

## Avid Elective Curriculum Table of Contents

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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.

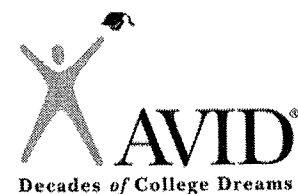
Step 7: Print 2copies and submit 1 copy request for class set.

# Avid Elective Standards



# AVID Elective Standards

Grade 9



## **Course Description**

### **9<sup>th</sup> 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.

Some students will have previous experience with AVID at the middle grades, and some students will be experiencing AVID for the first time. Either way, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

#### **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, 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 9-CD

## A. Self-Awareness

1. Remind students about SLANT interactions and expectations in all classes
2. Understand the role of AVID students and display characteristics on a regular basis
3. Develop skills in offering appropriate criticism
4. Develop understanding about personal learning styles
5. Complete self-evaluations about conflict resolution, personal behavior and core values
6. Apply conflict management skills, aligning with the expectations of an AVID student
7. Develop awareness of personal strengths/skills and utilize them to better the school and community

## B. Goals

1. Calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period
2. Revisit academic six-year plan to understand college entrance requirements and learn about AP®/IB®/honors course options
3. Examine academic strengths and weaknesses that will aid in course selection patterns
4. Create focused goals around college and the steps necessary to gain entrance
5. Create short-, mid-, and long-term goals that support academic and personal growth
6. Review and revise personal and academic goals during key times throughout the year
7. Write an essay describing goals for success in high school, including the steps needed to achieve those goals and potential barriers to meeting those goals
8. Discuss goals in an oral presentation, using organized information that integrates appropriate media in the presentation

## C. Community and School Involvement

1. Be exposed to a variety of school activities/clubs and community service opportunities at the beginning of the year
2. Become active in at least one school or community service project/activity
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. Effectively integrate speaking terminology into speeches
2. Role play varying word choice, tone and voice when speaking to an assigned audience
3. Practice purposeful movement during speeches
4. Draft, edit, revise and present an informal and a formal speech
5. Work with a collaborative group to make presentations to the class following various activities
6. Use factually reliable evidence to support topic
7. Present information, findings and supporting evidence concisely and logically

## B. Listening

1. Give feedback on student presentations and delivery
2. Pose questions that ask for clarification
3. Record key information in Cornell notes

## A. The Writing Process

1. Use organizational strategies and tools to aid in the development of essays
2. Understand and identify the audience, purpose and form for writing assignments
3. Revise drafts multiple times to improve and clarify
4. Edit students' essays, especially checking for transition words and errors in grammar, punctuation and comma usage
5. Use common editing marks during the editing process
6. Utilize rubrics to self-evaluate and peer evaluate work, especially those similar to AP exam rubrics
7. Reflect on one's own writing to encourage continual growth

## B. Writing Skills

1. Understand strategies to write effective three-part essays
2. Develop a clear and concise thesis for expository writing
3. Write with a focus on grammar, punctuation and comma usage
4. Include descriptive sentences in pieces of writing
5. Use appropriate and varied transitions to link major sections of the text, in order to create cohesion and clarify the relationships among complex ideas and concepts

## C. Writing Applications

1. Develop and strengthen writing through the creation of a college research essay
2. Develop and strengthen writing through the creation of a Mandala essay
3. Write informative texts to examine and explain complex ideas, such as a complex process
4. Develop and strengthen writing through the creation of a 'life goals' essay

## D. Writing to Learn

1. Write summaries of information in various contexts
2. Differentiate between a summary and a reflection
3. Use learning logs to reflect upon performance on assessments, where the learning broke down, and where confusion exists

## A. Costa's Levels of Thinking

1. Use Costa's Levels of Thinking words in assignments, discussions and notes
2. Focus on drawing connections between ideas, using compare and contrast questions

## B. Tutorials

1. Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
2. Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
3. Utilize resources (such as Cornell notes and textbook) to gather information

## C. Socratic Seminar and Philosophical Chairs

1. Work with peers to set rules for collegial discussions and decision-making
2. Analyze a seminal U.S document of historical and literary significance (e.g., the Gettysburg Address, Washington's Farewell Address) in a Socratic Seminar or Philosophical Chairs discussion
3. Utilize critical reading strategies to identify authors' claims and formulate questions to explore meaning as preparation for a Socratic Seminar
4. During the Socratic Seminar, ask additional questions to continue deeper exploration of the text and one another's thinking and expressions
5. Reflect on the Socratic Seminar discussion and identify areas for future improvement

