain machine with their own bodies, such as a washing machine, blender, lawn mower, toaster, or television. It might be helpful to write these on slips of paper and have students draw one out of a hat.
 - Tell them that no talking or noise is allowed, and every group member must participate.
 - Allow 15 minutes to devise a plan and work out the logistics. Try to space groups out, so they can see each other while prepping.
 - Have each group present their "machine," while other groups guess what it is.

3. Spirit of Giving Action Plan

- ✕ Before beginning this project, create a realistic timeline/due date based upon the extent of the project.
 - Smaller projects could be done within a month, while larger projects would take more time.

Materials/Notes

Class Set

Spirit of Giving Scrapbook (optional)



Materials

Volunteer Opportunity Pamphlets, Websites for Local Organizations in the Area, Phonebooks, and Computers

Documentation
for Essential

3.3

I have a great idea about how to improve this day's lesson!



Lesson Plan, Day 65

AVID – 10th Grade

- The holiday season is generally a terrific time for various community service opportunities.
- Potentially think of a Day 90 (end of the semester) due date for the project.
- X Prior to class, put together a list of websites for local organizations where students could volunteer. Seek out help from support programs, like Communities in Schools, Gear-Up, NULITES, and United Way.
- X Tell students that they will use today's class to begin working on their Spirit of Giving Action Plan. But, in order to do so, they may need to take some time to make some phone calls and/or do some research.
- X Remind students of the requirements and help build their confidence to reach out to people they do not know in the community for this project.
- X Be sure to make students aware of all deadlines today. You will also need to decide if you will allot more time to work on other aspects of this project during class time in the future.

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-ORG.B2** Utilize notes after the tests to reexamine incorrect items on the tests and where potential gaps in the notes might exist
- **EQ:** "How can I identify and fill in gaps in my notes?"

Lesson

1. Vocabulary

- ✗ Project Week 14 SAT/ACT Vocabulary PowerPoint
- ✗ **Disseminate – (v)** [dih-sem-uh-neyt] distribute; spread; scatter. (*The volunteers disseminated the flyers for the fundraiser to try to increase attendance.*)
- ✗ **Bombastic – (adj)** [bom-bas-tik] high-sounding, inflated, pretentious. (*No time was wasted on unnecessary frills or bombastic interpretations.*)
- ✗ **Inherent – (adj)** [in-heer-uhnt] firmly established by nature or habit. (*The star violin player had inherent musical ability.*)
- ✗ **Mitigate – (v)** [mit-i-geyt] appease; moderate. (*One way to mitigate this problem is scheduling fewer flights at congested airports during peak times.*)

2. Filling in the Gaps

- Start the PowerPoint. Briefly discuss the outcomes, but DO NOT define gaps because it is a part of the quickwrite.

3. Quickwrite/Numbered Heads

- ✗ Quickwrite for three minutes toward the following questions: What are gaps in notes? What are some locations where you can fill in information?
- ✗ Have students form groups of four and number off from 1 to 4 within their individual group.
- ✗ Give students three minutes to discuss what gaps are and where they can fill them.
- ✗ Let students know that you will randomly call on a group, and then ask a number from that group to share what their group discussed.
 - *Note: Record possible locations where information can be found on the board.*
 - Call on the group nearest your desk and ask #2 to summarize their group's discussion.
 - Call on the group nearest the door and ask #3 to summarize their group's discussion.
 - Call on the group nearest you and ask #1 to summarize their group's discussion.
- ✗ Add any other potential "gap-filling" locations to the list.

Materials/Notes

Resources

Supporting Math in the AVID Elective

2.7 Using the Textbook to Fill the Gaps in Cornell Notes (Pgs. 70-75)



Class Set

Supporting Math in the AVID Elective

2.7a Sample Textbook Page (Pg. 72)



Supporting Math in the AVID Elective

2.7b Sample Cornell Notes with Gaps (Pg. 74)



Project

Cornell Notes Fill in the Gaps



Lesson Plan, Day 66

AVID – 10th Grade

4. Guided Gap Practice

- X Have students form groups of two or three with someone who has the same teacher.
- X Distribute one Sample Textbook Page to every pair. Also, distribute one Sample Cornell Notes with Gaps handout to each student.
- X Have students collaborate to find as many gaps in the notes as they can find.
 - There are five locations in the sample text missing.
 - You can turn this into a game for prizes, if it would be applicable.
- X Have students take out a common page of notes and work to fill in gaps.
- X Tell students that filling in gaps will be key in the coming months.

Documentation
for Essential

5.3

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **Focus Area: Finals Preparation**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How will I prepare myself for finals?”

Lesson

1. Finals Preparation

- ✕ Have tutors briefly lead a group discussion on how they plan to prepare for finals.

2. Tutorials

- ✕ Have students take part in student-centered tutorials.

Materials/Notes

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- CDC1, CDC2
- **EQ:** “What is my plan of action going to be in order to complete my Spirit of Giving Project?”

Lesson

1. Prior to class put together a list of websites for local organizations where students could volunteer. Seek out help from support programs like Communities in Schools, Gear-Up, NULITES, and United Way.
2. Tell students that they will use today’s class to begin working on their “Spirit of Giving” Action Plan. But, in order to do so they may need to take some time to make some phone call and/or do some research.
3. Remind students of the requirements and help build their confidence to reach out to people they do not know in the community for this project.
4. Be sure to make students aware of all deadlines today. You will also need to decide if you will allot more time to work on other aspects of this project during class time in the future.

Materials/ Notes

Resources

Class Set

Materials

Volunteer Opportunity
Pamphlets

Websites for Local
Organizations in the area

Phone books

Computers

Standard and Essential Question:

- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How are the various levels of questioning used during tutorials with the goal of prompting critical thinking, checking for understanding, and clarifying the Point of Confusion?”

Lesson

1. Introduction to Scripting

- ✕ Show students two minutes of the inquiry section of Jennifer’s Tutorial. (Video Directions: Chapter Menu of Tutorial Components – Chapter 3: Group Member Inquiry – Start Time: 2:50.)
 - From the link, click on AVID Tutorial Video: HS/HL, View Tutorial.
- ✕ Have students observe the teacher script for the first two minutes of the video. Script using the Algebra II Scripting Form.
- ✕ Create a seating map of the tutorial group. Where is the whiteboard? Where are group members seated? Where is the tutor seated? Where is the student presenter standing?
- ✕ Observe Group Member #2 only in the video. Record a “G2” for tutor and write the questions asked by the group member. Record on a whiteboard, Elmo, Smart Board, etc., so students can see how you are scripting the tutor’s role.
 - Have students sit in their tutorial groups. Have students review the Questions for Socratic Dialogue in their group. Have each group decide what type of question the group member asked of the student presenter (question to probe, question to explain, etc.). In addition, have the students review the Levels of the Inquiry Process to look at the levels of thinking used by the group member.
 - Have a tutorial group conversation with students: What patterns do you see in the inquiry process? What academic vocabulary words were used?

2. Student-Guided Scripting Activity

- ✕ Show the next two minutes of Jennifer’s Tutorial Video.
- ✕ Have students use the scripting handout to record the questions and responses generated throughout the tutorial, while the teacher scripts, as well.
- ✕ The teacher will share his/her scripting with the class. Students will compare their tutorial scripting with that of the teacher. Have students complete the following: fill in gaps, refine their script, and highlight one question recorded that promoted critical thinking.
- ✕ Have students share the highlighted question and discuss how the question promoted critical thinking.

Materials/Notes

Class Set

Algebra II Scripting Form



½ Class Set

AVID Tutorial Guide

3.14i Questions for Socratic Dialogue (Pgs. 263-265)



Project

Jennifer’s Tutorial Video



Documentation
for Essential

8.4

I have a great
idea about how
to improve this
day’s lesson!



3. Student Individual Scripting Activity

- X Show another two minutes of the tutorial video.
- X Have students use the scripting handout to continue to record the questions and responses generated throughout the tutorial.
- X Have students then pair-share their scripting with each other. Students will compare their tutorial scripting with each other. Have students fill in gaps, refine their script, and highlight one question recorded that promoted critical thinking.
- X Have students share the highlighted question and discuss how the question promoted critical thinking.

4. Tutorial Group Activity

- X Have students meet in their tutorial group to create a tutorial-refining goal for the tutorial that was just observed.
- X Have each group share this goal.
- X Create a refinement action plan with your team and record on the handout.

5. Extensions

- X Use the blank scripting form to observe class tutorials. Various formats for scripting tutorials: administrator, teacher, tutor, and/or tutorial group can observe tutorial groups using the scripting technique. For example, two group members from Group 1 script tutorial for Group 2 and share their findings.

Standards and Essential Question:

- **Focus Area: Finals Preparation**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** "How will I prepare myself for finals?"

Lesson

1. Finals Preparation

- ✕ Conduct tutorial-group (or whole-class) discussions on preparing for finals.
 - Try to have the discussion focus on forming independent study groups.
 - Potentially have students plan a few dates where they will meet independently.

2. Tutorials

- ✕ Have students take part in student-centered tutorials.

Materials/Notes

I have a great idea about how to improve this day's lesson!



Standard and Essential Question:

- **10-CR.B1** Participate in field trips, including, but not limited to, the following: one or two college/university visits that are different from the previous year, including time spent with admissions counselors, and a field trip that has a career focus
- **EQ:** “How can college/university visits be differentiated according to grade level?”

Lesson

1. Cornell Note Quality Check

- ✗ Create a list of numbers assigned to typical senior courses:
 - 1 – Math, 2 – English, 3 – Gov. /Econ., 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 have various colors, as a result of the focus lesson from Day 31.
- ✗ Grade these notes for overall quality, making sure that they are ready to return by tomorrow.

2. Fall Semester Field Trip

- ✗ Select a local institution.
- ✗ Be sure to conduct a grade-level activity, which requires students to access college academic vocabulary.
- ✗ Take part in a campus tour.
- ✗ Students will participate in student panels.
- ✗ Request that students sit in lecture classes in small groups and take notes.

Materials/Notes

Class Set

Campus Visit Survey



Campus Visit Assignment



Documentation
for Essential

3.3

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **10-CR.C1** Narrow down potential colleges/universities of interest, choosing campuses that fit personality, academic interests, and goals
- **EQ:** "What does my perfect college/university look like?"

Lesson

1. Vocabulary

- ✕ Anthro = human. Examples: anthropology – the study of mankind; anthropomorphism – giving human form to non-human things; philanthropy – the love of man expressed through good deeds. (*The abundance of talking animals in fairy tales is an excellent example of the use of anthropomorphism.*)
- ✕ Com = together, common. Examples: commemorate – to memorize together; composition – an agreement or putting together of parts; commune – living together while owning things in common. (*There is a memorial in New York that has been built to commemorate the heroic deeds following the terrorist attacks of September 11, 2001.*)
- ✕ Cord = heart. Examples; cordial – invigorating the heart, friendly; discord – lack of harmony between persons or things; concordant – agreeing, harmonious. (*There is a great deal of discord between the two major political parties in the United States.*)
- ✕ Phil = love, friend. Examples: philanthropist – one who loves humanity; philology – the love of words; philosophy – the love of wisdom. (*The philanthropist created a foundation to help finance the rebuilding of homes after the hurricane.*)

2. Visualization

- ✕ Ask students to close their eyes and imagine that they are on the college campus of their choice. Prompt them to zero in on the following:
 - What does the campus look like?
 - What does the campus sound like?
 - What is the weather like?
 - How far do you have to walk between classes?
 - Was it hard to find parking?
 - How many students are in your classes?
 - ...Others?

3. Collage

- ✕ Instruct students to create a collage that represents their "perfect college." They may use a minimum of five words and five pictures in order to complete this task.

Materials/Notes

Project

Designing the Perfect College PowerPoint



Materials

Magazines, Scissors and Glue, and 8x11 White Copy Paper (for each student)



Lesson Plan, Day 71

AVID – 10th Grade

- ✕ Allow time at the end of this class period or at the beginning of the next class period for students to share their collages with a shoulder-partner or tablemates.

Standards and Essential Question:

- **Focus Area: Levels of Thinking/Inquiry Learning Process**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** "How are resources used to support clarification about the Point of Confusion?"

Lesson

1. Quickwrite

- ✕ *Note: This should be completed prior to today's tutorial for 10 minutes only.*
- ✕ Students answer the Essential Question from today's lesson. Collect these to be used as evidence for certification of refinement.
- ✕ For a pair-share, students share their quickwrite with a partner.

2. Teacher Discussion/Note-Taking of Key Points

- ✕ The teacher discusses with students ways to support/refine the focus area, in order to create more rigorous tutorials.
 - For example, the question process for the student presenter should begin with Level 1 questions to create a foundation to prior knowledge, transition to Level 2 questions to make connections with the information gathered, and conclude with Level 3 questions to apply new knowledge. To encourage high-level thinking and questioning, classes can create higher-level thinking walls with the best questions asked, tally levels of questions asked during the tutorial, and create their own sample questions to use as prompts.
 - Students can monitor and record various examples of Level 1, 2, and 3 questions used during the tutorial.

3. My Goal and Action Plan for Today's Tutorial

- ✕ Have students create a goal to address this focus area in today's tutorial, as well as future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

4. Tutorials

- ✕ Conduct tutorials.

5. Reflections

- ✕ *Note: This should be completed after today's tutorial for 10 minutes of reflection.*
- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection: "What I learned about my Point of Confusion..." In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.

Materials/Notes

Class Set

AVID Tutorial Guide
3.13i Costa's and Bloom's
Levels of Thinking: Comparis
Chart (Pg. 246)



AVID Tutorial Guide
3.14g-h Levels of the Inquiry
Process and Inquiry Learning
Process (Pgs. 261-262)



Tutorial Mini-Lesson Action
Plan



Documentation
for Essential

8.4

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 72

AVID – 10th Grade

- ✕ Share-Out: In groups, have tutors lead a discussion about the following focus area observation: "How did you refine the focus area in today's tutorial?"
- ✕ Select one student per tutorial group to share his/her reflection in meeting the focus area.

Standard and Essential Question:

- **10-CR.C1** Narrow down potential colleges/universities of interest, choosing campuses that fit personality, academic interests, and goals
- **EQ:** "What does my perfect college/university look like?"

Lesson

1. Preparation

- ✗ Have students cut all seven of their index cards in half. They will end up with a total of 14 cards. It might also be wise to do this ahead of time.

2. Designing the Perfect College

- ✗ Instruct students to write topics on one side of the index card, and on the other, they will record questions that they can use to guide future research.
- ✗ Refer to the Designing the Perfect College PowerPoint, in order to deliver the lecture information.
- ✗ You will be discussing the following:
 - Competitiveness of Admission
 - Academic Program
 - Cost
 - Geographic Location
 - Size
 - Surrounding Community
 - Campus Safety
 - Student Body
 - Religious Orientation
 - Sports Programs
 - Academic Atmosphere
 - Social Atmosphere
 - Extracurricular
 - Other
- ✗ Have students remove any cards that will not be some part of their decision process.

3. Reflection

- ✗ Looking back at your collage, which characteristics of a college/university have you already considered? Which ones have you never thought of? Why? Share with your tablemates.

Materials/Notes

Project

Designing the Perfect College PowerPoint



Reference

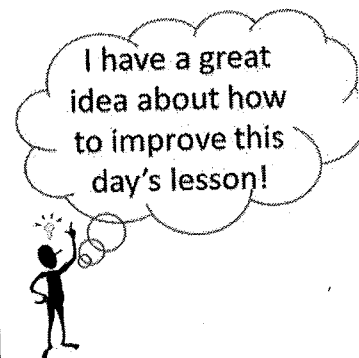
Preparing for College

1.5 Designing the Perfect College (Pgs. 14-15)



Materials

Index Cards (seven per student)



Standards and Essential Question:

- **Focus Area: Levels of Thinking/Inquiry Learning Process**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we ensure that we progress through the levels of inquiry and think critically, in order to become independent thinkers who master our own learning?”

Lesson

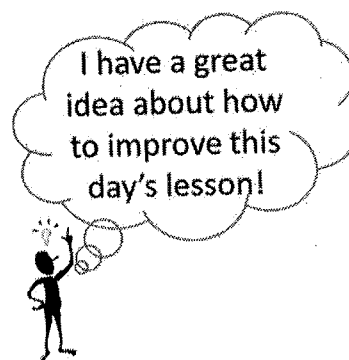
1. Inquiry Process Action Plan

- ✕ Have students get out their Costa’s and Bloom’s Level of Thinking: Comparison Chart from this past Tuesday.
- ✕ Give each student one minute in their tutorial group to share how they’ve done on meeting their goals from their Individual Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of higher-level thinking.
 - Continue coaching and reminding students about using the levels of the inquiry process.

Materials/Notes



Standards and Essential Question:

- **10-ORG.A1** Take 10 to 18 pages of quality Cornell notes per week
- **10-CR.A2** Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
- **EQ:** “What additional preparation should I be doing to ready myself for college?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 4 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

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 sophomores is that they take 10 to 18 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 – College Counselor

- ✕ *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 are examining how to select a college.
- ✕ Introduce the guest speaker, giving some general information about him/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).
- ✕ If you do not have tutors to grade the binders, bring randomly chosen binders to your desk for grading, but be sure to monitor student behavior.

Materials/Notes

Resources

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



Class Set

Note Quantity Check



Documentation
for Essential

3.3

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 75

AVID – 10th Grade

- X When the speaker has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).

Documentation
for Essential

6.3

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-CD.A3** Align learning and study strategies to personal learning style
- **10-CD.D3** Seek opportunities outside of the AVID classroom to ask questions, clarify thinking, and identify Points of Confusion
- **EQ:** "What steps can I take to ensure that I am ready for my finals?"

Lesson

1. Vocabulary

- ✕ **Candor – (n)** [kan-der] frankness; open honesty. (*The witness answered the questions of the lawyer with total candor.*)
- ✕ **Fastidious – (adj)** [fa-stid-ee-uhs] paying attention to detail. (*As it was his first date with the beautiful girl, he was quite fastidious in selecting his outfit.*)
- ✕ **Impeccable – (adj)** [im-pek-uh-buhl] faultless. (*It was no surprise that she received a perfect score on the test, as her notes were impeccable.*)
- ✕ **Venerate – (v)** [ven-uh-reyt] revere. (*There are many cultures in the world that venerate their ancestors.*)

2. Thank-You Card

- ✕ Have students sign (or create) a thank-you card for Friday's guest speaker.

3. Finals Study Plan

- ✕ Group students into fours and have groups collectively brainstorm all of the things that they can (and should) do to prepare for finals.
- ✕ Have groups record their thinking on chart paper and share out.
- ✕ Distribute the Backwards Mapping Template.
- ✕ Have students think about the finals that they have coming up soon.
 - Students should rank sort their preparation planning by order of importance (classes with lowest grades first).
- ✕ Have students brainstorm everything they need to accomplish from now until finals.
- ✕ Under actions, have students generate action items they can do to prep for finals.
 - Look over all past tests.
 - Examine Cornell notes.
 - Generate specific times to form study groups (after school, weekends, etc.).
 - Create sample tests (based on missed test questions).
- ✕ Make sure that students are creating actionable steps.
- ✕ Tell students that they will be revisiting this plan during the next month.

Materials/Notes

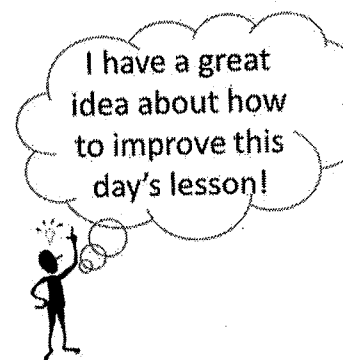
Class Set

Strategies for Success
7.9 Backwards Mapping
Template (Pg. 95)



Materials

Chart Paper



Standards and Essential Question:

- **Focus Area: Levels of Thinking/Inquiry Learning Process**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we ensure that we progress through the levels of inquiry and think critically, in order to become independent thinkers who master our own learning?”

Lesson

1. Tutorials – Focus on the Inquiry Process

- ✕ As you monitor groups today, continue to look at implementation of the steps of the inquiry process.
 - Focus on the types of questions that students are asking during the tutorial process. Use Levels of the Inquiry Process and Inquiry Learning Process as a guide.

2. Formal Observation – Inquiry Process

- ✕ Utilize the Observation and Feedback document as a resource to conduct a formal observation for the teacher, students, and tutors.

Materials/Notes

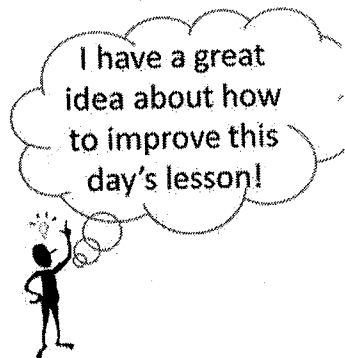
One Teacher Copy

AVID Tutorial Guide
3.18b Observation and Feedback (Pgs. 281-282)



Reference

AVID Tutorial Guide
3.14g-h Levels of the Inquiry Process and Inquiry Learning Process (Pgs. 261-262)



Standard and Essential Question:

- **10-CR.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **EQ:** “How can I ensure that I am prepared for the SAT® and ACT® next year?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 5 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. SAT/ACT Preparation

- ✕ Help students create a one-year plan to prepare for the SAT/ACT tests. They should focus on committing to a certain amount of time per week.
 - Between 30 minutes to an hour is a realistic goal.
- ✕ Work with AVID students on SAT/ACT test preparation.
- ✕ Determine resources and materials that are most appropriate to the tests in your area.
- ✕ Resources might include the following:
 - www.avidtestprep.org
 - www.collegeboard.org
 - www.act.org

2. Extension Idea – AVID Test Prep®*

- ✕ If your students have access to AVID Test Prep, utilize those resources on this day.
- ✕ Some suggestions include the following:
 - Take one practice test section.
 - Have students review question videos for incorrect answers.
 - Review study hall lessons for problem areas.
 - Use Wordsmith to practice vocabulary.
- ✕ For more information about bringing AVID Test Prep to your school, [click here](#).