## A. Types of Interactions

1. Develop positive peer interaction skills through establishing group norms before, and reflective discussions following, collaborative activities
2. Utilize technology to interact and collaborate with others
3. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify one's own views and understanding and make new connections in light of the evidence and reasoning presented
4. Participate in team building lessons to learn about valuing and effectively working with others



## 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 color code planner to identify different topics (academic, social, extracurricular, etc.)
4. Assess time usage and create a time management plan, which will allow for academic, extracurricular and recreational activities
5. Begin developing a high school portfolio of personal academic work, accomplishments, awards and extracurricular involvement to show evidence of growth and use for college and scholarship applications
6. 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. Understand how to use notes to study, including the fold-over method
3. Utilize notes during the tutorial process to support questioning and gathering of key learning
4. Edit and revise notes outside of class to improve usability
5. Refine process of identifying important points, using abbreviations and using shortcuts in the right column of Cornell notes
6. Begin writing higher-level questions in the left column that correspond to chunks of information in the notes section
7. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

## C. Research and Technology

1. Use technology in assignments and presentations, using standardized citation styles to cite sources
2. Utilize technology to complete final drafts of assignments and conduct research
3. Establish a professionally structured email address (e.g., first initial last name @ email provider.com)

## D. Test Preparation/Test-Taking

1. Identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in test preparation
2. Prepare for upcoming assessments based upon the format of the test and previous assessment results
3. Understand grading rubric and prioritize time allotment on test sections based on point values
4. Learn to effectively manage test anxiety
5. Check all answers/responses prior to submitting test and change responses when sure of necessity

**A. Vocabulary**

1. Understand how to use context clues in interpreting new vocabulary
2. Incorporate new words garnered from reading into academic speech and writing
3. Determine or clarify the meaning of unknown and multiple meaning words using context clues and reference materials

**B. Textual Analysis**

1. Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
2. Identify genre of text
3. Read and discuss various examples of text, including articles from fiction and non-fiction
4. Use multiple reading strategies, including Marking the Text and annotating text to identify claims and connect ideas
5. Use rereading strategies to recall critical concepts during discussions and essay writing
6. Use any subtitles to guide reading
7. Record summaries, connections and questions in the margins

## A. Guest Speakers

1. Prepare for guest speaker presentations by creating questions for the speakers prior to their visit
2. Greet and escort guest speakers to the classroom
3. Use skills of listening and note-taking during presentations by guest speakers
4. Gather insight from a variety of guest speakers who discuss various aspects of their careers
5. Draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers

## B. Field Trips

1. Participate in field trips to include one or two college/university visits that are different from previous year
2. Engage in at least one "e-trip" that has an interactive component that is outside of the state
3. Use skills of listening and note-taking during field trip experiences
4. Draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

## C. College and Career Knowledge

1. Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice
2. Continue developing a basic understanding of college vocabulary
3. Research a career of interest, based upon career values
4. Participate in career awareness tests and activities to help build awareness of personal strengths

## D. College Entrance Testing

1. Take and analyze the results from a PLAN and/or PSAT test
2. Develop vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT® word lists
3. Collaboratively problem solve PSAT/PLAN test preparatory items

## E. College Admissions/Financial Aid

1. Understand the importance of community service and grades as a requirement for scholarships
2. Identify schools of interest and examine cost of attendance

**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							

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**Elective**

**Lesson**

**Overview**

**Grade Level**

Days 1-30 One Pager

Major Objectives: Building the habit of using the binder; Identifying keys to successful interactions, Introduce Cornell Notes and Tutorials, Team Building, building inquiry and reading skills through Socratic Seminar discussions, and Goal Setting