Materials/Notes

Documentation
for Essential

4.4

I have a great
idea about how
to improve this
day's lesson!



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

Standards and Essential Question:

- **Focus Area: Levels of Thinking/Inquiry Learning Process**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we ensure that we progress through the levels of inquiry and think critically, in order to become independent thinkers who master our own learning?”

Lesson

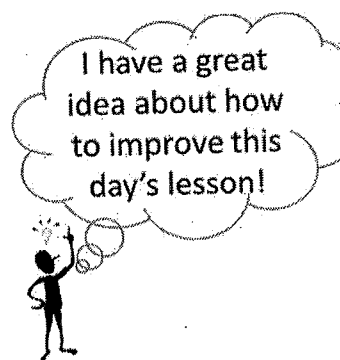
1. Tutorial Feedback

- ✕ Debrief any general findings from this past Tuesday’s observation with the class to support their performance.
 - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one manner.

2. Tutorials – Focus on Inquiry Process

- ✕ As you monitor groups today, continue to look at implementation of the inquiry process.
- ✕ Remind your students about revisiting their Individual Action Plans.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, regarding what is going well and what can be improved.

Materials/Notes



Standards and Essential Question:

- **10-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving
- **EQ:** "How can I effectively collaborate with others?"
-

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 6 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Binder and Planner Check

- ✕ While students are entering class, have students place their binders and agendas on their desks.
- ✕ Check the binders for level of organization (everything in rings, nothing in pockets) and check the planner for completeness.

2. Team-Builder – Pass the Play-Doh

- ✕ Break the class into three random teams.
- ✕ Provide each group with a large lump of Play-Doh.
- ✕ Tell groups that you will call out a random object, and the person with the Play-Doh will begin trying to sculpt the object.
- ✕ The student will sculpt until you call for time (by ringing a bell, blowing a whistle, having your cell phone make a buzzer sound, etc.), which is the signal that they need to pass the sculpture to their left.
- ✕ Continue having students sculpt and pass the Play-Doh.
- ✕ After two or three minutes, have groups stop and share their sculpture. Students can make up a story about the sculpture.
 - Be sure that students are creating a story about their sculpture, not just talking about what the sculpture is.
 - It might be helpful for students to focus on the who, what, when, why, and where.
- ✕ Some sculpture ideas include the following:
 - A stoplight, a house, the Statue of Liberty, spaghetti and meatballs, etc.
- ✕ After the activity, debrief with the class by asking the following questions:
 - Would this task be easier or harder by yourself, and why?
 - Did you get more time with the Play-Doh than others? How did that make you feel?

Materials/Notes

Materials
Play-Doh®

Documentation
for Essential

3.3

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 80

AVID – 10th Grade

- Did you ever feel that you put more effort into the sculpture than others?
- What were the advantages/disadvantages of being part of the team?

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-CR.C4** Begin developing an understanding of career paths and the associated college degree
- **EQ:** "What personal factors, such as interests, strengths, and values, should I consider as I research possible future careers?"

Lesson

1. Vocabulary

- ✗ **Altruistic – (adj)** [al-troo-is-tik] unselfishly generous; concerned for others. (*The altruistic members of the Red Cross provided relief supplies after the horrible flood.*)
- ✗ **Pervasive – (adj)** [per-vey-siv] pervading; spread throughout every part. (*After the food got left on the counter, the ants were pervasive in the kitchen.*)
- ✗ **Vilify – (v)** [vil-uh-fahy] slander. (*The politician attempted to vilify his competitor.*)
- ✗ **Zealot – (n)** [zel-uht] fanatic; person who shows excessive zeal. (*Most suicide bombers are zealots for their cause.*)

2. Four-Corners

- ✗ Label each of the four corners of your room with signs for the following: Strongly Agree, Agree, Disagree, and Strongly Disagree.
- ✗ Pose one of the four statements below to the students. They should move quietly to the corner that best represents their individual answer to the statement. Encourage students to think about their personal responses, not to just follow their friends or the crowd. Once students are in the corners, give them a couple of minutes to share their responses before posing the next statement.
 - I want to work outside.
 - I want to work independently, as opposed to working in a group.
 - I want to work directly with the public.
 - I want a job where I can be creative.
- ✗ Bring the class back together and have a short discussion as to why these factors and feelings are important when considering career choice.

3. All About Me

- ✗ Distribute the All about Me handout.
- ✗ Go over the directions with the students.
- ✗ Have any career inventories available for students to consider. You will want to include Explore®, PLAN®, and PSAT® results, as well as any inventory results that the students may have gotten through the counseling or career office.
- ✗ Students then complete the handout.

Materials/Notes

Resources

Four-Corners Labels



Class Set

College and Careers

4.4 All about Me (Pg. 130)



Lesson Plan, Day 81

AVID – 10th Grade

4. Homework

- X Students should discuss career choice with employed friends and family. They should focus on what aspects of the person's career they are most satisfied with and what they wish they would have known before entering that career path. Cornell notes should be taken.

Standards and Essential Question:

- **Focus Area: Levels of Thinking/Inquiry Learning Process**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “Are you effectively preparing for finals? What improvements could you make to your plan?”

Lesson

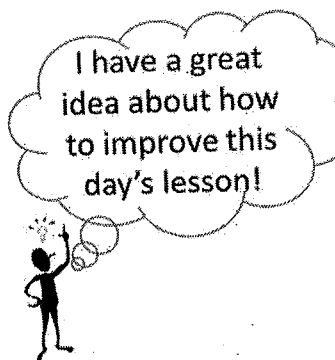
1. Finals Preparation

- ✕ Have tutorial groups spend a few minutes discussing their progress on their finals study plan.
- ✕ Have students readjust their studies, as needed, and let them know that they will revisit the plan on Thursday.

2. Tutorials

- ✕ As you monitor groups today, look for examples of higher-level thinking.
 - Continue coaching and reminding students about using the levels of the inquiry process.

Materials/Notes



Standards and Essential Question:

- **10-INQ.C1** Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions
- **10-INQ.C4** Analyze various accounts of a subject told through different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account in a Socratic Seminar or Philosophical Chairs discussion
- **EQ:** "How has society changed (or not changed) since 1960, regarding social justice?"

Lesson

1. Historical and Rhetorical Contexts – "I Have a Dream"

- ✗ Break students into groups of four and have them number off one to four.
- ✗ Distribute the Historical and Social Context of "I Have a Dream" Speech.
- ✗ Have students reflect on their designated question (on "Before Reading" side):
 - 1) How are individuals being treated?
 - 2) Who is in power? How are the people governed?
 - 3) Who is the author's intended audience?
 - 4) What texts are referenced or quoted?
- ✗ Give students two or three minutes to review their question and draw from prior knowledge to answer the question that corresponds to their number.
- ✗ Have students share what they wrote (as other group members write key ideas).

2. First Read

- ✗ Distribute the Rereading: Building Comprehension handout and "I Have a Dream" by Dr. Martin Luther King.
- ✗ Have students read through the speech. The purpose of this first read is to form connections.
 - How does this speech connect to other ideas in the text?
 - How does this speech connect to the world today?
- ✗ Provide students with 15 minutes of quiet reading time to review the speech. Encourage students to underline concepts that connect other pieces from the text or that relate to the world today.

3. Second Read

- ✗ Project a video (or the audio) from Dr. King's speech. One possible location is posted under the "Project" heading as "I Have a Dream" Speech.
- ✗ Have students reread with "I Have a Dream."
- ✗ The purpose for the reread is to call out portions that Dr. King emphasizes.
 - These places can be noted by bracketing that portion of text.

Materials/Notes

Class Set

Critical Reading

4.1 Rereading: Building Comprehension (Pg. 49)



Historical and Social Context of "I Have a Dream" Speech



"I Have a Dream"



Project

"I Have a Dream" Speech



Documentation
for Essential

6.5

I have a great idea about how to improve this day's lesson!



Lesson Plan, Day 83

AVID – 10th Grade

4. Revisit Historical Contexts

- X Have students take out their Historical and Social Context of “I Have a Dream” Speech resource.
- X Have students work as a collaborative group to discuss the four questions and write responses under the “After Reading” heading.
- X Tell students that they will need the speech for a Socratic Seminar this Friday.
- X Remind students to review all of their vocabulary words for next Monday.

Standards and Essential Question:

- **Focus Area: Levels of Thinking/Inquiry Learning Process**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “Are you effectively preparing for finals? What improvements could you make to your plan?”

Lesson

1. Finals Preparation

- ✕ Have tutorial groups spend a few minutes discussing their progress on their finals study plan.
- ✕ Talk about the resources that they can use between now and their study sessions (e.g., teachers, study groups, etc.).

2. Tutorials

- ✕ As you monitor groups today, look for examples of higher-level thinking.
 - Continue coaching and reminding students about using the levels of the inquiry process.

Materials/Notes



Standards and Essential Question:

- **10-INQ.C1** Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions
- **10-INQ.C4** Analyze various accounts of a subject told through different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account in a Socratic Seminar or Philosophical Chairs discussion
- **10-INQ.C6** Focus on the development of leadership skills and self-refinement during Socratic Seminar discussions
- **EQ:** "What aspects of Dr. Martin Luther King Jr.'s speech can be applied to the world today?"

Lesson

1. Mystery Check

- ✕ Conduct a binder check, planner check, Cornell note quantity or Cornell note quality check today.
- ✕ Consider choosing which check you do from the following options:
 - 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. Before the Socratic Seminar

- ✕ Choose a student leader (the day before the Socratic Seminar).
- ✕ Be sure that the student has read the speech, has generated questions to support the conversation, and is clear on their roles/responsibilities.
 - Well in advance, provide the student leader with a copy of The Role of the Leader and Developing Opening, Core, and Closing Questions.

3. Socratic Seminar – "I Have a Dream"

- ✕ Have students move into a Socratic Seminar circle.
 - Use either one large circle, an inner/outer circle, or the wingman formation.
- ✕ Have the student leader choose/share an overarching question to guide discussion.
- ✕ Sit in a seat outside of the circle and do some of the following:
 - Record key points that were said.
 - Draw a web of who is speaking.
 - Be VERY comfortable with silence, as it is critical that you don't speak.
- ✕ While students are still in the circle, use the Critiquing or Debriefing the Seminar resource from *Strategies for Success*, or alternatively, ask a debriefing question below:
 - "What is your overall evaluation of the Socratic Seminar?"
 - "What was the best point made during the Socratic Seminar?"

Materials/Notes

One Copy for Student Leader
Strategies for Success
The Role of the Leader and
Developing Opening, Core, and
Closing Questions (Pgs. 161,
165)



Documentation
for Essential

7.3

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 85

AVID – 10th Grade

- ✕ Conclude by asking volunteers to discuss what they did really well and what they need to work on going forward.
 - Generate a goal that they can work on during the next Socratic Seminar.
- ✕ Have students rearrange the desks.
- ✕ Remind students to study their vocabulary words for the next class period.

Standards and Essential Question:

- **10-COLL.A2** Focus on academic language skills that will develop strong peer-instructor relationships
- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving
- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **EQ:** "How can you continue to improve your vocabulary and become more urbane in your daily life?"

Lesson

1. Vocabulary Activity – *Jeopardy*

- ✗ Break the class into two or three teams. It might be best to make sure that there are a few very strong linguists on both sides.
 - It might be advisable to allow students to use their flash cards for at least a portion of the game.
- ✗ The game will function like *Jeopardy*. On the first screen, click once (not on the board), and the word *Jeopardy* will show up to music.
 - Click again (not on the screen), and the categories will begin showing up.
 - You will need to click a total of six times for the word *Jeopardy* and the five categories to pop up.
- ✗ Have one of the teams select a category and an amount. When you click the amount, it will take you to the question.
- ✗ Have teams raise their hand (or buzz in with cell phones with buzzer sounds).
- ✗ Clicking on the AVID logo symbol in the bottom-left corner will take you to the answer, while clicking on the AVID logo symbol on the answer page will take you back to the original *Jeopardy* board.
- ✗ Continue the game until the board is cleared.
- ✗ Clicking on the *Double Jeopardy* will take you to a second game with three categories.
 - You might provide teams with three to five minutes to study their words. This will help them in the next round and also break up the monotony of the game.
- ✗ The *Double Jeopardy* board works in the same manner. Play until the board is cleared or until you have 10 minutes or so left in class.
- ✗ Click on the *Final Jeopardy* link to take you to the *Final Jeopardy* question.
- ✗ **Note:** It is **HIGHLY** suggested that you try out the game a few times before you play it in class.

Materials/Notes

Jeopardy Questions and Answers



Teacher Resource (one copy)
Jeopardy Questions and Answers



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **Focus Area: Levels of Thinking/Inquiry Learning Process**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** "How do we ensure that we progress through the levels of inquiry and think critically, in order to become independent thinkers who master our own learning?"

Lesson

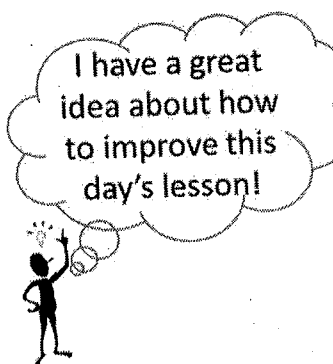
1. Action Plan Reflection

- ✕ Have students get out their Individual Action Plan from two weeks ago.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from the Individual Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of higher-level thinking.
 - Continue coaching and reminding students about using the levels of the inquiry process.

Materials/Notes



Standards and Essential Question:

- **10-ORG.A5** Continuously add to and reflect on the multi-grade-level portfolio throughout the school year
- **10-COLL.A3** Practice using encouragement and positive affirmations with peers
- **EQ:** “How have I grown over this semester?”

Lesson

1. Portfolio Collection/Organization

- ✕ Have students retrieve their portfolios.
- ✕ Make sure that students put the following in their portfolios:
 - An extra copy of their argumentative essay
 - Their best samples of Cornell notes from each subject
 - Have them add in an example with filling in gaps and changing color.
 - One sample of a learning log from each subject
 - Their best tutorial sample
 - Any college or career information that they wish to keep
 - Samples of WICOR activities from their content-area classes

2. Binder Clean-Up

- ✕ Have students clean up their binders.
 - Tell them to ensure that any homework they remove from their binder has been graded and recorded.
 - Collect all homework, Cornell notes, and quizzes/tests into a file folder.
 - *Note: This needs to be a different folder than their portfolios.*

3. Finals Preparation

- ✕ Provide time for students to finish their planning for finals.

Materials/Notes

Resources

Strategies for Success

17 Portfolio (Pgs. 215-217)



Standards and Essential Question:

- **Focus Area: Levels of Thinking/Inquiry Learning Process**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we ensure that we progress through the levels of inquiry and think critically, in order to become independent thinkers who master our own learning?”

Lesson

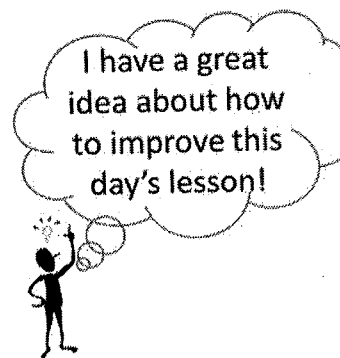
1. Action Plan Three-Week Reflection

- ✕ Have students get out their Individual Action Plan from three weeks ago.
- ✕ Have students fill out the reflection portion of the Individual Action Plan, focusing on their progress.

2. Tutorials

- ✕ As you monitor groups today, look for examples of higher-level thinking.
 - Continue coaching and reminding students about using the levels of the inquiry process.

Materials/Notes



Standard and Essential Question:

- **10-CR.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **EQ:** “What were my successes and struggles over this past semester?”

Lesson

1. Cornell Note Quality Check

- ✕ Create a list of numbers assigned to typical senior courses:
 - 1 – Math, 2 – English, 3 – Gov./Econ., 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 have various colors, as a result of the focus lesson from Day 31.
- ✕ Grade these notes for overall quality, making sure that they are ready to return at the next class meeting.

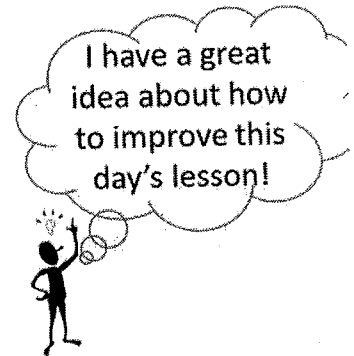
2. Spirit of Giving

- ✕ Collect reflections from students on their Spirit of Giving projects.

3. Final Exam

- ✕ The many ways that you can handle finals are detailed below:
 - Conduct a formal assessment of some of the materials covered this semester.
 - This can include notes analysis, vocabulary, and critical reading.
 - Conduct an SAT®/ACT® practice exam.
 - Allow time for students to form in-class study groups for other finals, especially if your class is earlier in the finals timeline.
 - Have students do speeches from a bag or other practice speeches.
 - Create various team-building activities.
- ✕ One aspect that you should cover, regardless of other exams/activities, is to have students reflect on their semester.
 - What did students do well?
 - What improvements could they make next semester?

Materials/Notes



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
- **10-CD-B3** Reassess short-, mid-, and long-term goals that will continue to ensure academic and personal growth
- **10-CD-B4** Review and revise personal and academic goals, specifically those dealing with college and career aspirations
- **10-CD.B5** Set and monitor goals around community service, extracurricular activity involvement and academic testing
- **EQ:** "How can I continue to reach for, and achieve my goals?"

Lesson

1. Vocabulary

- ✗ Project Week 19 SAT/ACT Vocabulary PowerPoint.
- ✗ **Astute – (adj)** [uh-stoot] wise; shrewd; keen (*The detective made an astute observation which led to solving the case.*)
- ✗ **Extraneous – (adj)** [ik-strey-nee-uhs] not essential; superfluous (*To write a clear and concise research paper, remove all extraneous information.*)
- ✗ **Placate – (v)** [pley-keyt] pacify; conciliate (*Not even her favorite stuffed animal could placate the fussy toddler.*)
- ✗ **Vindicate – (v)** [vin-di-keyt] clear from blame; exonerate, justify or support (*The new DNA evidence was able to vindicate the man who had been unjustly accused of murder.*)

2. Grade Analysis

- ✗ Provide students with a copy of their grade from the previous semester.
- ✗ Have students analyze the grades and determine points of Strength and Weakness.
- ✗ Possibly have students complete a reflection of the semester, which addresses why they did well in some areas and not in others.

3. Goal Setting

- ✗ Have the students look over their Goals from Day 13 of the school year.
 - Did they accomplish their goals?
 - What worked and what didn't?
 - How will they revise their goals (or build upon their successes)?
- ✗ Distribute 3 copies of 9.1 Goal-Setting Outline.
- ✗ Have students Complete 3 Goals (Make all mid-range goals), with plan, and specific steps they will take.
 - One goal with an academic focus
 - One goal with a personal focus
 - One goal with a community service focus

4. Technology Extension*

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

Materials/ Notes

Project

Week 19 SAT/ACT
Vocabulary PowerPoint



Class Set

(Not Back to Back)

Strategies for Success

9.1 Goal-Setting Outline
(pg. 130)



Documentation
for Essential

8.4

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 91

AVID – 10th Grade

- X Challenge students to use a spreadsheet program such as Microsoft Excel to create a GPA calculator as extra credit.

Standards and Essential Question:

- **Focus Area: Use of Resources for Group Member**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** How are resources used to support clarification about point of confusion?

Lesson

* Make sure all tutors have a plan to attend "Tutor Training Part 2". For more information about Tutor Training, [click here](#).

Prior to Today's Tutorial (10 minutes only)

1. Quickwrite

- ✕ Students answer essential question on handout. Collect to be used as evidence for certification of refinement.

2. Pair-Share

- ✕ Students share with a partner their quickwrite.

3. Teacher Discussion/ Note-taking of Key Points:

- ✕ Teacher discusses with students ways to support/ refine the focus area to create more rigorous tutorials.
 - * For example, group member reviews his/ her notes after student presenter delivers 30 Second Speech to use the detail of his/her notes to generate a question for the student presenter. Group member can place an * in their notes that were used to support a tutorial team member.

4. My Goal & Action Plan for Today's Tutorial

- ✕ Have students create a goal to address this focus area in today's/ future tutorials. This is something students should commit to doing consistently to create rigor and effectiveness in tutorials.

After Today's Tutorial (leave 10 minutes for reflection)

5. Reflections

- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection, "What I learned about my point of confusion..." In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/ action plan.
- ✕ **Share Out**
 - In groups, have tutors lead discussion about the focus area observation, "how did you refine the focus area in today's tutorial?"
 - Select one student per tutorial group to share his/her reflection in meeting the focus area.

Materials/ Notes

Class Set

Tutorial Mini Lesson

Action Plan



Documentation
for Essential

8.4

Standards and Essential Question:

- **10-ORG.B3** Create visuals or symbols in the right column to represent and help recall information
- **EQ:** "How can I include more visual representations in my notes?"

Lesson

1. How's your memory?

- ✕ Let students know that they will be working on memorizing a list of 20 random words.
- ✕ Give students 3 minutes to memorize the list of words on the PowerPoint
- ✕ Have students write down as many words as they can remember

2. TED Talks – Feats of Memory anyone can do

- ✕ Important: View the TED TALK before showing to your class. The video opens with description that immature students might not handle well.
- ✕ Embedded in the PowerPoint is a link to a TED Talk on why visualizing is so critical to memory
- ✕ Have students take notes on the talk

3. Visuals in Your Notes

- ✕ Talk students through adding visuals/pictures to their Cornell Notes
- ✕ There are three talking points on the PowerPoint
 - Have students identify the most important piece(s) of information that they will need to recall
 - Have students turn it into a picture. Graphic organizers and diagrams (of cells, or cycles) are valuable things to draw, they need to also include other new (crazy pictures) to help them visually remember
 - Let students know that they still need to write down regular written Cornell Notes, but they add pictures in at the end as another way to process
 - Have students draw in these pictures when the lecture (class discussion) is over

4. Memory List Revisited

- ✕ Have students look over the Tree List again, this time to identify an easy way to memorize the list.
 - Hint: #1 is a Tree (like a tree trunk), #2 shoes (there are two shoes). The explanation for the list is in the PowerPoint notes.
- ✕ Have students identify the connections

5. Homework

- ✕ Cornell Notes must have visuals (this will be a part of their C Note grade)

Materials/ Notes

Class Set



Project



Project (also embedded in the PowerPoint)



Documentation
for Essential

5.3

Lesson Plan, Day 93

AVID – 10th Grade

- ✕ Optional: There is a memory activity that will help students be able to memorize any random list of words. They can take the “Remember 20 Random Words” worksheet with them and practice at home.

Standards and Essential Question:

- **Focus Area: Use of Resources for Group Member**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** How are resources used to support clarification about point of confusion?

Lesson

1. Action Plan – Resources for Group Members

- X Have students get out their Action Plan from two days ago
- X Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Action Plan.

2. Tutorials

- X As you monitor groups today, look for examples of group members referencing resources
 - Continue coaching and reminding about using their resources during tutorials

Materials/ Notes

Standards and Essential Question:

- **10-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting
- **10-COLL. A6** Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
- **EQ:** "How can I refine my binder organization?"

Lesson

1. Binder and Planner Check

- ✗ While students are entering class, have students place their binders and agendas on their desk.
- ✗ Check binders for level of organization (everything in rings, nothing in pockets), and check planner for completeness.

2. Binder P-M-I

- ✗ Have students find a partner.
 - This can be done by randomly assigning or do a few rounds of Team Huddle
- ✗ Distribute copies of 2.5 Got P-M-I
- ✗ Have students use the P-M-I sheet to examine each other's binders
- ✗ Debrief with students about what they could do better, and have them share with the class.

3. Question Beach Ball*

****IMPORTANT:** Create a beach ball with random questions from the Beach Ball Questions list

- ✗ Have a student volunteer hold the ball, and knock it into the air. Have the next three people knock it back into the air.
 - It might be helpful to have the class chant ONE (when the first person hits it), TWO (When the second hits it) and THREE (when the third hits it)
- ✗ Have the fourth person catch the ball, and give them instructions about which question they need to read and answer
 - For Example, have them read the question that is closest to the index finger on their right hand.
- ✗ Have the fourth student read the question and answer it for the class.
- ✗ When the student has answered the question have him/her hit the beach ball back into the air and have three people hit it back into the air.
- ✗ Have the fourth person catch it and answer the question.

4. Memory Game

- ✗ Gather a random group of objects (pencil, sunglasses, cup, etc.)
- ✗ Show to the class and have them attempt to memorize the objects.

Materials/ Notes

Resources

Tutorial Resource Guide
Questioning Resources
(pgs. 86-88)



Reference

Beach Ball Questions
(DONE IN ADVANCE OF
THE CLASS)



Materials

Beach Ball
Random Objects

Documentation
for Essential

3.3

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
- **10-CR.C2** Sign-up for ongoing information regarding admissions and potential scholarships from colleges/universities of interest
- **10-CR.E2** Examine potential scholarships from colleges of interest and local scholarships and design plans to meet selection criteria
- **EQ:** "How can I improve my chances of winning scholarships?"

Lesson

1. Vocabulary

- ✗ Project Week 20 SAT/ACT Vocabulary PowerPoint
- ✗ **Ambivalence – (n)** [am-biv-uh-luhns] the state of having contradictory or conflicting emotional attitudes (*Caught off guard by his invitation to the dance, the girl could not keep her ambivalence from quickly showing on her face.*)
- ✗ **Appraise – (v)** [uh-preyz] to estimate the nature, quality, importance, or value of (*Most jewelry stores will appraise gems that you have inherited.*)
- ✗ **Conflagration – (n)** [kon-fluh-grey-shuhn] great fire (*Over thirty homes were lost in the sudden conflagration.*)
- ✗ **Provincial – (adj)** [pruh-vin-shuhl] pertaining to a province; limited in outlook; unsophisticated (*The New Yorker socialite always found her country cousin quite provincial.*)

2. Scholarship Advice Jigsaw

- ✗ Have students form groups of 4, and arrange their to face each other
- ✗ Distribute one copy of the 4 different scholarship tips to each group
- ✗ Have students number off 1, 2, 3, and 4
 - 1 – read yahoo voices, 2 – secrets to winning, 3 – Highly Successful Scholarship winning, 4 – Seven Major Scholarship Scams
- ✗ Be sure students know they need to be experts on their articles
- ✗ Give students 3 minutes to read through their paper and underline key info
- ✗ Have groups share their information with their other group members.
- ✗ Have groups share out what they learned
- ✗ Be sure that students key in on NEVER paying for anything about scholarships, and the importance of becoming involved

3. Scholarship Searches*

- ✗ If there is time, have students begin searching for scholarships.
 - Have students use fastweb, scholarships.com, etc.
- ✗ Have students focus on scholarship that they might be eligible for now, and have them use 8.4b Scholarship Search to record information.

Materials/ Notes

Project

Week 20 SAT/ACT
Vocabulary PowerPoint



¼ Class Set

Preparing for College
8.4a Seven Major
Scholarship Scams
(pgs. 145-146)



Class Set (Back-2-Back)

Preparing for College
8.4b Scholarship Search
(pg. 147)



¼ of a Class Set

(I.E. 32 students, 8 of each)

Scholarship tips



I have a great idea about how to improve this day's lesson!



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

Standards and Essential Question:

- **Focus Area: Use of Resources for Group Member**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** How are resources used to support clarification about point of confusion?

Lesson

1. Tutorials – Focus Resources for Group Members

- ✕ As you monitor groups today, continue to look at group members using their resources
 - Focus on how group members are referencing and adding to their resources

2. Formal Observation – Use of Resources by Group Members

- ✕ Utilize the Observation and Feedback form as a resource to conduct a formal observation for the teacher, students and tutors.

Materials/ Notes

One Teacher Copy

AVID Tutorial Guide

3.18 Observation and Feedback (pgs. 281 - 282)



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-CR.C2** Sign-up for ongoing information regarding admissions and potential scholarships from colleges/universities of interest
- **10-CR.E2** Examine potential scholarships from colleges of interest and local scholarships and design plans to meet selection criteria
- **EQ:** “How can I improve my chances of winning scholarships?”

Lesson

1. Scholarship Search

*Note: some teachers may opt to spend two days on the mock interviews from day 100

- X Provide students time to examine scholarship opportunities and record key information onto 8.4b Scholarship Search forms, even if the scholarship isn’t available until junior or senior year
 - Have students put future scholarship opportunities into their portfolios
- X Provide students with a list of websites to sign up for free scholarship searches
 - **Note: Make sure students have an official email address (See Day 86 of the 9th grade Weeks at a Glance)
 - As the teacher, read through “Compare 5 Top Scholarship Search Engines” before selecting the sites you will recommend to students.
- X Point students to sites that might include the following:
 - www.collegeboard.com
 - www.collegenet.com
 - www.fastweb.com
 - www.scholarships.com
 - www.scholarshipmonkey.com (requires students to be junior or seniors to sign up)

Materials/ Notes

Class Set

Preparing for College

8.4b Scholarship Search
(pg. 147)



Teacher Resource



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **Focus Area: Use of Resources for Group Member**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** How are resources used to support clarification about point of confusion?

Lesson


1. Tutorial Feedback

- ✕ Debrief any general findings from Tuesday's Observation with the class to support their performance.
 - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one discussion.
 - Address group problems during tutorial work

2. Tutorials – Use of Resources for Group Member

- ✕ As you monitor groups today, continue to look for use of resources by group members
- ✕ Remind your students about revisiting their Action Plans
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week to discuss what is going well and what can be improved

Materials/ Notes



I have a great idea about how to improve this day's lesson!

Standards and Essential Question:

- **10-ORG.A1** Take 10 to 18 pages of quality Cornell notes per week
- **10-COMM.A2** Practice utilizing purposeful gestures during speeches
- **10-COMM.A5** Practice speaking skills through mock job interviews
- **EQ:** "How can I position myself to interview well and get my desired job or scholarship?"

Lesson

1. Cornell Note Quantity Check

- ✕ Before the work on interviews have students place their binders on their desks for a C note quantity check.
 - 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 sophomores is that they take 10 to 18 pages of quality Cornell notes per week.
- ✕ Ask students to get out Cornell notes for a quantity check.
 - 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.

2. The Importance of Job Interviews

- ✕ Ask your students if anyone in the class has a job, that they had to interview for.
- ✕ Have any students that have interviewed for jobs talk about the experience. How did it go? What went well? What did not go well? Did they get the job?
- ✕ Tell students that interviewing well is a very important skill that will come in handy over their lifetime.
 - Remind students they will be interview for jobs, scholarships, and occasionally some colleges even do interviews for certain programs.

3. Mock Interview*

- ✕ Have a student volunteer come to the front of the room for a mock interview
- ✕ Ask the student where they might want to apply for a job
- ✕ Ask the student some of the questions from the "Common Interview Questions."
- ✕ Have the rest of the students watch the interview and provide feedback about what the student did well, and where they can improve

4. Inner-Outer Group Experts

- ✕ Distribute Common Interview Questions and Interview Tips to every student
- ✕ Have students count off 1s and 2s.
- ✕ Have students go to one side of the room, and 2s go to the other side
- ✕ Have 1s read Common Interview Questions and 2s read Interview Tips
- ✕ Give students 5-8 minutes to read and underline key ideas. Then allow students to talk about the material with their expert groups

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

Materials/ Notes

Class Set (back-to-back)

Common High School Job Interview Questions



Class Set (back-to-back)

Job and Scholarship Interview Tips



Class Set

Note Quantity Check



I have a great idea about how to improve this day's lesson!



Lesson Plan, Day 100

AVID – 10th Grade

- X Have 1s form a standing inner circle and 2s form a standing outer circle with a 1 facing a 2.
- X Have the outer circle move two people counter clockwise
- X Give 1s 3 minutes to discuss what they learned in their reading. Then have 2s talk about their Interview Tips for 3 minutes
- X Have Inner Circle move 4 people clockwise.
- X Have the inner circle (1) partner with the outer circle (2)

5. Pair Interviews

- X Have the pair of students conduct mock interviews. Have 1s interview first.
- X It will be more authentic if they pretend like they are interviewing for a place they want to work. (I.E. a clothing store, restaurant, etc.)
- X Students should provide feedback on interview. Then have 2s interview.

Standards and Essential Question:

- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **10-CR.D1** Prepare for, take and analyze the results for the PSAT and/or PLAN tests
- **EQ:** “How can I improve my PSAT/PLAN score?”

Lesson

1. Vocabulary

- ✕ Project Week 21 SAT/ACT Vocabulary PowerPoint
- ✕ Ac = to, toward, near. Examples: accelerate – to increase the speed of; accessible – easily entered, approached, or obtained; acknowledge – to recognize the truth or existence of. (*After the lively debate, she acknowledged that her opponent had a valid point.*)
- ✕ Ex = from, out. Examples: extricate – to free or release from entanglement; explicit – fully and clearly explained; extol – to praise highly (*A team of Navy Seals was sent in to extricate the prisoners of war.*)
- ✕ Idio = peculiar, personal, distinct. Examples: idiomatic – peculiar to a particular language; idiosyncrasy – a physical or mental characteristic typical of a particular person; idiot – someone who is distinctly foolish or stupid. (*Her nervous giggle was one of her more endearing idiosyncrasies.*)
- ✕ Pung = to fight. Examples: pugnacious – having a quarrelsome or aggressive nature; repugnant – distasteful, offensive or revolting; pungent – piercing. (*The pugnacious boy was always trying to pick a fight on the playground.*)

2. PSAT/PLAN Test Analysis

- ✕ Have students take out their PSAT/PLAN results
- ✕ Go over the meaning of the scores, and how to create a study plan for their official SAT/ACT tests.
 - It might be useful to have one of the counselors come in to discuss scores.

Materials/ Notes

Project

Week 21 SAT/ACT
Vocabulary PowerPoint



Resources

College and Careers
PSAT and PLAN
(pg. 126 - 128)



Materials

PSAT/PLAN Test Results

Documentation
for Essential

4.5

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **Focus Area: Use of Resources for Group Member**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** How are resources used to support clarification about point of confusion?

Lesson

1. Action Plan Reflection

- ✕ Have students get out Action Plan from two weeks ago.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of higher level thinking
 - Continue coaching and reminding about using the levels of inquiry process

Materials/ Notes



Standards and Essential Question:

- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **10-CR.D1** Prepare for, take and analyze the results for the PSAT and/or PLAN tests
- **EQ:** “How can I improve my PSAT/PLAN score?”

Lesson

1. PSAT/PLAN Practice

- X Have students take one (or two) practice sections in class.
 - Use test preparation programs such as:
 - Collegeboard.com
 - Act.com
 - Avidtestprep.org

Materials/ Notes

Documentation
for Essential

4.5

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **Focus Area: Use of Resources for Group Member**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** How are resources used to support clarification about point of confusion?

Lesson

1. Tutorials

- ✕ As you monitor groups today, look for examples of higher level thinking
 - Continue coaching and reminding about using the levels of inquiry process

2. Action Plan - Three Week Reflection

- ✕ Have students get out Action Plan from three weeks ago.
- ✕ Have students fill out the reflection portion of the action plan, instead of their usual reflection. Focusing on how they (and their group(s)) accomplished or did not accomplish their goals.

Materials/ Notes

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



Standards and Essential Question:

- **10-CR.A2** Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
- **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).
- ✕ Make sure that a student is selected to guide the speaker to the classroom

2. Binder and Planner Check

- ✕ While students are entering class, have students place their binders and agendas on their desk.
- ✕ Check binders for level of organization (everything in rings, nothing in pockets), and check planner for completeness.

3. Guest 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 are examining how to select a college
- ✕ Introduce the guest speaker, giving some general information about him/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).
- ✕ If you do not have tutors to grade the binders, bring randomly chosen binders to your desk for grading, but be sure to monitor student behavior.
- ✕ When the speaker has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).

Materials/ Notes

Resources

Strategies for Success

15.2 Guest Speaker Protocol (pg. 202)



Documentation
for Essential

3.3

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
- **10-WRI.A1** Practice strategies for pre-writing in response to various prompts for both timed writing and process writing.
- **10-WRI.C3** Develop and strengthen writing through the creation of a character analysis
- **EQ:** "What reading strategies can I use to help me better understand the character in short stories?"

Lesson

1. Vocabulary

- ✗ Project Week 22 SAT/ACT Vocabulary PowerPoint
- ✗ **Aloof – (adj)** [*uh-loof*] apart; reserved (*It was the habit of the shy girl to remain aloof in new situations.*)
- ✗ **Depravity – (n)** [*dih-prav-i-tee*] extreme corruption; wickedness (*Death row is filled with men and women that have given in to depravity.*)
- ✗ **Haughtiness – (n)** [*haw-tee*] pride; arrogance (*The wealthy woman always acted with extreme haughtiness when talking to salespeople.*)
- ✗ **pragmatic – (adj)** [*prag-mat-ik*] practical; concerned with the practical worth or impact of something (*Because he was so pragmatic with his major purchases, he was able to save thousands of dollars.*)

2. Prewriting

- ✗ **READ:** Select a short story that is interesting and accessible to students, and distribute a copy to each student. Identify any challenging vocabulary words students might encounter in the story and write these words, the sentences from the story that contain the words, and the definitions on the board. As a class, discuss these prior to reading.
- ✗ Read the first paragraph of the story aloud while the class follows along. Next, have students think about the title of the story, re-read the first paragraph, and then share their initial reactions. Ask: "What do you 'see' in your mind about the story already? What stands out for you? What predictions can you make about the story?" Call on volunteers to share their thoughts.
- ✗ Have students read the story silently, making notes in the margins of the page (or on stickie notes, if they can't write on the text) about questions they have, connections they are making to things in their own lives, and/or interesting details they are noticing.

Materials/ Notes

Project

Week 22 SAT/ACT
Vocabulary PowerPoint



Reference

High School Writing
7.1 Character Analysis
(pgs. 345-364)



Class Set

A short story of your
choice

Possibly use



Documentation
for Essential

5.2

I have a great
idea about how
to improve this
day's lesson!



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

Lesson Plan, Day 106

AVID – 10th Grade

- X Have partners share their notes/stickies notes, discuss the story, and help each other to resolve questions. As a class, have students share their ideas/questions to determine their understanding of the story as a whole.

Once students have a general understanding of the story, have them identify the most interesting characters and write their names on the board. Students should each choose one character to focus on as they read the story a second time.

3. **Homework:** Have students reread the story, marking their text (or using stickies) as follows:

- Mark places where the character says or does something that reveals what kind of person he/she is.
- Mark places where other characters say something to or about the character that reveals what kind of person he/she is.
- Mark places where the character's thoughts reveal insights to his/her motives or values.

Have students share their markings and discuss their characters with their partners/triads.

Standards and Essential Question:

- **Focus Area: Checking for Understanding**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** What are ways we check for understanding throughout the tutorial process to ensure that the student presenter is thinking deeply about his/ her question, clarifying point of confusion and mastering content?

Lesson

Prior to Today's Tutorial (10 minutes only)

1. Quickwrite

- ✕ Students answer essential question on handout. Collect to be used as evidence for certification of refinement.

2. Pair-Share

- ✕ Students share with a partner their quickwrite.

3. Teacher Discussion/ Note-taking of Key Points

- ✕ Teacher discusses with students ways to support/ refine the focus area to create more rigorous tutorials.
 - * For example, use the Checking For Understanding handout and student generated stems created in a previous curriculum lesson to review with students ways to check for understanding. Have students brainstorm other ways to check for understanding. Students can check off on the handout various ways group members have checked for understanding.

4. My Goal & Action Plan for Today's Tutorial

- ✕ Have students create a goal to address this focus area in today's/ future tutorials. This is something students should commit to doing consistently to create rigor and effectiveness in tutorials.

After Today's Tutorial (leave 10 minutes for reflection)

5. Reflections

- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection, "What I learned about my point of confusion..." In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/ action plan.

6. **Share Out:** In groups, have tutors lead discussion about the focus area observation, "how did you refine the focus area in today's tutorial?" Select one student per tutorial group to share his/her reflection in meeting the focus area.

Materials/ Notes

Class Set

Tutorial Resource Guide

3.17a Checking for Understanding (pg. 271)



Class Set

Tutorial Mini Lesson

Action Plan



Documentation
for Essential

8.4

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-WRI.A1** Practice strategies for pre-writing in response to various prompts for both timed writing and process writing.
- **10-WRI.C3** Develop and strengthen writing through the creation of a character analysis
- **EQ:** “How can prewriting and a clear understanding of the rubric help me to develop a successful piece of writing?”

Lesson

1. Brainstorm

- ✕ Students take out marked stories from Day 106.
- ✕ In pairs/triads, have students brainstorm a list of words and phrases that describe their character and identify his/her traits. They should consider the character's actions, words, thoughts, and interactions with other characters as they generate their list.

2. Guided Reflection

- ✕ Have students write quick, individual responses to the following questions:
 - What was your first impression of the character? What gave you that impression?
 - Did your impression change as the story progressed? What incidents in the story changed your impression?
 - What does the character look like? Be specific.
 - What does the character believe?
 - Which of the character's actions are key to understanding her/his motivations and values? Do the character's words and actions match?
 - What other choices could the character have made in the story? Was her/his behavior inevitable?
 - Does the character change from the beginning to the end of the story? If so, explain that change.
- ✕ Have students share their answers to these questions with their partners/triads to determine how well they know their character.

3. Add to Brainstorm List

- ✕ Have students add to their brainstorm lists after discussing their guided reflection questions with their partner/triad. They should now have more words or phrases to describe their character.

4. Explain Assignment and Rubric

- ✕ Give students a copy of Student Handout 7.1a.
- ✕ With the class, read through the handout, taking time to answer questions, explain, and clarify.
- ✕ Distribute Student Handout 7.1c.

Materials/ Notes

Reference

High School Writing

7.1 Character Analysis
(pgs. 345-364)



Class Set

High School Writing

7.1a Character Analysis:
Assignment Description
(pg. 357)

7.1a Character Analysis:
Rubric (pg. 359)



I have a great idea about how to improve this day's lesson!



Lesson Plan, Day 108

AVID – 10th Grade

- ✕ Read through the rubric, pointing out the differences among the four levels. An interactive and effective way to go over a rubric is to have four students come to the front of the class to help explain the four levels. Give each student a sign—VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, INEFFECTIVE.
- ✕ Ask students to read the bulleted sentences for their part of the rubric.
 - Student 1 reads the first sentence under “Very Effective,”
 - Student 2 who reads the first sentence under “Effective,” and so on.
- ✕ To keep students involved and thinking about the different criteria, other members of the class could be asked to paraphrase or point out the main differences among the four bullets.
 - Obviously, you will have to decide how much time to spend on this, but it’s important that the rubric is well understood.

Standards and Essential Question:

- **Focus Area: Checking for Understanding**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** What are ways we check for understanding throughout the tutorial process to ensure that the student presenter is thinking deeply about his/ her question, clarifying point of confusion and mastering content?

Lesson

1. Action Plan – Checking for Understanding

- ✕ Have students get out their Action Plan from two days ago
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for students/tutors checking for understanding
 - Continue coaching and reminding about the importance of coming to full understanding of a concept

Materials/ Notes

Reference

Tutorial Resource Guide

3.17a Checking for Understanding (pg. 271)



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-WRI.A1** Practice strategies for pre-writing in response to various prompts for both timed writing and process writing.
- **10-WRI.C3** Develop and strengthen writing through the creation of a character analysis
- **EQ:** "How can a graphic organizer assist me in drafting an essay?"

Lesson

1. Mystery Check

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

2. Select an Audience, Purpose, and Form

- X Using Student Handout 7.1a, have students determine their audience, purpose, and form for this assignment and write this information on their handout.

3. Graphic Organizer

- X Using Student Handout 7.1b, have students each record their character's name and the three major traits they have chosen for him/her.
- X Working with their partner/triad, have students go back to the story to find evidence to support each trait.
 - This evidence might be a paraphrase of something that happens in the story or it could be a quotation directly from the story.
 - Students will typically use both types of evidence.
- X Have them record their evidence on their graphic organizers.
- X Continuing to work in pairs/triads, have students discuss their evidence, working to arrive at a conclusion (or multiple conclusions) relative to the character traits (getting at the "so what?" of the traits).
- X The goal is for them to figure out why the traits they chose about their character are important. Questions that might guide student discussion include:
 - Why would anybody care that this character possesses these specific traits? What does it all "add up" to?
 - What is the significance of these traits in terms of what happens in the story?
 - What is the significance of these traits in relation to a theme in the story?
 - What do these traits reveal about the character that might also be true of human beings in general?

Materials/ Notes

Reference

High School Writing
7.1 Character Analysis
(pgs. 345-364)



Class Set

High School Writing
7.1b Identifying Character
Traits and Textual
Evidence (pg. 358)



Documentation
for Essential

5.2

I have a great
idea about how
to improve this
day's lesson!



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

Lesson Plan, Day 110

AVID – 10th Grade

- What do these traits reveal about the character's motivations, values, beliefs, or actions?

4. Plan

- X Using their graphic organizers and thesis statements, have students create an outline for their paper. The graphic organizer should facilitate an easy transition to a simple outline that looks like this:

- I. Introduction with thesis statement
- II. First body paragraph (focuses on one trait)
 - Topic sentence
 - Analysis
 - Textual evidence
 - Explanation of evidence
 - Anchor/transition
- III. Second body paragraph (focuses on a second trait)
 - Topic sentence, etc. (see above)
- IV. Third body paragraph that focuses on a third trait
 - Topic sentence, etc. (see above)
- V. Conclusion with significance of traits identified or reasserted (using the conclusions from the graphic

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
- **10-WRI.C3** Develop and strengthen writing through the creation of a character analysis
- **EQ:** “How can I best provide an analysis of my character in my first draft?”

Lesson

1. Vocabulary

- ✕ Project Week 23 SAT/ACT Vocabulary PowerPoint
- ✕ **Despondent - (adj)** [dih-spon-duhnt] depressed; gloomy (*The boy was despondent after the death of his dog.*)
- ✕ **Devious - (adj)** [dee-vee-uhs] roundabout; erratic; not straightforward (*Once the boy started his lies, there was no telling what story he would concoct in his devious mind.*)
- ✕ **Exuberance - (n)** [ig-zoo-ber-uhns] overflowing abundance; joyful enthusiasm (*Their families were filled with exuberance when they announced their engagement.*)
- ✕ **Ostentatious - (adj)** [os-ten-tey-shuhs] showy, pretentious; trying to attract attention (*The boy put on an ostentatious display on the football field in an attempt to get a date with the head cheerleader.*)

2. Set the Stage

- ✕ Tell students to write the audience, purpose, and form for this paper at the top of the page.
- ✕ Instruct them to keep their outline, which is their plan for the first draft, on their desk.
- ✕ They should also keep all of their prewriting notes nearby for easy reference; they can consult with classmates or others for reminders or additional information, as needed.
- ✕ Students can use their prewriting to guide them as they write, but remind them that writers often make major discoveries and reorganize when they draft.
- ✕ They should be open to doing this; new ideas may form in their minds while they are drafting.

3. Write

- ✕ Have students write their first draft quickly, using their outline and imagining their character as they proceed.
- ✕ Since they'll be revising this draft, they shouldn't feel as though they must produce a polished piece.
- ✕ Instead, they can use the draft to find out what they want to say. They shouldn't worry about choosing the right words or correcting errors—that will come later when they revise.

Materials/ Notes

Project

Week 23 SAT/ACT
Vocabulary PowerPoint



Reference

High School Writing
7.1 Character Analysis
(pgs. 345-364)



Documentation
for Essential

5.2

Standards and Essential Question:

- **Focus Area: Checking for Understanding**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** What are ways we check for understanding throughout the tutorial process to ensure that the student presenter is thinking deeply about his/ her question, clarifying point of confusion and mastering content?

Lesson

1. Tutorials – Checking for Understanding

- ✕ As you monitor groups today, continue to look for questions that check for understanding
 - Focus on how summarize at the end of a question

2. Formal Observation – Checking for Understanding

- ✕ Utilize the “Checking for Understanding” one-pager and Observation and Feedback form as a resource to conduct a formal observation for the teacher, students and tutors.

Materials/ Notes

One Teacher Copy

AVID Tutorial Guide

3.18 Observation and Feedback (pgs. 281 - 282)



Standards and Essential Question:

- **10-WRI.C3** Develop and strengthen writing through the creation of a character analysis
- **10-WRI.A3** Edit students' essays, especially checking for the usage of varied sentence types
- **10-WRI.B3** Write with a focus on using varied sentence types (simple, compound, complex)
- **EQ:** "How can I vary my sentence structure to make my writing more effective?"

Lesson

1. Focus Lesson: Sentence Combining/Revision

- ✕ Use the Focus Lesson as outlined in pages 191 to 202 of *High School Writing*
- ✕ Use a little or as much of the lesson as your time allows.
- ✕ After discussion sentence variation with the students, have them look back at their rough draft to be sure that they have varied their sentences. This could be done for homework.

Materials/ Notes

Reference

High School Writing

4.17 Sentence

Combining/Revision
(pgs. 191-202)



Class Set

High School Writing

Handouts will vary
according to how much
you choose to use



Documentation
for Essential

5.2

Standards and Essential Question:

- **Focus Area: Checking for Understanding**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** What are ways we check for understanding throughout the tutorial process to ensure that the student presenter is thinking deeply about his/ her question, clarifying point of confusion and mastering content?

Lesson

1. Tutorial Feedback

- ✕ Debrief any general findings from Tuesday's Observation with the class to support their performance.
 - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one discussion.
 - Address group problems during tutorial work

2. Tutorials – Checking for Understanding

- ✕ As you monitor groups today, continue to look for students checking for understanding
- ✕ Remind your students about revisiting their Action Plans
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week to discuss what is going well and what can be improved

Materials/ Notes

Standards and Essential Question:

- **10-WRI.C3** Develop and strengthen writing through the creation of a character analysis
- **EQ:** “How can I incorporate peer response to make my writing stronger?”

Lesson

1. Cornell Note Quality Check

- ✕ Create a list of numbers assigned to typical senior courses:
 - 1- Math, 2- English, 3 – Gov. /Econ., 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 comes up
- ✕ Potentially think of requiring the notes to have visuals, as a result of the focus lesson from Day 93
- ✕ Grade these notes for overall quality, be sure they are ready to return on day 116

2. Model Reader Response

- ✕ Ask for a volunteer who is willing to have his/her paper displayed on the overhead. Make and project an overhead transparency of the student's draft.
- ✕ Read the introduction aloud. Ask students:
 - “What is this writer's thesis?”
 - How has the writer connected the character traits to a conclusion that shows the significance of the traits?
 - What has the writer included that is especially powerful and draws the reader into the essay?”
- ✕ Write comments on the introduction about any identified strengths.
- ✕ Reread the introduction to class and have students identify places that are confusing or where more information is needed.
- ✕ Write a comment or question in the margin near each area that needs attention. Use “I” statements to frame these comments/questions. (See Student Handout 2.12.) Ask the class: “Based on what we read in the introduction, what do you think the writer will discuss in the body of the paper—what will be the focus of the following paragraphs?”
- ✕ Display the first body paragraph of the paper on the overhead projector and read it aloud.
- ✕ As a class, identify the focus of the paragraph and, if evident, highlight the topic sentence that communicates that focus.
- ✕ Ask the class: “Does this focus seem logical, given what we read in the introduction?”
- ✕ Have the class identify the evidence used to support this topic sentence and the explanation that links the evidence to the topic sentence.

Materials/ Notes

Reference

High School Writing
7.1 Character Analysis
(pgs. 345-364)



Class Set

High School Writing
2.12 Responding to
Student Writing (pg. 79)



Class Set

High School Writing
2.5 or 2.6 Guidelines for
Verbal Responses
(pg. 72 or 73)



Documentation
for Essential

5.2

I have a great
idea about how
to improve this
day's lesson!



- X Ask the class: "What else did you want to read in this paragraph?"
 - What do you think is missing?
 - What questions are you left with?
 - What is convincing about the evidence and analysis?"
- X Make comments on the draft about these things, using "I" statements.
- X As a class, read the paragraph together a second time.
- X While reading, identify especially effective wording and put a wiggly line under it.
- X Identify confusing or awkward sentences/phrases (places where the reader "stumbles") and put a straight line under each one.
- X Write questions or statements in the margins that indicate questions and responses readers might have (e.g., "How is this sentence connected to your last sentence?" "I'm not sure what you're describing here." "I am interested in... because...").

3. Debrief

- X Review the feedback generated for the introduction and the first body paragraph. Have students identify the steps they took for giving a response.
- X Discuss how this kind of feedback can be helpful to the student as he/she starts to revise.
- X Field questions and clarify expectations about giving productive responses to a peer's writing.

4. Verbal Feedback

- X Now that students have practiced giving feedback, arrange for a small group verbal response or partner response for their character analysis papers.
- X Students can each read their paper aloud while listeners write and code their comments, as described in the reader-response section of this book. (Use Student Handout 2.5 or 2.6.)
- X Students can then assemble a list of comments for later revision and ask one another follow-up questions, as needed. Suggested follow-up questions include:
 - What is the most informative and interesting part of my analysis?
 - What is the least informative and interesting part of my analysis?
 - What are the main points the paper makes about the character?
 - Do I give enough evidence to support those main points?
 - What are the character's typical behaviors? What does the character do that is especially revealing and significant?
 - Is anything unclear? What is needed to clarify these points?
 - Did my introduction interest you? If not, what could I have included to make it more interesting?
 - Did my conclusion leave you thinking about an interesting and important idea related to my character? If not, what could I have included to make it more interesting or important?

Lesson Plan, Day 115

AVID – 10th Grade

5. Homework

- X Incorporating the sentence revision knowledge and verbal feedback, students construct a final draft of the character analysis to be turned in on day 116.

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **EQ:** "How can I expand my command of the english language?"

Lesson

1. Vocabulary

- ✕ Project Week 24 SAT/ACT Vocabulary PowerPoint
- ✕ Ab = from, away, off. Examples: abduct – carry away by force; abbreviate – to shorten; abstract – theoretical, apart from concrete reality. (*Love is an abstract concept that many people find difficult to define or express.*)
- ✕ Auto = self, same, one. Examples: autonomous – self-governing, independent; autograph – a person's own signature; automatic – moving by itself (*Parents hope to raise their children to be successful autonomous adults.*)
- ✕ Peri – around, enclosing. Examples: periodontal – pertaining to bone and tissue around the tooth; peripheral – lying outside of the center; perimeter – the outer boundary or area. (*During the discussion his point was slightly off topic and only peripheral to the argument.*)
- ✕ Verb = word. Examples: verbose – wordy, characterized by the use of many words; verbalize – to put into words; proverb – a short saying that expresses a well-known truth. (*He was so verbose that his short essay turned into a ten page paper.*)

2. Vocabulary Activity – VocaBALLary

- ✕ Print out one copy (for you) of the Vocabulary List.
- ✕ Before class draw (on board) or tape (on the floor) a baseball diamond.
 - Make sure to cover the Word Wall (if you have one in your class)
- ✕ Randomly break students into two teams.
- ✕ Tell students that today we will be playing a game called "VocaBALLary"
- ✕ The rules of the game basically follow the rules of baseball
- ✕ Have one student (or students can go to the base in pairs during the first inning), and give the students a random vocabulary word from the list.
 - If the student can define the word in less than 15 seconds it is a homerun, between 15 and 30 seconds is a double, and 30 to 45 seconds is a single.
 - If the students can't define the word then the "outfield" (team not at bat) has to shout out the definition. The outfield can have a few guesses. If the outfield can get it right, then the team has an out.
 - After 3 outs have teams switch
- ✕ Play a few innings. It might be useful to give students 3-5 minutes to study their flashcards in between innings.

Materials/ Notes

Project

Week 24 SAT/ACT
Vocabulary PowerPoint



Teacher Resources

Vocabulary List



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

Standards and Essential Question:

- **Focus Area: Checking for Understanding**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** What are ways we check for understanding throughout the tutorial process to ensure that the student presenter is thinking deeply about his/ her question, clarifying point of confusion and mastering content?

Lesson

1. Action Plan Reflection

- ✕ Have students get out Action Plan from two weeks ago.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of checking for understanding
 - Continue coaching and reminding about how the follow up questions they ask a student following the solution of their question

Materials/ Notes

Standards and Essential Question:

- **10-REA.B1** Learn to determine purpose of reading, in order to correctly choose a proper method of Reading.
- **10-REA.B3** Mark texts to track understanding of the text and questions about the reading.
- **10-REA.B6** Demonstrate a comprehensive understanding of significant ideas expressed in written works by identifying important ideas, recognizing inferences and drawing conclusions.
- **EQ:** "Should I listen to music while I study?"

Lesson

1. Informal Philosophical Chairs Activity: (Before the Reading)

- ✗ **Quickwrite:** Should you listen to music while you study? Why or why not?
- ✗ Have students line up facing one another on the appropriate side according to their response.
- ✗ Pose the question again to the large group.
- ✗ Allow students to share their thoughts individually; alternating from one side to the other.
- ✗ Do not allow much time for "debate" focus on the sharing and supporting of opinions.

2. Critical Reading Activity: (During the Reading)

First Read:

- ✗ Ask students to read the article and mark the text.
- ✗ First, number the paragraphs as a class.
- ✗ Next, remind student of what it means to identify "Key Terms". These might be words that are repeated, words that are defined by the author, important names/dates/places, or even data.
- ✗ Third, have students identify the author's claim. What is the author trying to get you to believe after reading this article? How do you know?

Second Read:

- ✗ Have students label with a plus sign/+ in the margins, evidence that the author uses to support the idea of "listening to music while studying".
- ✗ Have students label with a minus sign/- in the margins, evidence that the author disagrees with the idea of "listening to music while studying".
- ✗ Finally, ask students to write two higher-level discussion question about the author or topic, to be used to drive a Socratic Seminar discussion next class

Materials/ Notes

Project

Driving Question



Resources

Student Success Path
Chapter 12 Philosophical
Chairs (pgs. 185-186)



Class Set

Critical Reading
5.5 Marking the Text:
Non-Fiction (pg. 62)



Class Set

Should you listen to music
while you study?



For a more advanced level
of philosophical chairs use:



Standards and Essential Question:

- **Focus Area: Checking for Understanding**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor led discussions following the tutorial session.
- **EQ:** What are ways we check for understanding throughout the tutorial process to ensure that the student presenter is thinking deeply about his/ her question, clarifying point of confusion and mastering content?

Lesson

1. Tutorials

- ✕ As you monitor groups today, look for examples of Checking for Understanding
 - Continue coaching and reminding about how they summarize a students question

2. Action Plan - Three Week Reflection

- ✕ Have students get out Action Plan from three weeks ago.
- ✕ Have students fill out the reflection portion of the action plan, instead of their usual reflection. Focusing on how they (and their group(s)) accomplished or did not accomplish their goals.

Materials/ Notes

Standards and Essential Question:

- **10-REA.B2** Read and discuss various examples of text, including articles from fiction and non-fiction
- **10-COLL.A8** Acknowledge new information expressed by others, and when warranted, modify one's own views
- **10-INQ.C1** Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions
- **EQ:** "Should I listen to music while I study?"

Lesson

1. Cornell Note Quantity Check

- ✕ 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:
 - Confirm that all notes have Essential Questions, notes, questions and summaries
- ✕ Place a stamp the notes so that students can't use them again for future checks.

2. Socratic Seminar – Music and Study

- ✕ Ask students to number off by two. The 1's will become the outer-circle and the 2's will be on the inner-circle.
- ✕ Nominate a "leader" both on the inner and outer-circles. Review their role with them in front of the class.
- ✕ Next, assign someone to track the questions that are being asked throughout the course of the SS. It is their job to script/write down every single question that is asked.
- ✕ Finally, review the differences between a debate and a dialogue. As well as, remind students of the basic elements of a SS.
- ✕ Distribute "Observation Forms" to each student. Remind them that this is a tool to help the outer-circle to remain engaged. Have them select a student who is sitting across the circle from them to observe.
- ✕ Allow students to engage in their Socratic dialogue; have the inner and outer-circles trade places half-way through.
- ✕ As the instructor you might want to track participation and the extent of participation. Use the categories on page 205 (attached) to determine what to critique.
- ✕ Finally, debrief as a large group. What went well? What can we improve for next time? What is a goal that we need to set as a class for next time? Why do we participate in Socratic Seminars? What skills are we developing? Where will those skills prove beneficial?
- ✕ If time allows have students complete the "Socratic Seminar Discussion Debrief" on page 206.

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

Materials/ Notes

Resources

Student Success Path
Chapter 13 Socratic Seminar (pgs. 199-205)



Class Set

Student Success Path
13.7 Inner Outer Observations (pgs. 210)



Class Set

Student Success Path
13.4 Socratic Seminar Debrief (pgs. 206)



Reference



For a more advanced level of philosophical chairs use:



Documentation
for Essential

6.3

Days 121-150 One Pager

Major Objectives: Vocabulary, Public Speaking

Theme Connections: [REDACTED], Meticulous, Urbane, Sagacity, Edify

Preparation: Guest Speaker Day 135, Computer Lab Day 123, 128, & 145

Week

	Monday	Tuesday	Wednesday	Thursday	Friday
7	121 Vocabulary, [REDACTED], Focus Note-taking, Tech Extension 10-REA.A1 6.3 10-ORG.B2 8.4	122 Quickwrite, Pair- Share, Teacher Discussion, My Goal, Reflections 10-INQ.B1 8.4	123 Cornell Notes Test, SAT/ACT Math Preparation 10-CR.D1, D2 4.4 6.3	124 Tutorials, Individual Action Plan 10-INQ.B1	125 Binder/Planner Check, Spring Field Trip, E- College Trip*, Technology Extension* 10-CP.B1, B2, B3, 3.3 B4, C3
8	126 Vocabulary, College Reflection, College Questions 10-WRI.D3	127 Tutorials – Verify Learning, Formal Observation 10-INQ.B1	128 SAT/ACT English Preparation 10-CR.D1,D2 4.4	129 Tutorial Feedback, Tutorials 10-INQ.B1	130 Mystery Check, My AVID Friends 10-REA.B2
9	131 Vocabulary, Timed Writing* 10-WRI.A2 6.2	132 [REDACTED], Tutorials 10-INQ.B1	133 Timed Writing Revisited*, 10-WRI.A1,A4 5.2	134 Tutorials, Individual Action Plan 10-INQ.B1	135 CN Quality Check, Guest Speaker 10-CR.A2 3.3
	136 Vocabulary, Thank- You Cards, Revised Four-Year Plan 10-CD.B1,B2 10-CR.A3 10-REA.A1	137 Quickwrite, Pair- Share, Discussion, My Goal, Reflections 10-INQ.B1, B2 8.4	138 Pre-Reading, Author Tone*, Writing in the Margins* 10-REA.B3,B5 5.5 10-ORG.D2	139 Tutorials, Action Plan 10-INQ.B1	140 CN Quantity Check, Socratic Seminar 10-COLL.A6, A7 10-ORG.A1 7.3 10-INQ.C2
11	141 Vocabulary, Effective Summary, Summary Plan, [REDACTED] 10-WRI.D1, D2 5.2 10-ORG.B6 10-REA.A1	142 Tutorials, Formal Observation, Homework 10-INQ.B1	143 Portfolio Collection, Public Speaking Etiquette, Speeches 10-ORG.A5 10-COMM.A4, 5.2 B1	144 Tutorial Feedback, Tutorials 10-INQ.B1	145 Binder and Planner Check, Speeches From a Paper Bag 10-COMM.A3, 5.2 A4, B1
12	146 Vocabulary, Conflict Management, Numbered Heads 10-REA.A1 10-CD.A4	147 [REDACTED], Tutorials 10-INQ.B1	148 Finals Study Plan, Vocab Video, Skit, or Song* 10-REA.A1 10-CD.A3, D4	149 Tutorials, Action Plan 10-INQ.B1	150 Mystery Check, Kodak Project 10-COLL.A5, A6, A7 10-ORG.C3

Key:

Major activities for the day

AVID Elective

Standard(s)

covered

CSS

evidence

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-ORG.B2** Utilize notes after the tests to reexamine incorrect items on the tests and determine where potential gaps in the notes might exist
- **EQ:** "How can I use color to improve my ability to take notes?"

Lesson

1. Vocabulary

- ✕ **Flagrant – (adj)** [fla'grent] conspicuously wicked; blatant; outrageous. (*Her flagrant disregard for other people's rights ultimately led to serious problems with the law.*)
- ✕ **Aberration – (n)** [əbbə ráysh'n] something that differs from the norm. (*His flashy style of dress was believed among his peers to be an aberration.*)
- ✕ **Quandary – (n)** [kwän-d(ə)-rē] dilemma. (*Although I was accepted to multiple colleges, I am now in a quandary about which one to attend.*)
- ✕ **Taciturn – (adj)** [ta-sə-, tərən] habitually silent; talking little. (*His natural taciturn nature often led others to believe that he was snobby.*)

2. Tutorial Analysis Grade Reflection

- ✕ Distribute the Tutorial Analysis Grade Reflection (Part A) handout to every student.
- ✕ Have the students complete the reasons for why they are getting a low grade, and specifically, what areas they will work on moving forward.
- ✕ Let students know that they will be tracking their tutorial questions, as well as where they are getting the tutorial questions.

3. Focused Note-Taking – Using Notes to Study

- ✕ Have students take Cornell notes on the history of the world.
 - Preface this video with the fact that sometimes the teacher or professor won't be very interesting, or you may not agree with what is said. (This is very heavy evolution.)
 - Let students know that there will be a test on Wednesday, and they will need to use their notes to study.

4. Technology Extension*

- ✕ Carefully select a video on www.ted.com or ed.ted.com/ and have students take notes.

Materials/Notes

Project

"Week 25 SAT/ACT Vocabulary" PowerPoint



Class Set

Supporting Math in the AVID Elective

2.3a Cornell Note-Taking Revision Checklist (Pg. 50)



AVID Tutorial Guide

3.5a Tutorial Analysis Grade Reflection (Part A) (Pg. 182)



Documentation
for Essentials

6.3, 8.4

I have a great
idea about how
to improve this
day's lesson!



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

Standards and Essential Question:

- **Focus Area: Verify Learning**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we use and verify our learning from tutorials in our content area classes?”

Lesson

Note: This is a great time of the year for a “Temperature Check” meeting with your tutors. To access supporting resources for this training, [click here](#).

1. Quickwrite

- ✕ Students answer the Essential Question on their handout. Collect these to be used as evidence for certification of refinement.

2. Pair-Share

- ✕ Students share their quickwrite with a partner.

3. Teacher Discussion/Note-Taking of Key Points

- ✕ Teacher discusses with students ways to support/refine the focus area to create more rigorous tutorials.
 - * For example, share with students some strategies for verifying their learning in content classes, such as: volunteering to solve a problem, comparing work/answers with a peer, sharing their TRF and three-column notes with their content teacher and receiving extra credit, etc.
 - Encourage content teachers to have students use Cornell notes on test day, etc.
 - Have students compare their notes at the end of the content class or the next day in the AVID Elective class.

4. My Goal and Action Plan for Today's Tutorial

- ✕ Have students create a goal to address this focus area in the tutorial today, as well as in future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

5. Reflections

- ✕ *Note: This should be completed after today's tutorial for 10 minutes of reflection.*
- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection, “What I learned about my Point of Confusion...” In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.

Materials/Notes

Class Set

AVID Tutorial Guide
4.4a Step 9: Providing and Receiving Tutorial Feedback
(Pg. 307)



Class Set

Tutorial Mini-Lesson Action Plan



Documentation
for Essential

8.4

I have a great
idea about how
to improve this
day's lesson!



Lesson Plan, Day 122

AVID – 10th Grade

6. Share-Out

- X In groups, have tutors lead a discussion about the focus area observation, "How did you refine the focus area in today's tutorial?"
- X Select one student per tutorial group to share his/her reflection in meeting the focus area.

Standards and Essential Question:

- **10-CR.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **10-CR.D2** Focus on test-taking strategies to help determine correct answers on high-stakes tests
- **EQ:** “How can I ensure that I am properly prepared for the SAT®/ACT® next year?”

Lesson

1. Cornell Notes Test

- ✗ Have students take the History of the World Quiz.
- ✗ After the quiz, either have students self-grade or exchange quizzes.
- ✗ Have students review their answers and look over their notes.
- ✗ Have students talk with a partner from across the room about why they missed the information on the test.
- ✗ Debrief with the whole class about how they can take and use their notes more effectively.

2. SAT/ACT Math Preparation

- ✗ Reserve the computer lab for both today and next Wednesday.
- ✗ Spend time in class preparing for the SAT/ACT Math section.
- ✗ Follow one of the two suggested links to collegeboard.com or act.org.

Materials/Notes

Class Set

History of the World Quiz



Resources

SAT Preparation



ACT Preparation



Documentation
for Essentials

4.4, 6.3

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **Focus Area: Verify Learning**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we use and verify our learning from tutorials in our content area classes?”

Lesson

1. Tutorials

- ✕ Have students get out their Individual Action Plan from this past Tuesday.
- ✕ As you monitor groups today, observe how students/tutors are verifying their learning.
 - Continue coaching and reminding students about the importance of coming to full understanding of a concept and their ability to articulate their learning.

2. Individual Action Plan – Verify Learning

- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

Materials/Notes

Reference

AVID Tutorial Guide

4.4a Step 9: Providing and Receiving Tutorial Feedback
(Pg. 307)



Individual Action Plan



Standards and Essential Question:

- **10-CP.B1** Participate in field trips, including: one or two college/university visits that are different from the previous year, including time spent with admissions counselors, and a field trip that has a career focus
- **10-CP.B2** Set minimum grade and behavior criteria, in order to attend the field trips
- **10-CP.B3** Use skills of listening and note-taking during field trip experiences
- **10-CP.B4** Track thoughts and potential attendance of the college/university through Cornell notes/learning logs
- **10-CP.C3** Develop an understanding of the college application process and required information
- **EQ:** "How can college/university visits be differentiated according to grade level?"

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 (everything in rings, nothing in pockets) and check planners for completeness.

2. Spring Semester Field Trip

- ✕ Select a local institution.
- ✕ Complete the grade level activity requiring students to access college academic vocabulary.
- ✕ Have students focus on understanding the application process for attendance at the selected college.
- ✕ Complete the campus tour.
- ✕ Make sure that student panels are presented.
- ✕ Request students to sit in lecture classes in small groups and take notes.
- ✕ Have students write a learning log or reflective essay on the college fieldtrip.

3. E-College Trip*

- ✕ If you will be unable to travel to a school for the Spring Semester Field Trip, you can spend the day examining colleges electronically.

4. Technology Extension*

- ✕ Encourage students to take pictures on the field trip, and then send them to you. Keep copies for future slideshows.

Materials/Notes

References

Strategies for Success

16 Field Trips (Pgs. 203-213)



www.collegeweeklive.com



<http://www.campustours.com>



Class Set

College E-Trip



Documentation
for Essential

3.3

I have a great
idea about how
to improve this
day's lesson!



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

Standard and Essential Question:

- **10-WRI.D3** Write detailed reflections on experiences, presentations, and speeches, focusing on how the knowledge is applied to decisions
- **EQ:** “How will I choose the college that I attend?”

Lesson

1. Vocabulary

- ✕ Project the “Week 26 SAT®/ACT® Vocabulary” PowerPoint.
- ✕ **Usurp – (v)** [yoo-surp] seize another’s power or rank. (*The prince had machinations of usurping the king’s throne.*)
- ✕ **Rancor – (n)** [rang-ker] bitterness; hatred. (*The police stood guard on the street where rioters had gathered with feelings of anger and rancor.*)
- ✕ **Parsimony – (n)** [pah-suh-moh-nee] stinginess; excessive frugality. (*The government may have been embarrassed into parsimony.*)
- ✕ **Garrulous – (adj)** [gar-uh-luh s] loquacious; wordy; talkative. (*During lectures, the professor could occasionally become overly garrulous.*)

2. College Reflection

- ✕ Have students spend 10 minutes writing to the following reflective prompts:
 - How will you choose the college that you will attend?
 - What factors are most important to you when choosing a college?
 - What colleges have you seen so far that seem to be a good fit?
- ✕ Have students create groups of four people.
- ✕ Have students do a Stand-Share-Sit.
 - Have all students stand. One student in each group then reads their reflection to the other members of their group.
 - Once that student has finished reading, they sit in their chair, and another student reads.
 - Once all students have read and are seated, you can continue.

3. College Questions

- ✕ Have students write any remaining questions about college that they still have on individual Post-its (one question per Post-it).
 - Examples might include the following: How much will college cost? How do college classes work? How do you pay for college? How do you select a major?
- ✕ Have students discuss the questions and answers among their small groups for as many of the Post-it notes as they can. Have students place fully answered questions in one pile and any questions that they don’t know the answers to in another pile.

Materials/Notes

Project

“Week 26 SAT/ACT Vocabulary” PowerPoint



Materials

Post-It Notes



Lesson Plan, Day 126

AVID – 10th Grade

- ✕ Once students are done talking, have a student from each group bring their unanswered Post-it notes up to the front.
- ✕ Group the Post-it notes into common themes (e.g., paying for college, selecting majors, etc.).
- ✕ Spend the remaining time answering and discussing questions in a whole-class discussion.

Standards and Essential Question:

- **Focus Area: Verify Learning**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we use and verify our learning from tutorials in our content area classes?”

Lesson

1. Tutorials – Verify Learning

- ✕ As you monitor groups today, continue to look for questions that check for understanding.
 - Focus on how to summarize at the end of a question.

2. Formal Observation – Checking for Understanding

- ✕ Utilize the “Checking for Understanding” one-pager and Observation and Feedback form as a resource to conduct a formal observation for the teacher, students and tutors.

Materials/Notes

One Teacher Copy

AVID Tutorial Guide

3.18b Observation and Feedback: During the Tutorial (Pgs. 281-282)



Standards and Essential Question:

- **10-CR.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **10-CR.D2** Focus on test-taking strategies to help determine correct answers on high-stakes tests
- **EQ:** “How can I ensure that I am properly prepared for the SAT®/ACT® next year?”

Lesson

1. SAT/ACT English Preparation

- ✗ Reserve the computer lab for today.
- ✗ Spend time in class preparing for the SAT/ACT English section.
- ✗ Follow one of the two suggested links to collegeboard.com or act.org.

Materials/Notes

Resources

SAT Preparation



ACT Preparation



Documentation
for Essential

4.4

Standards and Essential Question:

- **Focus Area: Verify Learning**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we use and verify our learning from tutorials in our content area classes?”

Lesson

Materials/Notes

1. Tutorial Feedback

- ✕ Debrief any general findings from Tuesday’s observation with the class to support their performance.
 - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one discussion.
 - Address group problems during tutorial work.

2. Tutorials – Verify Learning

- ✕ As you monitor groups today, continue to monitor how students are checking their solutions: in the book, taking it back to the teacher, or after-school tutorial sessions.
- ✕ Remind your students about revisiting their Individual Action Plans.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, focusing on what is going well and what can be improved.

Standard and Essential Question:

- **10-REA.B2** Read and discuss various examples of text, including articles from fiction and nonfiction
- **EQ:** “Should I listen to music while I study?”

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:
 - Focus on the area where students have the greatest need.
 - Come up with a fun way to randomly select the topic, such as rolling a die or spinning a wheel.

2. My AVID Friends*

Variation 1:

- ✕ Have each student write their first and last name on a blank sheet of paper.
- ✕ Have students pass their paper around the room in a systematic way.
- ✕ The other students should write positive comments about that person.
 - Make sure that they are writing very legibly.
- ✕ Questions that they can consider when writing their comment include the following:
 - What is something they helped you with that was very meaningful to you?
 - What is your favorite memory of them?
 - What is their best trait or characteristic? Be unique (don't say “nice,” “always happy/smiling,” “friendly”) and make it meaningful.

Variation 2:

- ✕ Provide a list with every student's name on it.
- ✕ Have them write comments about the other students.
- ✕ *Important: Collect all of these papers and store them. They will be given back during the students' senior year.*

Materials/Notes



Standard and Essential Question:

- **10-WRI.A2** Analyze a prompt for timed writing situations
- **EQ:** "How can I improve my ability to write under timed conditions?"

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 8 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Vocabulary

- ✗ Project the "Week 27 SAT®/ACT® Vocabulary" PowerPoint.
- ✗ Aud, aur = to hear. Examples: auditory – of or related to the act of hearing.
- ✗ Caco-, dys- = bad, abnormal. Examples: cacophony – harsh discordance of sound; dysfunctional – not performing normally.
- ✗ Bellu, Belli = war, fight.
- ✗ -cide = to kill. Examples: suicide – to kill yourself; patricide – to kill one's own father; homicide – to kill another human being. (*The increasing homicide rate in our area made us consider moving.*)

2. Timed Writing*

- ✗ Remind students about the stages of writing a timed essay: 1/6th of the time on reading the prompt and planning a response, 4/6th of the time on writing the essay (try for 3-4 paragraphs and include a strong conclusion), and 1/6th of the time on reviewing and revising.
- ✗ Remind students about last year's lesson on writing strong introductions. Encourage them to start with a quote (but not the one from the prompt!) or a story. Also, encourage them to use some of the academic vocabulary (possibly provide bonus points for correct usage).
- ✗ Tell students that this will be a mock timed writing, and they can begin planning.
- ✗ The planning stage should be five to eight minutes. Help guide them through the planning stage and stop them when they should stop planning and start writing the actual essay. Tell students that it is important not to skip this phase, as written proof of planning will be part of their grade.
 - Provide highlighters to mark tasks on the prompt.
 - Time the students and stop after five minutes.
- ✗ Have the class discuss their understanding of the writing task.
- ✗ Tell students that they now have about 25-30 minutes to answer the writing task.
 - They should attempt to write at least three paragraphs.
- ✗ Have the students begin wrapping up when the time is up. They should then go back to reread and edit their essay, even if the essay is not finished.

Materials/Notes

Project

"Week 27 SAT/ACT Vocabulary" PowerPoint



Reference

High School Writing
8.1 How to Read and Analyze a Writing Prompt
(Pgs. 400-403)



Class Set

Timed Writing Prompt



Documentation
for Essential

6.2

I have a great idea about how to improve this day's lesson!



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

Standards and Essential Question:

- **Focus Area: 30-Second Reflect and Connect**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

Lesson

1. Individual Action Plan Reflection

- ✕ Have students get out their Individual Action Plan from two weeks ago.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of how students are making (or plan to make) sure that they have come up with the correct answers.

Materials/Notes

Standards and Essential Question:

- **10-WRI.A1** Practice strategies for pre-writing in response to various prompts for both timed writing and process writing
- **10-WRI.A4** Utilize rubrics to self-evaluate and peer-evaluate work, especially those similar to AP® exam rubrics
- **EQ:** “How can I continually improve my performance on timed essays?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 8 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Timed Writing Revisited*

- ✕ Distribute the SAT Essay Scoring Guide to your students.
- ✕ Go over the rubric. A few methods that you could use include the following:
 - Option 1: Have students read a “1,” then read a “2,” and discuss what changes are occurring.
 - Option 2: Designate a student to read the explanation for a score of “6,” another for score of “5,” etc. Have them read one bullet at a time.
- ✕ Allow discussion about how the rubric will be applied to their essays.
- ✕ Randomly distribute students’ timed writing essays from this past Monday. Make sure that no students receive their own test.
- ✕ Have students use the rubric to grade one another’s timed write. Have them record the score on the last page.
- ✕ Randomly redistribute the essays to a second student for grading. Make sure that the student grades the essay independently and doesn’t use the first student’s grade as a guide.
- ✕ *Optional: Have students do a third round of grading.*
- ✕ Once all of the essays have received multiple grades, have students suggest some exemplar essays that can be read to the entire class.
 - Have the students use their fingers to rank the essay from a “1” to a “6.”
 - Have select students explain why they scored it the way that they did.

Important: Please scan and email some student examples of this timed writing (2 examples of a 6 paper, 2 examples of a 5, etc.) to Tim Bugno at tbugno@avidcenter.org. Please ensure that students have signed a release to reproduce the essay because it might be used in the final version of Weeks at a Glance.

Materials/Notes

Class Set

SAT Essay Scoring Guide



Release of Work



Documentation
for Essential

5.2

I have a great
idea about how
to improve this
day’s lesson!



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

Standards and Essential Question:

- **Focus Area: Verify Learning**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we use and verify our learning from tutorials in our content area classes?”

Lesson

Materials/Notes

1. Tutorials

- ✕ As you monitor groups today, look for examples of checking for understanding.
 - Continue coaching and reminding students about how they must make sure that they are coming up with the correct solutions.

2. Individual Action Plan – Three-Week Reflection

- ✕ Have students get out their Individual Action Plan from three weeks ago.
- ✕ Have students fill out the reflection portion of the action plan, instead of their usual reflection. They should be focusing on how they (and their group) accomplished or did not accomplish their goals.

Standard and Essential Question:

- **10-CR.A2** Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
- **EQ:** "What additional preparation should I be doing to ready myself for college?"

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 11 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Cornell Note Quality Check

- ✕ Create a list of numbers assigned to typical senior courses:
 - 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.
- ✕ Consider potentially requiring students to turn in a reflective log on how they looked at the notes after a test. (Also, think about potentially having the notes come from a previous week.) This is connected to the focus lesson from Day 121.
- ✕ Grade these notes for overall quality, making sure that they are ready to return on Monday.

2. Guest Speaker Protocol

- ✕ Remind students about the guest speaker and SLANT (Sit up, Lean forward, Ask questions, Nod your head, Take notes).
- ✕ Make sure that a student is selected to guide the speaker to the classroom.

3. Guest Speaker

- ✕ *Note: Have water and an extra copy of the Guest Speaker Guide available for the speaker.*
- ✕ Before the guest speaker arrives, make sure they know that students are examining how to select a college.
- ✕ Introduce the guest speaker, giving some general information about him/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).
- ✕ If you do not have tutors to grade the binders, bring randomly chosen binders to your desk for grading, but be sure to monitor student behavior.
- ✕ When the speaker has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).

Materials/Notes

Resource

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



Documentation
for Essential

3.3

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **10-CD.B1** Reassess academic six-year plan to evaluate progress toward meeting all college entrance requirements upon high school graduation and adapt plans if any courses need to be retaken due to low academic grades
- **10-CD.B2** Examine academic strengths that will aid in course selection patterns, especially around honors and AP® courses
- **10-CR.A3** Write letters of appreciation to guest speakers, making sure to reflect on and express learning from, the presentation
- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **EQ:** "What is my course selection plan for the next two years to ensure college acceptance?"

Lesson

1. Vocabulary

- ✕ Project the "Week 28 SAT/ACT Vocabulary" PowerPoint.
- ✕ **Furtive – (adj)** [fur-tiv] stealthy or sneaky. (*The nature of her occupation kept her to furtive corners and the dark side of the streets.*)
- ✕ **Emulate – (v)** [em-yuh-leyt] imitate; rival. (*The smaller fish watch what the big fish do and try to emulate it next year.*)
- ✕ **Idiosyncrasy – (n)** [id-ee-uh-sing-kruh-see] individual trait, usually odd in nature, eccentricity. (*Most people considered him an average Joe, because he seemed to be totally lacking in any idiosyncrasy.*)
- ✕ **Obliterate – (v)** [uh-blit-uh-reyt] destroy completely. (*During the rally, the co-captains of the team promised to obliterate their opponent.*)

2. Thank-You Cards

- ✕ Have students generate thank-you cards for the guest speaker from this past Friday.

3. Revised Four- or Six-Year Plan

- ✕ Have students take out their four- or six-year plan from Day 13.
- ✕ Use a fresh four- or six-year plan template and student transcripts.
- ✕ Have students fill in their grades from 9th grade and the 1st semester of 10th grade.
- ✕ Help students plan out their courses for 11th and 12th grade.
 - Talk with them about graduation requirements (four years of English, Government/Economics, etc.).
 - Then, look at opportunities for AP, IB®, Cambridge, or dual enrollment courses.
 - Make sure students are taking advanced courses that match their strengths.

Materials/Notes

Project

"Week 28 SAT/ACT Vocabulary" PowerPoint



Class Set

AVID College and Careers
1.13 Six-Year Plan Grid (Pg. 4)

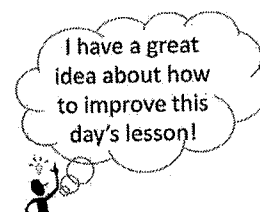


Four-Year Plan



Materials

Student Transcripts



Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **10-INQ.B2** Complete a higher-level reflection about the learning process regarding tutorials
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

Lesson

1. Quickwrite

- ✕ *Note: This should be completed prior to today’s tutorial for 10 minutes only.*
- ✕ Students answer the Essential Question on their handout. Collect these to be used as evidence for certification of refinement.

2. Pair-Share

- ✕ Students share their quickwrite with a partner.

3. Teacher Discussion/Note-Taking of Key Points

- ✕ Teacher discusses with students ways to support/refine the focus area to create more rigorous tutorials.
- ✕ * **For example**, use the 30-Second Reflect and Connect prior to a written reflection to allow students to verbally reflect on the learning that occurs during the tutorial process and connect it to other important ideas. Students can practice the wrap-up speech with an old TRF. This reflective tool can be used to process any new learning.

4. My Goal and Action Plan for Today’s Tutorial

- ✕ Have students create a goal to address this focus area in the tutorial today, as well as in future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

5. Reflections

- ✕ *Note: This should be completed after today’s tutorial for 10 minutes of reflection.*
- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection, “What I learned about my Point of Confusion...” In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.

6. Share-Out

- ✕ In groups, have tutors lead a discussion about the focus area observation, “How did you refine the focus area in today’s tutorial?”
- ✕ Select one student per tutorial group to share his/her reflection in meeting the focus area.

Materials/Notes

Class Set

AVID Tutorial Guide
4.3a 30-Second Reflect and Connect Student Presenter Connection Protocol (Pg. 301)



AVID Tutorial Guide
2.17b Reflection (Pg. 142)



Individual Action Plan



Documentation
for Essential

8.4

For this lesson,
click here to share:

- Improvement Ideas
- Pictures or Samples
- Questions



Standards and Essential Question:

- **10-ORG.D2** Utilize strategies for various types of tests, in preparation for midterm and final exams
- **10-REA.B3** Mark texts to track understanding of the text and questions about the reading
- **10-REA.B5** Determine the author's tone and voice
- **EQ:** "How does an author's tone and voice affect the poem? How can I apply this to my own writing?"

Lesson

1. Pre-Reading – Stopping by Woods on a Snowy Evening*

- X Distribute copies of "Stopping by Woods on a Snowy Evening."
- X Have students coral respond the first two words for every fifth line of the poem (i.e., you say, "5," and they respond, "my little," you say, "10," and they respond, "to ask").
- X Have students read through the poem once silently.

2. Author's Tone and Voice*

- X Ask students to popcorn read a stanza at a time aloud.
- X After reading the entire poem, have students discuss the author's tone and the setting. Some questions that you might ask them include the following:
 - What time of day is the poem set: day or night?
 - What is the temperature like?
 - Are there noises (car horns, yelling, crickets, etc.)?
 - Are there smells?
 - What can you see?
- X Next, have the students identify the author's voice. Some questions that you might ask them include the following:
 - How do you think the author would read this poem: yell it, sing it, etc.?
 - How does the author feel as he is saying this poem: angry, happy, scared, etc.?
- X Once the author tone and voice are established, do your best to reenact the mood.
 - Some suggestions include: turning off the room lights and turning on a few lamps, playing the sound of the wind over the speakers, shaking some bells (from the horse), spraying some pine-scented cleaner, and turning the air up to make the room colder.
 - Choose four students who will stand up and read a stanza of the poem in the agreed upon author voice (most likely a hushed whisper).
- X Distribute Handout 10.7, Author's Purpose, and have students use the sample to guide their completion of Part 3.
- X Have student volunteers read their completed template for Part 3.
- X Repeat the process for Part 4 (author's tone).

Materials/Notes

Class Set

Critical Reading

10.7 and 10.9 Author's Purpose and Tone (Pgs. 148, 152)



Critical Reading

7.7 Writing in the Margins: Questioning (Pg. 91)



Materials

Two or Three Lamps (or use student smartphones for light)
Pine-Scented Spray or Candle Bells, and Speakers (for wind)

Sound



Documentation
for Essential

5.5

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

Lesson Plan, Day 138

AVID – 10th Grade

- X Distribute Handout 10.9, List of Words to Describe an Author's Tone, and see if the word that they used to describe author tone can be changed/improved.

3. Writing in the Margins*

- X **Time-Saver:** If you are running short on time or wish to do the extension, this activity can be done as homework.
- X Distribute the Writing in the Margins: Questioning handout.
- X Have students write two or three questions in the margin of the poem.



4. Extension: To the Virgins: Make Much of Time*

- X Repeat an abbreviated version of Steps 1 and 2 with the new poem.
- X Students should be able to identify author tone and voice a little easier.
 - If you choose to set the tone on a second read, possibly take the students outside (if sunny): floral scent, sounds of birds chirping, raise temp, etc.
- X Have students use a second copy of Handout 10.7, Author's Purpose, to identify purpose and tone.

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

Standards and Essential Question:

- **Focus Area:** Verify Learning
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

Lesson

1. Tutorials

- ✕ Have students get out their Individual Action Plan from this past Tuesday.
- ✕ As you monitor groups today, observe how students/tutors summarize their learning following a question. (Use the 30-Second Reflect and Connect Student Presenter Connection Protocol resource as a reference tool.)
 - Continue coaching and reminding students about the importance of coming to full understanding of a concept and their ability to articulate their learning.

2. Action Plan – 30-Second Reflect and Connect

- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

Materials/Notes

References

AVID Tutorial Guide
4.3a 30-Second Reflect and Connect Student Presenter Connection Protocol (Pg. 301)



Individual Action Plan



Standards and Essential Question:

- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving
- **10-COLL.A7** Participate in group discussions and reflections based on collaborative work
- **10-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal-setting
- **10-INQ.C2** Come to Socratic Seminar/Philosophical Chairs discussions prepared, having read and researched material under study, and explicitly draw on that preparation by referring to evidence from texts
- **EQ:** "How can I balance accomplishing tasks and spending quality time reflecting?"

Lesson

1. Cornell Note Quantity Check

- ✕ Remind students of the expectation for seniors to 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, left-hand questions, and summaries.
- ✕ Place a stamp on the notes so that students can't use them again for future checks.

2. Before the Socratic Seminar

- ✕ Review with students the fundamentals of Socratic Seminars (dialogue vs. debate) and the role of the Socratic Seminar participant.
- ✕ Have students take out their marked copy of "Stopping by Woods on a Snowy Evening" or their AVID Weekly article.
 - **Extension:** Utilize "To the Virgins, to make much of Time."
 - Have students compare the messages in the two poems. What similarities and differences exist?
 - Possible overarching questions could be: "How does the author's voice and use of tone convey the poem's message? How are the author voice and tone similar/different?"
- ✕ Have students review underlined key points and the questions that they generated about the speech (or AVID Weekly article).
- ✕ Have students share their individual questions and record them on the board.

3. Socratic Seminar – Stopping by Woods on a Snowy Evening

- ✕ Have students move into a Socratic Seminar circle.
 - Use either one large circle, an inner/outer circle, or the wingman formation.
- ✕ Select a student to be the student leader.

Materials/Notes

Teacher Resource

Strategies for Success
Critiquing or Debriefing the Seminar and Socratic Seminar Discussion Debrief (Pgs. 167-168)



Class Set

Strategies for Success
The Role and Responsibilities of the Seminar Participant (Pg. 162)



Documentation
for Essential

7.3

I have a great idea about how to improve this day's lesson!



Lesson Plan, Day 140

AVID – 10th Grade

- ✕ Choose one of the questions as an overarching question to guide the discussion.
 - Alternatively, you can use the following: “What point is Robert Frost trying to convey in this poem?”
- ✕ Choose one of the student-generated questions to begin the Socratic Seminar.
 - If students have some experience with Socratic Seminars, you can ask for a volunteer to be the Socratic Seminar leader.
- ✕ Sit in a seat outside of the circle and do some of the following:
 - Record key points that were said.
 - Draw a web of who is speaking.
 - Be VERY comfortable with silence, as it is critical that you don’t speak.
- ✕ **Pause the conversation ONLY IF the CONVERSATION VEERS WAY OFF TOPIC**
 - Remind the group of what students have said so far.
 - Suggest that they move onto another student-generated question.
 - Remind them of the overarching question.
 - Point students back to other student-generated questions.
- ✕ When there are 10 to 15 minutes remaining, stop the conversation at a natural break point.
- ✕ While students are still in the circle, use the Critiquing or Debriefing the Seminar and Socratic Seminar Discussion Debrief resources, or alternatively, ask one of the debriefing questions below:
 - “What did you think was the most interesting point?”
 - “What are some moments that you should pause in life?”
- ✕ Conclude by asking volunteers to discuss what they did really well and what they need to work on for next time.
 - Generate a goal that they can work on during the next Socratic Seminar.
- ✕ Have students rearrange the desks.

Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-WRI.D1** Evaluate summaries using rubrics and checklists
- **10-WRI.D2** Utilize reflective logs to evaluate note-taking habits and set goals to improve upon past learning
- **10-ORG.B6** Write higher-level summaries for Cornell notes that link all of the learning together
- **EQ:** “How can I more effectively write summaries and reflections using my Cornell notes?”

Lesson

1. Vocabulary

- ✕ Project the “Week 29 SAT/ACT Vocabulary” PowerPoint.
- ✕ **Affable – (adj)** [af-uh-buh] easily approachable; warm, friendly. (*She is an affable girl, who always seems to have a smile on her face.*)
- ✕ **Curtail – (v)** [ker-teyl] shorten; reduce. (*I had to curtail my friend’s harangue because I was already running very late.*)
- ✕ **Nefarious – (adj)** [ni-fair-ee-uh s] evil, utterly immoral or wicked. (*After all, we are each nefarious in our own, individual way.*)
- ✕ **Prodigal – (adj)** [prod-i-guh l] wasteful; reckless with money. (*His prodigal lifestyle ultimately led him into huge amounts of debt.*)

2. Effective Summaries

- ✕ Hang four corner posters around the room.
- ✕ Have students randomly select 10 pages of notes from their binders.
- ✕ Once students have their notes selected, have them count up the number of pages that have a summary.
- ✕ Have students move to the corner that matches their number of summaries.
 - **IMPORTANT NOTE:** It is important that you have built a large amount of trust with your students to do this. Make sure they know that it is a non-judgmental exercise, but a way to find effective tools to summarize. You can also do a non-threatening four corners (like, four seasons where your birthday falls, and use the questions below).
- ✕ Have students discuss one question at a time and share out:
 - Why do you think it is important to write summaries for your notes?
 - What difficulties do you have when writing summaries?
 - What effective strategies have you found to ensure that you write your summaries?
 - How do you determine what information goes into a summary?

Materials/Notes

Project

“Week 29 SAT/ACT Vocabulary” PowerPoint



One Copy

Four Corner Posters



Class Set*

Focused Note-Taking

Step 6: Cornell Note Summary Rubric



Focused Note-Taking

Step 7: The 7 R’s of Effective Note-Taking



Focused Note-Taking

Step 10: Cornell Note Reflective Log



Project*



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

3. Summary Plan (Option 1)*

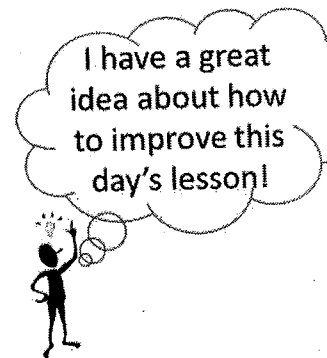
- ✕ Use this option if students are still struggling to write their summaries.
- ✕ Have students form groups of four (one group member from each corner, if possible).
- ✕ Have students review the 7 R's of Note-Taking and discuss ways of effectively being able to incorporate strategies to help them summarize more effectively.
- ✕ Have students formulate an action plan to more effectively create daily written summaries and use them to effectively study.

4. Cornell Note Reflective Log (Option 2)*

- ✕ Use this option if students are already writing and reviewing their summaries effectively.
- ✕ Set up the video by talking about how important it is to review several days (or weeks) of notes at one time and identify key pieces of information.
- ✕ Show the video to your students.
- ✕ Have students take out a section of notes (for example: a chapter or unit of study) and distribute the Reflective Log handout.
- ✕ Have students reread all of their summaries from their selection of notes and identify three key learnings.
- ✕ Have students write about how that learning connects to something else from class, another content class, or the real world.
- ✕ Allow students to reflect on what they are still unsure about with the content.
- ✕ Let students know that this will be a helpful exercise to do a couple of days before a test and that they should try this at least three times (perhaps more depending on their expertise with notes) during the next month.

5. Homework

- ✕ Bring in at least two magazines (of interest) for this Wednesday.



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

Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

Lesson

1. Tutorials – 30-Second Reflect and Connect

- ✕ As you monitor groups today, continue to look for how students summarize their learning following a question. (Again, use the 30-Second Reflect and Connect Student Presenter Connection Protocol resource as a reference tool.)
 - Focus on how to summarize at the end of a question.

2. Formal Observation – 30-Second Reflect and Connect

- ✕ Utilize the Checking for Understanding one-pager and Observation and Feedback resource as reference points to conduct a formal observation for the teacher, students, and tutors.

3. Homework

- ✕ Remind students to bring in at least two magazines (of interest) for tomorrow.

Materials/ Notes

One Teacher Copy

AVID Tutorial Guide

3.18b Observation and Feedback (Pgs. 281-282)



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-ORG.A5** Continuously add to, and reflect on, multi-grade level portfolio throughout the school year
- **10-COMM.A4** Incorporate technology and/or visual aids to increase effectiveness of the speech or presentation
- **10-COMM.B1** Record key learning points and provide feedback using Cornell notes
- **EQ:** “What are my goals and plans for the future?”

Lesson

1. Portfolio Collection

- ✕ Have students collect some of their main artifacts since the beginning of the semester.
- ✕ Some examples might be the timed write from Day 131, Cornell notes from their academic classes, and their character analysis from Day 106.

2. Public Speaking Etiquette

- ✕ Have students generate a list of “Things that Show I’m Listening.”
- ✕ Potentially turn the list into an acronym, which will help students remember some of the main ways to show that they are paying attention.
- ✕ Talk about why showing that you are listening is critical to both teachers and fellow students.

3. Speeches From a Paper Bag

- ✕ Pass out a paper bag to each student.
- ✕ Tell students that they will be decorating the bag with pictures, words, or drawings that represent different aspects of their life, which they will present in a 30- to 60-second speech on Friday.
- ✕ On the front of the bag: Have students decorate with pictures, words, or drawings representing the career that they want.
- ✕ On the back of the bag: Have students decorate with pictures, words, or drawings representing the college that they want to attend.
- ✕ On one side of the bag: Have students decorate with pictures, words, or drawings representing activities that they like to do for fun.
- ✕ On the other side of the bag: Have students decorate with pictures, words, or drawings representing some of the goals that they have.
- ✕ Distribute the Presentation Rubric and let students know that two of their classmates will be grading their speech.
- ✕ Have students take Cornell notes and provide feedback on students’ speeches.
- ✕ Let students use the remainder of the class to begin decorating their bags.

Materials/Notes

Resource

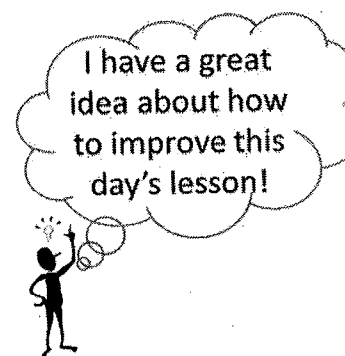
Strategies for Success

14.7 Presentation Rubric (Pg. 198)



Materials

Brown Paper Lunch Bags,
Scissors, Glue, and Colored
Pens



4. Technology Extension*

- ✕ Record speeches using a digital recorder or cell phone so that students can watch and evaluate themselves later.

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

Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

Lesson

1. Tutorial Feedback

- ✕ Debrief any general findings from this past Tuesday’s observation with the class to support their performance.
 - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one discussion.
 - Address group problems during tutorial work.

2. Tutorials – 30-Second Reflect and Connect

- ✕ As you monitor groups today, continue to seek how students are summarizing their learning.
- ✕ Remind your students about revisiting their Individual Action Plans.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, reviewing what is going well and what can be improved.

Materials/Notes



Standards and Essential Question:

- **10-COMM.A4** Incorporate technology and/or visual aids to increase effectiveness of the speech or presentation
- **10-COMM.A3** Refine use of vocal projection in both formal speeches and Socratic Seminar settings
- **10-COMM.B1** Record key learning points and provide feedback using Cornell notes
- **EQ:** "What are my goals and aspirations?"

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, etc.) and check planners for completeness.

2. Speeches From a Paper Bag

- ✕ Distribute two Presentation Rubrics to each student and have them write their name at the top.
- ✕ Collect all of the Presentation Rubrics, mix them up, and redistribute them. Make sure that no student gets their own name.
- ✕ Let students know that they will be grading the Presentation Rubric when their student presents their paper bag speech.
- ✕ Have students come to the front of the class to present. Let students know that they have 30 seconds, but no more than a minute and a half, to present their paper bag speech.
- ✕ Have students take turns presenting, ensuring that two students are using the Presentation Rubric to observe and make comments.
 - Let students know that these Presentation Rubrics will be used to give them feedback on their public speaking before a larger speech in a month (Career Research Speech).

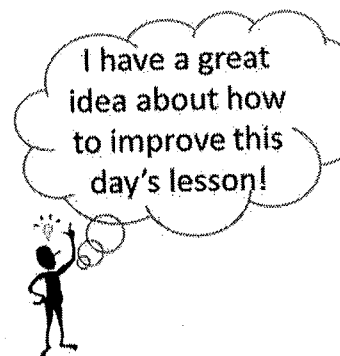
Materials/Notes

Class Set (two per student)

Strategies for Success

14.7 Presentation Rubric

(Pg. 198)



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-CD.A4** Demonstrate the ability to successfully resolve conflicts and disputes with peers and teachers
- **EQ:** “How can I more effectively write summaries and reflections using my Cornell notes?”

Lesson

1. Vocabulary Prefixes/Suffixes/Roots

- ✕ Project the “Week 30 SAT/ACT Vocabulary” PowerPoint.
- ✕ alt- = high or deep. Examples: altimeter – an instrument that measures height above sea level; altitude – height above sea level. (*While hiking Mount McKinley, we kept an altimeter, so we knew how far it was to the peak.*)
- ✕ pict- = paint, show, draw. Examples: picture – something drawn; depict – to describe something. (*The picture showed a beautiful downtown landscape.*)
- ✕ -tect, teg- = cover. Examples: detect – to perceive the existence of something; protect – to keep somebody or something safe; tegument – a protective covering of an organism. (*The old, abandoned house protected us from the pouring rain.*)
- ✕ zo- = animal. Examples: zoo – park displaying live creatures; zoology – scientific study of animals; zodiac – a chart of 12 constellations. (*I have always loved animals, so I am thinking of majoring in zoology.*)

2. Conflict Management

- ✕ Distribute the Conflict Management handout and have students reflect on a recent conflict.
- ✕ Ask for a few volunteers to read through their responses.
- ✕ Have students complete the Section II activity from the handout.
- ✕ Once students have completed how they deal with conflict, have them stand up.
- ✕ Designate one wall to be “Frequently,” the opposite wall to be “Rarely,” and the middle of the room to be “Occasionally.”
- ✕ Read through some of the different methods of dealing with conflict one at a time.
 - Have students move to the appropriate area, based on what they circled.
 - Have groups discuss strengths and weaknesses of their strategy, and then share out.
- ✕ Read through six to eight strategies for dealing with conflict.
- ✕ Have students return to their seats and reflect on the strengths and weaknesses of how they deal with conflict.

3. Numbered Heads – Conflict with Various Groups

- ✕ Place students in groups of four and have them number off 1 to 4.

Materials/Notes

Project

“Week 30 SAT/ACT Vocabulary” PowerPoint



Class Set

Strategies for Success

5.3 Conflict Management

(Pgs. 55-56)



Lesson Plan, Day 146

AVID – 10th Grade

- X Have students discuss the following prompts for three or four minutes:
 - A little brother or sister went into your room and messed everything up
 - A friend posted something mean about you on Facebook
 - A teacher didn't give you credit for an assignment that you did
 - Your parents aren't going to let you go to the homecoming dance
- X After students have talked, randomly select a group and a number from that group to share what was discussed.

Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

Lesson

1. Action Plan Reflection

- ✕ Have students get out their Individual Action Plan from two weeks ago.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of how students are making (or plan to make) sure that they have come up with the correct answers.

Materials/Notes

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-CD.A3** Align learning and study strategies to personal learning style
- **10-CD.D4** Create positive peer connections through independent study groups
- **EQ:** “How will I ensure success on my finals?”

Lesson

1. Finals Study Plan

- ✕ Group students into 4s and have groups collectively brainstorm all of the things that they can (and should) do to prepare for finals.
- ✕ Have groups record their thinking on chart paper and share out.
- ✕ Distribute the Backwards Mapping Template to students.
- ✕ Have students think about the finals that they have coming up.
 - Students should rank sort their preparation planning by order of importance.
- ✕ Have students brainstorm everything they need to accomplish from now until finals.
- ✕ Under actions, have students generate specific things that they can do to prepare for their finals.
 - Look over all past tests.
 - Examine their Cornell notes.
 - Generate specific times to form study groups (after school, weekends, etc.).
 - Create sample tests (based on missed test questions).
- ✕ Make sure that students are creating actionable steps.
- ✕ Tell students that they will be revisiting this plan during the next month.

2. Vocab Video, Skit, or Song*

- ✕ Let students know they will be creating a class presentation on several vocab words.
- ✕ Instruct students that they will form groups and choose three to five (based on the number of students in your class and the amount of time) vocabulary words which they have learned throughout the year to turn into a video, skit, or song on Day 155.
- ✕ Have students form groups of three to four students.
- ✕ Distribute the Academic Vocabulary List.
- ✕ Students might need a little help thinking about possibilities. Some examples might include: a skit using their words (multiple times), a song that has replaced words with their vocabulary words, acting out words (think *Saturday Night Live*), or using smartphones or video cameras to create a video of their words.
- ✕ Provide students with time to brainstorm and select their words.
- ✕ Tell students that they must give you their selected words by the end of the period. (As the teacher, make sure that groups do not duplicate words.)

Materials/Notes

Class Set

Strategies for Success
7.9 Backwards Mapping
Template (Pg. 95)



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

Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

Lesson

1. Tutorials

- ✕ As you monitor groups today, examine how students reflect on their learning and connect their learning to other concepts.

2. Action Plan – Three-Week Reflection

- ✕ Have students get out their Individual Action Plan from three weeks ago.
- ✕ Have students fill out the reflection portion of the action plan, instead of their usual reflection, focusing on how they (and their group) accomplished or did not accomplish their goals.

Materials/Notes

Reference

Individual Action Plan



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-COLL.A5** Utilize technology to interact and collaborate with others and foster trust-building skills by working with partners to complete a specified task
- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving
- **10-COLL.A7** Participate in group discussions and reflections based on collaborative work
- **10-ORG.C3** Use technology to share, store, and collaborate on projects
- **EQ:** “What makes the AVID family so unique?”

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. Kodak Project or Kodak Folder

- ✕ Choose between the Kodak Project and Kodak Folder.
 - The Kodak Project will involve more freedom of being out of class independently and should be based on the structure of the school and the responsibility of the AVID students.
- ✕ Decide on the length and scope of the project and set timelines.
 - This is a lesson that can be scaled back in magnitude if you are running behind on the Weeks at a Glance materials.
- ✕ Set teams in advance (and provide them with at least one camera phone per group).
 - Make sure that grouping is done either randomly or through driving groups to expand their social circles.
- ✕ Provide students with planning time and begin allowing them to take their pictures.

3. Technology Extension*

- ✕ Record team-building using a digital camera or phone and post on the school website/end-of-year slideshow, or alternatively, use the native Photos app on tablets to shoot and store pictures.

Materials/Notes

Class Set

Kodak Project Assignment Sheet



Kodak Project Reflection



OR

Kodak Folder Project Assignment Sheet



Materials

Student Cell Phone with Camera and Email Capabilities (one per group), Poster Board or Folders, and Markers



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

Days 151-180 One Pager

Major Objectives: Vocabulary Building, Career Research

Theme Connections: [REDACTED], Meticulous, Urbane, Sagacity, Edify

Preparation: Computer Lab (Days 158, 160, 161), College Counselor 170

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	151 Vocabulary, TAG, Kodak Project 10-COLL.A5, A6, A7 10-ORG.C3	152 Quickwrite, Teacher Discussion, My Goal 10-INQ.B1 6.3 8.4	153 Vocab Video, Skit, or Song Preparation and Presentations* 10-REA.A1	154 Tutorials, Action Plan 10-INQ.B1	155 CN Quality Check, Vocab Video, Skit, or Song Presentations* 10-WRI.C1 10-COMM.A7 10-REA.A1 6.3
8	156 Vocabulary, Intro to Career Research, Prompt Analysis 10-WRI.C1 10-COMM.A7 10-REA.A1 6.2	157 Tutorials, Tutorial Observation 10-INQ.B1	158 Backwards Map Career Research, MLA Format, Career Research 10-WRI.C1 10-ORG.A3, C4 6.2	159 Tutorial Feedback, Tutorial Observations 10-INQ.B1	160 CN Quantity Check, Continue Career Research 10-CR.A2
9	161 Vocabulary, In-class writing 10-REA.A2 10-WRI.C1 10-ORG.A3, C4	162 Action Plan, Tutorials 10-INQ.B1	163 Source Integration, In- Class Writing 10-WRI.C1, C5 10-ORG.C2, C4 6.2	164 Tutorials, [REDACTED] [REDACTED] 10-INQ.B1	165 Binder Check, Rough Draft 10-WRI.C1 10-ORG.A1 6.2
10	166 Vocab, Transitions, Applying Transition, Homework 10-ORG.C2, C4 10-WRI.B4, C1 10-REA.A3 10-CP.D3 6.2	167 Quickwrite, Teacher Discussion, My Goal 10-INQ.B1 8.4	168 Expert Group Editing, Homework 10-WRI.A3, A4, C1	169 Tutorials, Action Plan 10-INQ.B1	170 Mystery Check, Guest Speaker 10-CP.A2 6.3
11	171 Career Presentations, Technology Extension 10-WRI.D3 10-COMM.A4 10-ORG.C1 6.3	172 Tutorials, Formal Observation 10-INQ.B1	173 Critical Reading 10-INQ. C1, C2 10-COLL.A4 10-ORG.D1 6.4	174 Tutorial Feedback, Tutorial Observations 10-INQ.B1	175 CN Quantity Check, Socratic Seminar 10-INQ.C1, C5, C6 6.4
12	176 Career Research Presentations, Homework 10-COMM.A3, A6, A7	177 Action Plan, Tutorials 10-INQ.B1	178 Career Research Presentations, Homework 10-COMM.A3, A6, A7 6.3	179 Tutorials, [REDACTED] [REDACTED] 10-INQ.B1	180 Portfolio Finalization 10-ORG.A6, A7

Key:

Major activities for the day

AVID Elective

Standard(s)

covered

CSS

evidence

Standards and Essential Question:

- **10-COLL.A5** Utilize technology to interact and collaborate with others and foster trust building skills by working with partners to complete a specified task
- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving
- **10-COLL.A7** Participate in group discussions and reflections based on collaborative work
- **10-ORG.C3** Use technology to share, store and collaborate on projects
- **EQ:** “What makes the AVID family so unique?”

Lesson

1. Vocabulary

- ✕ Project the “Week 31 SAT/ACT Vocabulary” PowerPoint.
- ✕ **Heresy – (n)** [her-uh-see] opinion contrary to popular belief; opinion contrary to accepted religion. (*Dolly, offended by his heresy but intrigued by his candor, asked to see his work.*)
- ✕ **Penury – (n)** [pen-yuh-ree] severe poverty; stinginess. (*The surplus faded away and they were reduced to penury.*)
- ✕ **Scrupulous – (adj)** [skroo-pyuh-luh s] conscientious; extremely thorough. (*Be scrupulous about turning work in on time and studying for your classes, and you will do well.*)
- ✕ **Trite – (adj)** [trahyt] hackneyed; commonplace. (*His trite address put some of the audience to sleep.*)

2. Tutorial Analysis Grade Reflection

- ✕ Distribute the Tutorial Analysis Grade Reflection (Part A) handout to every student.
- ✕ Have the students complete the reasons why they are getting a low grade, and specifically, what areas they will work on moving forward.
- ✕ Let students know that they will be tracking their tutorial questions and where they are getting the tutorial questions.

3. Kodak Project or Kodak Folder

- ✕ Have students continue on the chosen project.
- ✕ Remind students of the deadline.

Materials/Notes

Project

“Week 31 SAT/ACT Vocabulary” PowerPoint



Class Set

AVID Tutorial Guide
3.5a Tutorial Analysis Grade Reflection (Part A) (Pg. 182)



Kodak Project Assignment Sheet and Reflection



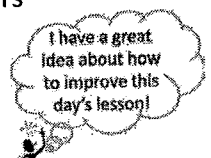
OR

Kodak Folder Project Assignment Sheet



Materials

Student Cell Phone With Camera and Email Capabilities
Poster Board or Folders, and Markers



Standards and Essential Question:

- **Focus Area: Tutorial Observation Checklist Activity**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How can we refine our role as student presenter and group member to increase the effectiveness of our tutorials?”

Lesson

Note: This is a great time of the year for a “Temperature Check” meeting with your tutors. To access supporting resources for this training, [click here](#).

1. Quickwrite

- ✕ *Note: This should be completed prior to today’s tutorial for 10 minutes only.*
- ✕ Students answer the Essential Question on their handout. Collect these to be used as evidence for certification of refinement.

2. Pair-Share

- ✕ Students share their quickwrite with a partner.

3. Teacher Discussion/ Note-Taking of Key Points

- ✕ Teacher discusses with students ways to support/refine the focus area to create more rigorous tutorials.
- ✕ * **For example**, have students review their role to ensure that they know the expectations for the student presenter and group member. Use the Tutorial Process Observation Checklist to observe various members of the tutorial process to provide them with feedback on their role. Have students indicate where they would rate themselves and their group. Students can complete the Reflection: Tutorial Process Observation handout.

4. My Goal and Action Plan for Today’s Tutorial

- ✕ Have students create a goal to address this focus area in the tutorial today, as well as in future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

5. Reflections

- ✕ *Note: This should be completed after today’s tutorial for 10 minutes of reflection.*
- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection, “What I learned about my Point of Confusion...” In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.

Materials/Notes

Resources

AVID Tutorial Guide
3.18e Tutorial Process
Observation Checklist (Pgs.
290-291)



Class Set

AVID Tutorial Guide
3.18e Reflection: Tutorial
Process Observation (Pg. 292)



Individual Action Plan



Documentation
for Essentials

6.3, 8.4

I have a great
idea about how
to improve this
day’s lesson!



Lesson Plan, Day 152

AVID – 10th Grade

6. Share-Out

- X In groups, have tutors lead a discussion about the focus area observation, “How did you refine the focus area in today’s tutorial?”
- X Select one student per tutorial group to share his/her reflection in meeting the focus area.

Standard and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **EQ:** "How will I turn my chosen vocabulary words into memorable presentations?"

Lesson


1. Vocab Video, Skit, or Song*

- ✕ Let students use the period to plan their vocabulary, skit, or song.
- ✕ Remind students that presentations will be between three to five minutes and all content should be school appropriate.

2. Vocab Video, Skit, or Song Presentations*

- ✕ If some students are finishing early (or are already prepared), you can use a few minutes at the end of the period to present their vocabulary words.

Materials/Notes



I have a great idea about how to improve this day's lesson!

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

Standards and Essential Question:

- **Focus Area: Tutorial Observations**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How can we refine our role as student presenter and group member to increase the effectiveness of our tutorials?”

Lesson

1. Tutorials

- ✕ Have students get out their Individual Action Plan from this past Tuesday.
- ✕ As you monitor groups today, observe how students/tutors are doing holistically on all steps of the tutorial process.

2. Action Plan – Tutorial Observation

- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

Materials/Notes

Resource

AVID Tutorial Guide
3.18e Tutorial Process
Observation Checklist (Pgs.
290-292)



Reference

Individual Action Plan



I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **EQ:** “How will I turn my chosen vocabulary words into memorable presentations?”

Lesson

1. Cornell Note Quality Check

- ✕ Create a list of numbers assigned to typical senior courses:
 - 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.
- ✕ Consider potentially requiring the students to turn in a reflective log on how they looked at the notes after a test. (Think about potentially having the notes come from a previous week.) This is connected to the focus lesson from Day 141.
- ✕ Grade these notes for overall quality, making sure that they are ready to return by next Monday.

2. Vocab Video, Skit, or Song Presentations*

- ✕ Have students present their vocabulary words.
- ✕ Make sure that students stick to the three- to five-minute time limit.
- ✕ **Tech Tip:** It might be a good idea to videotape some of the presentations.
 - If there are one or two videos that really stand out, please send them to Tim Bugno at tbugno@avidcenter.org.

Materials/Notes

Documentation
for Essential

6.3

I have a great
idea about how
to improve this
day's lesson!



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

Standards and Essential Question:

- **10-WRI.C1** Develop and strengthen writing through the creation of a career research essay
- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-COMM.A7** Integrate multiple sources of information
- **EQ:** “What career interests seem the most interesting and why?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 12 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Vocabulary

- ✕ Project the “Week 32 SAT/ACT Vocabulary” PowerPoint.
- ✕ **Diminution – (n)** [dim’ə nʊʊ’shən, -nyʊʊ’] lessening; reduction in size. (*The CEO was not pleased with a growing trend of the diminution of revenue generated by the company.*)
- ✕ **Indolent – (adj)** [in’də lənt] lazy. (*The man’s indolent behavior resulted in taking a nap under the tree, rather than working.*)
- ✕ **Lavish – (adj)** [lávvis] generous; openhanded; extravagant; wasteful. (*His lavish lifestyle eventually led to his bankruptcy.*)
- ✕ **Capricious – (adj)** [kə prishəs] given to sudden changes; tending to make sudden unexpected changes. (*His capricious driving led to multiple car accidents.*)

2. Introduction to a Career Research Paper

- ✕ Set the stage by informing students that they’ll be researching a career of interest.
- ✕ Allow students to reflect on their career goals, guest speakers, field trips, and/or personal hobbies. Finally, they should consider careers that they’ve seen on television.
- ✕ Students should generate a list of five to eight careers in which they have interest.
- ✕ Instruct students to form a standing inner and outer circle, letting them know that an inner circle student should be partnered (and facing) an outer circle student.
- ✕ Have students in the inner (or outer) circle move left a certain number of students (e.g., inner circle rotate three people to the left).
- ✕ Once students have a new partner, have the pair share out their list of career interests.
 - The other student should record any careers that they might be interested in researching.

Materials/Notes

Project

“Week 32 SAT/ACT Vocabulary” PowerPoint



Reference

High School Writing
6.2 Career Research (Pgs. 30C 313)



Class Set

High School Writing
6.2b Career Research: Rubric (Pg. 311)



Career Research Prompt



Documentation
for Essential

6.2

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

Lesson Plan, Day 156

AVID – 10th Grade

- ✕ Continue until all students have at least 15 possible careers on their list.

3. Narrowing the List

- ✕ Have students circle the three careers where they have the most interest.
- ✕ Have the students create three pro/con lists, which outline the strengths and weaknesses of their careers.
- ✕ Finally, have students select one of the careers that they believe to be the most interesting.



4. Quickwrite

- ✕ Have students respond to the following prompts:
 - What do you know about this career?
 - What do you need/want to know (e.g., average salary, graduate degree necessary, type of work, etc.)?

5. Prompt and Rubric Analysis

- ✕ Distribute the Career Research Prompt.
 - Have students underline key words/phrases in the prompt that will be important to a complete research paper.
- ✕ Conduct a class share-out, ensuring that all students understand the various components of the prompt.
- ✕ Provide students with time to look over the Career Research: Rubric.

6. Technology Extension*

- ✕ Create a page on www.wallwisher.com. Give students the address of your page for their class and have them post their quickwrites there and comment on other students' comments.

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

Standards and Essential Question:

- **Focus Area: Tutorial Observation**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How can we refine our role as student presenter and group member to increase the effectiveness of our tutorials?”

Lesson

1. Tutorials – Tutorial Observation

- ✕ As you monitor groups today, continue to look for how they perform holistically on tutorials.

2. Formal Observation – Tutorial Observation

- ✕ Utilize the Checking for Understanding one-pager and Observation and Feedback: During the Tutorial resource as a reference to conduct a formal observation for the teacher, students, and tutors.

Materials/Notes

One Teacher Copy

AVID Tutorial Guide

3.18b Observation and Feedback: During the Tutorial (Pgs. 281-282)



I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-WRI.C1** Develop and strengthen writing through the creation of a career research essay
- **10-ORG.A3** Utilize a planner/agenda to balance social and academic commitments and use backwards mapping for major projects or tests
- **10-ORG.C4** Research careers and postsecondary institutions via the Internet, gathering information about majors and atmosphere of the colleges/universities
- **EQ:** “What components are key to achieving employment in my chosen profession?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 13 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Backwards Mapping the Career Research Paper

- ✕ Distribute the Backwards Mapping Template and have students take out their career research prompt from this past Monday.
- ✕ Have students brainstorm all of the components of this project individually.
- ✕ Have individuals share out their steps, and then have students create a timeline.

2. MLA Format

- ✕ Reference Using MLA Format to Document Research Sources to help determine how students should record notes and the critical citation information.
- ✕ Help students understand the critical information that they need to record:
 - Source type
 - Location of source
 - Citation
 - Notes (and location) regarding career information
 - Direct quotes, who said them, where is the source located

3. Career Research

- ✕ Allow students time to research their chosen career. Possible helpful websites include:
 - www.bls.gov
 - It is helpful to look under “Subjects,” then “Wages by Area and Occupation.”
 - www.texascaresonline.com, www.cacareerzone.org, www.careerzone.ny.gov, or other state-specific career research sites
 - <http://www.careerinfonet.org/>
 - Look under “Explore Careers.”

Materials/Notes

Class Set

Strategies for Success

7.9 Backwards Mapping Template (Pg. 95)



Reference

High School Writing

4.15 Using MLA Format to Document Research Sources (Pgs. 165-170)



Documentation
for Essential

6.2

I have a great idea about how to improve this day's lesson!



4. Technology Extension*

- X Have students use www.easybib.com or www.citationmachine.net to help them cite references for research papers.

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

Standards and Essential Question:

- **Focus Area: Tutorial Observation**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How can we refine our role as student presenter and group member to increase the effectiveness of our tutorials?”

Lesson

1. Tutorial Feedback

- ✕ Debrief any general findings from this past Tuesday’s observation with the class to support their performance.
 - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one discussion.
 - Address group problems during tutorial work.

2. Tutorials – Tutorial Observation

- ✕ As you monitor groups today, continue to examine students’ overall tutorial performance.
- ✕ Remind your students about revisiting their Individual Action Plans.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, specifically reviewing what is going well and what can be improved.

Materials/Notes



Standard and Essential Question:

- **10-CR.A2** Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
- **EQ:** “What additional preparation should I be doing to ready myself for college?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 14 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Cornell Note Quantity Check

- ✕ 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 their 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, left-hand questions, and summaries.
- ✕ Place a stamp on the notes so that students can't use them again for future checks.

2. Continue Career Research

- ✕ Allow students to continue to conduct their career research.

Materials/Notes



Standards and Essential Question:

- **10-WRI.C1** Develop and strengthen writing through the creation of a career research essay
- **10-ORG.C2** Utilize technology to complete final drafts of assignments and conduct research
- **10-ORG.C4** Research careers and postsecondary institutions via the Internet, gathering information about majors and atmosphere of the colleges/universities
- **10-REA.A2** Develop interpretation skills, using root word, prefix, and suffix
- **EQ:** “What have I learned about my chosen career?”

Lesson

1. Vocabulary Prefix/Suffix/Roots

- ✗ Project the “Week 33 SAT®/ACT® Vocabulary” PowerPoint.
- ✗ Viv, vita, vivi = alive, life. Examples: revive – recover consciousness; vivid – very bright, striking; vital – crucial, needed for life. *(The painting used a vast array of vivid colors.)*
- ✗ Ultima = last. Examples: ultimate – final, greatest; ultimatum – final demand. *(After weeks of not completing the project, the employee was finally given the ultimatum to finish it or be fired.)*
- ✗ Trib – pay, bestow. Examples: tribute – expression of gratitude or praise; contribute – donate money or time; tributary – stream feeding a larger body of water. *(In a service learning project, the student raised over \$7,000 that was contributed to cancer research.)*
- ✗ Pel, puls = drive, push, urge. Examples: compel – force somebody or force something to happen; expel – dismiss somebody or drive out; pulse – single beat of blood flow. *(The doctor could only feel a faint pulse and decided to operate.)*

2. In-Class Writing

- ✗ Provide students with about 20 minutes to continue their career research, making sure that, by the end of that time, they have at least two reliable sources which they can utilize in their research paper.
- ✗ Have students begin writing a draft of their second and third sections.

Materials/Notes

Project

“Week 33 SAT/ACT Vocabulary” PowerPoint



Standards and Essential Question:

- **Focus Area: Tutorial Observation**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** "How can we refine our role as student presenter and group member to increase the effectiveness of our tutorials?"

Lesson

1. Individual Action Plan Reflection

- ✕ Have students get out their Individual Action Plan from two weeks ago.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for examples of how students are making (or plan to make) sure that they have come up with the correct answers.

Materials/Notes

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **10-WRI.C1** Develop and strengthen writing through the creation of a career research essay
- **10-WRI.C5** Support arguments and claims of evidence using textual sources
- **10-ORG.C2** Utilize technology to complete final drafts of assignments and conduct research
- **10-ORG.C4** Research careers and postsecondary institutions via the Internet, gathering information about majors and atmosphere of the colleges/universities
- **EQ:** "How can I integrate others' thinking into my research paper?"

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 14 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Source Integration

- ✕ Ask for a student who has a quote that they recorded from their research.
- ✕ Distribute the Crediting Sources Within Your Text handout (as well as the Citing Sources Directly handout, if you decide to use it).
- ✕ Model with the class how some of their quotations could be integrated into their papers.
- ✕ Ensure that students are clear about how to integrate sources into their own papers, and then, answer any remaining questions.

2. In-Class Writing

- ✕ Provide students with about 20 minutes to continue their career research, making sure that, by the end of that time, they have at least two reliable sources which they can utilize in their research paper.
- ✕ Have students continue writing a draft of their second and third sections.

Materials/ Notes

Class Set

High School Writing
4.15b Crediting Sources Within Your Text (Pgs. 171-172)



Critical Reading: Deep Reading Strategies for Expository Text
11.3 Citing Sources Directly (Pg. 169)



Documentation
for Essential

6.2

I have a great idea about how to improve this day's lesson!



Standards and Essential Question:

- **Focus Area: Tutorial Observation**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How can we refine our role as student presenter and group member to increase the effectiveness of our tutorials?”

Lesson

1. Tutorials

- ✕ As you monitor groups today, examine how students/tutors are performing holistically on the tutorial process.

2. Individual Action Plan – Three-Week Reflection

- ✕ Have students get out their Individual Action Plan from three weeks ago.
- ✕ Have students fill out the reflection portion of the action plan, instead of their usual reflection, focusing on how they (and their group) accomplished or did not accomplish their goals.

Materials/Notes

Reference

Individual Action Plan



Standards and Essential Question:

- **10-WRI.C1** Develop and strengthen writing through the creation of a career research essay
- **10-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal-setting
- **EQ:** “How can I integrate others’ thinking into my research paper?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 15 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

1. Binder Check

- ✗ Check student binders. Since most of this day will be students working independently, you can check binders in more depth.

2. Rough Draft

- ✗ Although this is the due date of the rough draft, there will inevitably be students who have not completed their rough draft.
 - Have students who have not finished their drafts work on computers to finish writing Parts 1, 2, and 3.
 - Have students who have completed their drafts move to the front of the room.
- ✗ Break students with their drafts into groups of four to five.
- ✗ Have students sit in a circle and pass their paper to the right.
- ✗ Students should read their new paper for two purposes:
 1. To edit the paper’s content, remind students to think about:
 - Effective Introductions
 - Sentence Combining/Revisions
 - Word Choice
 - Source Citations
 2. Students should take notes about really good ideas that they pick up from the paper which they are reading and how they can incorporate them into their own paper.
- ✗ Once the research papers have all been read multiple times, have students discuss the following:
 - What problems are you having with the paper? (Then, groups can discuss possible solutions.)
 - What did you see in the paper that you thought was incredibly effective that you plan to integrate into your paper?
 - What questions can your group help to answer about the paper?

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

Materials/Notes

Documentation
for Essential

6.2



Lesson Plan, Day 165

AVID – 10th Grade

- X Allow students (who had their drafts) to use the remaining time to make corrections to their paper.

3. Technology Extension*

- X Have the students log on to www.wordle.net. Using the website, students can type paragraphs into the text box and use the word clouds as an editing tool to look for overused words. Those words will stand out in the word cloud and allow students to make adjustments to the paragraphs.

Standards and Essential Question:

- **10-WRI.B4** Incorporate transitions to improve flow within a paragraph and logically tie together academic arguments
- **10-WRI.C1** Develop and strengthen writing through the creation of a career research essay
- **10-ORG.C2** Utilize technology to complete final drafts of assignments and conduct research
- **10-ORG.C4** Research careers and postsecondary institutions via the Internet, gathering information about majors and atmosphere of the colleges/universities
- **10-REA.A3** Demonstrate independence in gathering vocabulary knowledge
- **10-CP.D3** Continue developing vocabulary skills by reviewing roots, prefixes, suffixes, and ACT®/SAT® word lists
- **EQ:** “How can I improve the flow of thought within my career research paper?”

Lesson

1. Vocabulary

- ✕ Tell students that their homework this week is to select four SAT/ACT vocabulary words that commonly show up on the test by Friday.
 - Encourage students to have fun with the words that they select.

2. Transitions

- ✕ Have students form groups of four or five (can be done randomly or self-selected).
- ✕ Distribute one set of cards (Peanut Butter and Jelly, Getting Sunburned, or Legal Driving Age).
- ✕ Have students arrange their cards in a logical order.
- ✕ Introduce the concepts about transitional words and phrases and their importance in their writing.
- ✕ Distribute the Common Transitional Words and Phrases handout to each student.
- ✕ Have students include the transitional sentences within the various sentences to improve the logical flow of thought.
- ✕ Once groups write their new sentences with transitions, have them write the sentences on whiteboards or poster paper and share the sentences with the class.
- ✕ Clarify any questions about the use of transitions.

3. Applying Transitions to Research Paper

- ✕ Have students take out the current draft of their career research paper.
- ✕ Allow students to individually read their papers and incorporate transitions.
- ✕ Once students reread and rework their own papers, have students exchange papers with a partner and edit for transitions.

4. Homework

- ✕ Make sure that students have a second draft printed for this Wednesday.

Materials/Notes

Reference

High School Writing
4.12 Using Transitions (Pgs. 147-150)



Class Set

High School Writing
4.12a Common Transitional Words and Phrases (Pgs. 149-150)



Four Sets of Cards (cut up in advance)



Documentation
for Essential

6.2

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **Focus Area: Tutorial Protocol Action Plan**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we refine our roles and responsibilities to increase the impact of tutorials?”

Lesson

1. Quickwrite

- ✕ *Note: This should be completed prior to today’s tutorial for 10 minutes only.*
- ✕ Students answer the Essential Question on their handout. Collect these to be used as evidence for certification of refinement.

2. Pair-Share

- ✕ Students share their quickwrite with a partner.

3. Teacher Discussion/Note-Taking of Key Points

- ✕ Teacher discusses with students ways to support/refine the focus area to create more rigorous tutorials.
- ✕ * **For example**, share an action plan with students, with the teacher and tutor role completed. Have the tutor review his/her role with students and ask for ways to increase effectiveness. Have students complete the group member/student presenter columns.

4. My Goal and Action Plan for Today’s Tutorial

- ✕ Have students create a goal to address this focus area in the tutorial today, as well as in future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

5. Reflections

- ✕ *Note: This should be completed after today’s tutorial for 10 minutes of reflection.*
- ✕ In lieu of completing the entire reflection, have students complete only the second prompt of the reflection, “What I learned about my Point of Confusion...” In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.

6. Share-Out

- ✕ In groups, have tutors lead a discussion about the focus area observation, “How did you refine the focus area in today’s tutorial?”
- ✕ Select one student per tutorial group to share his/her reflection in meeting the focus area.

Materials/Notes

Reference

AVID Tutorial Guide
3.11 Tutorial Member
Protocols and Observations
(Pgs. 217-227)



Class Set

AVID Tutorial Guide
3.11j Tutorial Protocol
Action Plan (Pg. 227)



Individual Action Plan



Documentation
for Essential

8.4

I have a great
idea about how
to improve this
day’s lesson!



Standards and Essential Question:

- **10-WRI.A3** Edit students' essays, especially checking for the usage of varied sentence types
- **10-WRI.A4** Utilize rubrics to self-evaluate and peer-evaluate work, especially those similar to AP® exam rubrics
- **10-WRI.C1** Develop and strengthen writing through the creation of a career research essay
- **EQ:** "What career interests seem the most interesting and why?"

Lesson

1. Expert Group Editing

- ✕ Randomly divide the class into groups of five.
- ✕ Instruct each student to have their rough draft of their career research project ready.
- ✕ Have one person from each group come to the front to get one of each colored pen.
- ✕ Have students take a different colored pen and have them pass their paper one person clockwise.
- ✕ Assign an editing task to each colored pen. For example:
 - Blue – Edit for Word Usage
 - Black – Edit for Introduction and Thesis
 - Red – Edit for Sentence Combining/Revision
 - Green – Edit the Citing and MLA Format
- ✕ Give students five minutes to edit for their revision task. Warn students when time is running low.
- ✕ Have every student pass their edited paper clockwise again.
 - Have students choose a new colored pen that has not been used on their paper (i.e., if the new paper was edited for Blue – Word Usage, they need to change to a red, black, or green pen).
- ✕ Give students another five minutes to edit for their new editing task. Then, rotate the edited paper clockwise again (this will be the third edit) and have students trade for a color that has not been used on the paper.
- ✕ Edit for the third time, looking at the task assigned to that color.
- ✕ Repeat for a fourth read, with the final color.
- ✕ Pass the paper back to the original student and have them grade their own paper for the final color/editing task.

2. Homework

- ✕ Tell students that they will need to have a final published essay for next Monday.
 - Remind students that the edits are simply suggestions of how to improve their paper. They can either incorporate the changes or choose not to use the ideas.

Materials/Notes

Reference

High School Writing

Stage 5: Editing (Individual and Collaborative) (Pg. 64)



Materials

At Least Four Different-Colored Pens (two sets per group)



Standards and Essential Question:

- **Focus Area: Tutorial Protocol Action Plan**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we refine our roles and responsibilities to increase the impact of tutorials?”

Lesson

1. Individual Action Plan – Tutorial Protocol Action Plan

- ✕ Have students get out their Individual Action Plan from this past Tuesday.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look for students/tutors checking for understanding.
 - Continue coaching and reminding students about the importance of coming to full understanding of a concept.

Materials/Notes

Reference

AVID Tutorial Guide
3.11 Tutorial Member
Protocols and Observations
(Pgs. 217-227)



Standard and Essential Question:

- **10-CR.A2** Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
- **EQ:** “What additional preparation should I be doing to ready myself for college?”

Lesson

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 16 of the RTN materials by logging into www.roadtripnation.org
For information about Roadtrip Nation visit <http://www.roadtripnation.org/programs/>

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. Guest Speaker – Career Counselor

- ✕ *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 are examining how to select a college
- ✕ Introduce the guest speaker, giving some general information about him/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).
- ✕ If you do not have tutors to grade the binders, bring randomly chosen binders to your desk for grading, but be sure to monitor student behavior.
- ✕ When the speaker has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).

Materials/Notes

Resource

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



Documentation
for Essential

6.3

I have a great
idea about how
to improve this
day's lesson!



Standards and Essential Question:

- **10-WRI.D3** Write detailed reflections on experiences, presentations, and speeches, focusing on how the knowledge is applied to decisions
- **10-COMM.A4** Incorporate technology and/or visual aids to increase effectiveness of the speech or presentation
- **10-ORG.C1** Use technology in assignments and presentations, using proper MLA style to cite sources
- **EQ:** “How can I most effectively present the information on my chosen career to my classmates?”

Lesson

1. Career Presentation Preparation

- ✕ Have students reflect on the following prompt: What have I learned about my chosen career and what must I do to be qualified for that career?
- ✕ Ask for a few student volunteers to read their reflections.
- ✕ Have students work on creating presentations for their chosen career.
 - Presentations should highlight career requirements, what they learned, career responsibilities, etc.

2. Technology Extension*

- ✕ Students could create a PowerPoint or Prezi page for their presentation.
- ✕ Have students use a web-based screen recorder, like Screenr (www.screenr.com), to record their voice while presenting the materials from their career research.

Materials/Notes

Class Set

Strategies for Success
14.7 Presentation Rubric (Pg. 198)



Documentation
for Essential

6.3

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

Standards and Essential Question:

- **Focus Area: Tutorial Protocol Action Plan**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we refine our roles and responsibilities to increase the impact of tutorials?”

Lesson

1. Tutorials – Tutorial Protocol Action Plan

- ✕ As you monitor groups today, continue to look at all aspects of presenter, group member, and tutor behavior.

2. Formal Observation – Tutorial Protocol Action Plan

- ✕ Utilize the Observation and Feedback: During the Tutorial resource as a reference to conduct a formal observation for the teacher, students, and tutors.

Materials/Notes

One Teacher Copy

AVID Tutorial Guide

3.18b Observation and

Feedback: During the

Tutorial (Pgs. 281-282)



Standards and Essential Question:

- **10-INQ.C1** Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions
- **10-INQ.C2** Come to Socratic Seminar/Philosophical Chairs discussions prepared, having read and researched material under study, and explicitly draw on that preparation by referring to evidence from texts
- **10-COLL.A4** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
- **10-ORG.D1** Use graded assessments to identify and reflect on academic weakness and determine study and test-taking strategies that will aid in test preparation
- **EQ:** "How do stereotypes affect me, and how can I combat those stereotypes?"

Lesson

1. Critical Reading – An Interview with Joshua Aronson

- ✗ Have students do a quickwrite to the following prompt: Where do stereotypes come from, and how do they affect our lives?
- ✗ Have students do a Stand–Share– Sit.
 - Group students into 4s and have them stand up, read their quickwrite to the other three members of the group, and sit when they are finished.
- ✗ Distribute copies of "An Interview with Joshua Aronson."
- ✗ Have students underline any of the author's claims or key ideas.
- ✗ Reference (or redistribute) the Developing Opening, Core, and Closing Questions handout.
 - Let students know that, today, we will be developing "core questions," or "guiding questions," whose main purpose will be to drive the Socratic discussion forward.
- ✗ Have students write questions in the margins that could be used as opening or closing questions, but have them especially focus on core questions for the Socratic Seminar on Friday.
- ✗ Choose a student leader for the Socratic Seminar on Friday.

Materials/Notes

Class Set

Strategies for Success
Developing Opening, Core, and Closing Questions (Pgs. 165-166)



OR

WICR Boost 4



"An Interview with Joshua Aronson"



Documentation
for Essential

6.4

Standards and Essential Question:

- **Focus Area: Tutorial Protocol Action Plan**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we refine our roles and responsibilities to increase the impact of tutorials?”

Lesson

1. Tutorial Feedback

- ✕ Debrief any general findings from this past Tuesday’s observation with the class to support their performance.
 - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one discussion.
 - Address group problems during tutorial work.

2. Tutorials – Tutorial Protocol Action Plan

- ✕ As you monitor groups today, continue to look for holistic problems and successes.
- ✕ Remind your students about revisiting their Individual Action Plans.
- ✕ Be sure to set up a debrief time with your tutors to discuss the observations from the week, reviewing what is going well and what can be improved.

Materials/Notes



Standards and Essential Question:

- **10-INQ.C1** Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions
- **10-INQ.C5** Propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas
- **10-INQ.C6** Focus on the development of leadership skills and self-refinement during Socratic Seminar discussions
- **EQ:** “How do stereotypes affect our lives, and how can we combat the stereotypes?”

Lesson

1. Cornell Note Quality Check

- ✕ Create a list of numbers assigned to typical senior courses:
 - 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.
- ✕ Remind students about writing effective summaries, as a result of the focus lesson from Day 141.
- ✕ Grade these notes for overall quality, making sure that they are ready to return by next Monday.

2. Before the Socratic Seminar

- ✕ The day before the Socratic Seminar, choose a student leader.
- ✕ Be sure that the student has read the article, has generated questions to support the conversation, and is clear on their role and responsibilities.

3. Socratic Seminar – An Interview with Joshua Aronson

- ✕ Have students move into a Socratic Seminar circle.
 - Use one large circle, an inner/outer circle, or the wingman formation.
- ✕ Have the student leader choose/share an overarching question to guide the discussion. Possible questions include the following:
 - How can ST negatively affect a person’s test scores and even their IQ?
 - How can we limit the effects of “stereotype threat”?
- ✕ Remind students to focus on asking core or guiding questions during the Socratic Seminar to keep the conversation going.
- ✕ Sit in a seat outside of the circle, completing some of the following:
 - Record key points that were said.
 - Draw a web of who is speaking or script the discussion.
 - Be VERY comfortable with silence, as it is critical that you don’t speak.
- ✕ While students are still in the circle, use the Developing Opening, Core, and Closing Questions resource or ask one of the following debrief questions:

Materials/Notes

Class Set

Strategies for Success
Developing Opening, Core,
and Closing Questions (Pgs.
165-166)



OR

WICR Boost 4



“An Interview with Joshua
Aronson”



Documentation
for Essential

6.4

I have a great
idea about how
to improve this
day’s lesson!



Lesson Plan, Day 175

AVID – 10th Grade

- What is your overall evaluation of the Socratic Seminar?
- What was the best point made during the Socratic Seminar?
- How does AVID help combat stereotypes?
- ✕ Conclude by asking volunteers to discuss what they did really well and what they need to work on for next time.
- Have student generate a goal that they can work on during the next Socratic Seminar.

Standards and Essential Question:

- **10-COMM.A3** Refine use of vocal projection in both formal speeches and Socratic Seminar settings
- **10-COMM.A6** Present information, findings, and supporting evidence concisely and logically
- **10-COMM.A7** Integrate multiple sources of information
- **EQ:** “What are common themes among the career presentations today?”

Lesson

1. Career Research Presentations

- ✕ An option for grading the career research presentations is included below:
 - Distribute two presentation rubrics to each student and have them write their name at the top.
 - Collect all of the rubrics, mix them up, and redistribute them. Make sure that no student gets their own name.
 - Let students know that they will be grading the rubrics when their students present their career research.
- ✕ Have students come to the front of the class to present. Let students know of any expected time limits (probably between three to seven minutes).
- ✕ Have students take turns presenting, ensuring that two students are using the rubric to observe and make comments.
 - Use an additional rubric yourself to grade every student presentation.
- ✕ Note: If you are afraid that students will lose any unused rubrics, you can collect them and redistribute on Wednesday.

2. Homework

- ✕ Remind students that they will be finishing their portfolios for Finals (Day 180), but they can begin collecting artifacts now.

Materials/Notes

Class Sets (multiple)

Strategies for Success

14.7 Presentation Rubric (Pg. 198)



Standards and Essential Question:

- **Focus Area: Tutorial Protocol Action Plan**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we refine our roles and responsibilities to increase the impact of tutorials?”

Lesson

1. Individual Action Plan Reflection

- ✕ Have students get out their Individual Action Plan from two weeks ago.
- ✕ Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

2. Tutorials

- ✕ As you monitor groups today, look at your tutorials holistically, focusing on the presenter, group members, and tutors.

Materials/Notes



Standards and Essential Question:

- **10-COMM.A3** Refine use of vocal projection in both formal speeches and Socratic Seminar settings
- **10-COMM.A6** Present information, findings, and supporting evidence concisely and logically
- **10-COMM.A7** Integrate multiple sources of information
- **EQ:** “What are common themes among the career presentations today?”

Lesson

1. Continue Career Research Presentations

- ✕ An option for grading the career research presentations is included below:
 - Distribute two presentation rubrics to each student and have them write their name at the top.
 - Collect all of the rubrics, mix them up, and redistribute them. Make sure that no student gets their own name.
 - Let students know that they will be grading the rubrics when their students present their career research.
- ✕ Have students come to the front of the class to present. Let students know of any expected time limits (probably between three to seven minutes).
- ✕ Have students take turns presenting, ensuring that two students are using the rubric to observe and make comments.
 - Use an additional rubric yourself to grade every student presentation.

2. Homework

- ✕ Remind students that they will be finishing their portfolios for Finals (Day 180), but they can begin collecting artifacts now.

Materials/Notes

Class Sets (multiple)

Strategies for Success

14.7 Presentation Rubric (Pg. 198)



Documentation
for Essential

6.3



Standards and Essential Question:

- **Focus Area: Tutorial Protocol Action Plan**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **EQ:** “How do we refine our roles and responsibilities to increase the impact of tutorials?”

Lesson


1. Tutorials

- ✕ As you monitor groups today, look at your tutorials, examining the overall roles of presenter, group member, and tutor.

2. Individual Action Plan – Three-Week Reflection

- ✕ Have students get out their Individual Action Plan from three weeks ago.
- ✕ Have students fill out the reflection portion of the action plan, instead of their usual reflection, focusing on how they (and their group) accomplished or did not accomplish their goals.

Materials/Notes



I have a great idea about how to improve this day's lesson!

Standards and Essential Question:

- **10-ORG.A6** Present portfolio of personal academic work at the end of the year using peer feedback and suggestions for improvement
- **10-ORG.A7** Publish final versions of writing for the academic portfolio
- **EQ:** "What have been my major areas of growth over this school year?"

Lesson

1. Portfolio Finalization

- ✕ Have students compile the final pieces and reflect on pre-chosen reflection questions.

2. Portfolio Presentations

- ✕ Have students form groups of four and complete three- to five-minute presentations on their AVID student portfolios.

Materials/Notes

Class Set

Strategies for Success

17.1 Portfolio Guiding Questions (Pg. 217)



Documentation
for Essential

6.3

I have a great
idea about how
to improve this
day's lesson!



See Appendix
For
Cool/ Avid
Material!



Student Name _____

Teachers,

Please sign your name on the appropriate line once the student has

1. Greeted you with a handshake
2. Introduced himself/herself as an AVID student
3. Asked to be seated in the front of the class

Period 1 _____

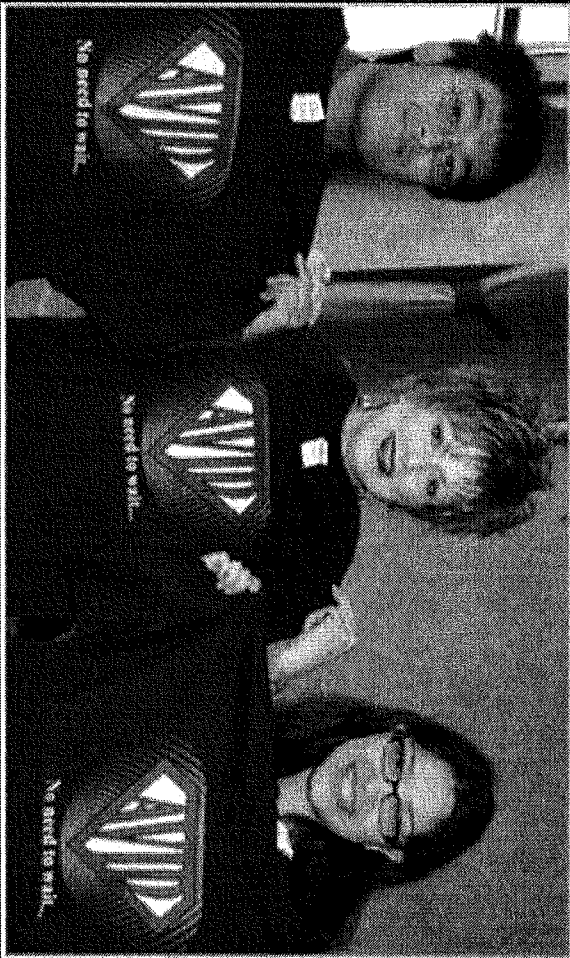
Period 2 _____

Period 3 _____

Period 4 _____

Period 5 _____

Period 6 _____



Welcome to AVID 9

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

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.

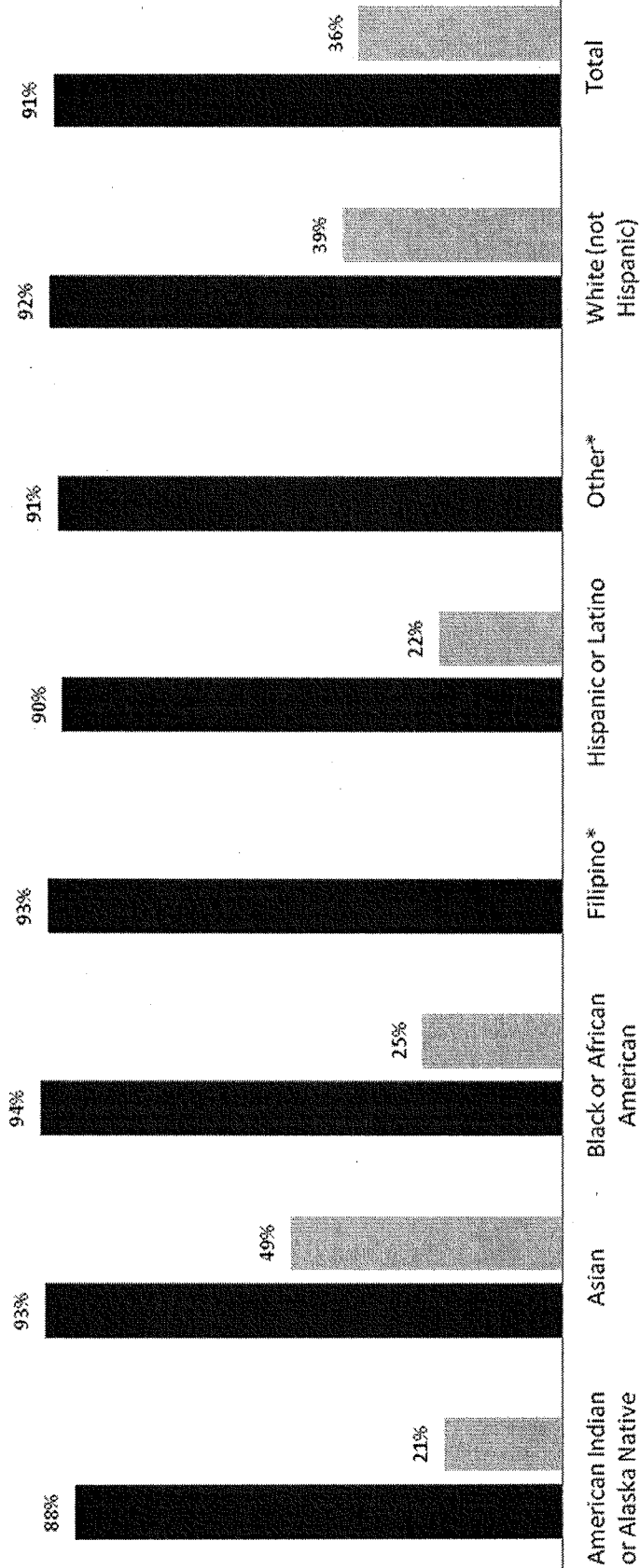
What is AVID?

- 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 Closes the Achievement Gap for ALL Students

Completion of Four-Year College Entrance Requirements

■ AVID U.S. ■ U.S. Overall



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.

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.***

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

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

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.