The Connections: Goal Oriented, Erudite, Responsible, Team Building

Preparation: Guest speaker on day 15

Monday	Tuesday	Wednesday	Thursday	Friday
1 Icebreaker, Introductions, Binder  9-CD.A2 9-COLL.A4 3.3 9-ORG.A1	2 Icebreaker, Contracts, Calendar/Agenda  9-ORG.A1,A3 9-COLL.A4	3 Icebreaker, Study Buddy, Becoming Great  9-CD.A1,B8 9-COMM.A5 3.3 9-COLL.A4 7.5	4 Four Corners, Partner Plan, Learning Logs  9-ORG.A1,A2 6.4 9-COLL-A4 3.3 9-WRI.D3	5 Binder Check, Desk Grouping  9-ORG.A1 2.0 9-COLL.A1
6 Icebreaker, Quickwrite, Class Norms, Group Brainstorm  9-CD.B4 6.1 9-COLL.A4 7.4	7 Intro to Cornell Notes, Portfolio Creation  9-ORG.A5,B6 9-COMM.B3	8 Icebreaker, Practice Cornell Notes, Note Exchange  9-COLL.A4 9-ORG.B4,B5 6.3	9 Costa's Levels of Questions, C Note Rubric, C Note Grading  9-INQ.A1 9-ORG.B6 7.1 9-WRI.A6	10 Binder Check, School Tour  9-COLL.A1 6.0 9-ORG.A1
11 Abbreviating, Upping Levels of Questions  9-ORG.B5,B6 7.2 9-INQ.B1	12 What are Tutorials, Quickwrite, 10 Steps of Tutorials  9-COMM.A7,B3 7.1 9-INQ.B1	13 Importance of Goals, Writing GPAs  9-CD.B1,B4,B5	14 Tutorial Video, Tutorial Representation  9-COMM.B3 9-INQ.B3	15 Guest Speaker – Principal, C Note Quality Check  9-CR.A2,A4 9-ORG.A1
16 Thank you cards, Quickwrite, College Roadmaps, Student Questionnaire  9-CR.A5 9-CD.B4,B5	17 Student Questions, Tutorial Video, Question Development  9-INQ.A1,B1,B3	18 Socratic Seminar, Marking the Text  9-INQ.C1,C2,C3 6.5	19 TRF, Expectations, Group Norming  9-COLL.A1 7.4 9-INQ.B2,B3 8.1	20 Binder Evals, Socratic Seminar – “What’s your life’s blueprint?”  9-INQ.C2,C4,C5 5.0 7.0
21 Life Goals, Brain Clusters, Sample Life Goals Essay  9-CD.B7 9-WRI.B1,C4	22 TRF Collection, Review Norms, Tutorial  9-INQ.B1,B3 9-COMM.B1	23 Life Goals Essay Prompt Analysis, Life Goals Drafting  9-WRI.A1,A2,B1 6.2 9-WRI.C4	24 TRF Collection, Tutorial Video, Tutorials, Reflection  9-INQ.B1,B3	25 Binder Evals, Student Presentations  9-COMM.A1,B1 9-COMM.B2 3.0 9-CD.B8
26 Revise Thesis, Feedback/Revisions  9-CD.B7 9-WRI.A3,A4 6.2	27 TRF Collection, Costa’s Activity, Posing Questions, Tutorial  9-COMM.B2 9-INQ.A1,B2,C2 7.2	28 Timed Writing – Life Goals  9-REA.B1 9-WRI.A1,C4 6.2	29 TRF Collection, Tutorial Observation, Let’s Collaborate  9-COMM.B2 9-INQ.B1,B2 9-COLL.A1	30 C Note Quality Check, Life Goals Publication, Team Building, Portfolio  9-ORG.A5,A6,B7 5.0 6.0 8.0

Key:

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



Days 31-60 One Pager

Major Objectives: Refining Tutorials, Community Service, and College Testing Information

Theme Connection: Responsible , Erudite, TeamBuilding

Preparation: Fieldtrip on day 50

Monday	Tuesday	Wednesday	Thursday	Friday
	32	33	34	35
aking a Stand, onnections through anguage, Community ervice	TRF Collection, Cornell Note Review, Grade Tutorial Analysis	Pair Share, Extra Curricular Activity Log, Wrap-up	TRF Collection, During Tutorial, Tutorial, Quickwrite Reflection	Binder Check, Spider Web, Service Project Proposal
CD.C1,C3 7.4 REA.A1 7.6	9-ORG.B3 9-CD.D1 4.1	9-CD.C1,C3 7.4 9-CR.E1 7.6	9-INQ.B2,B3	9-ORG.A1 9-COLL.A4 9-CR.E1
	37	38	39	40
roup Work, Gallery Walk Voting, Quickwrite, lass Discussion	TRF Collection, After Tutorials, Class Discussion, Reflection, Tutorials	Before and After, Marking the Text, Writing in the Margins, Reflection, Homework	TRF Collection, 30 second speech, Tutorial, Teacher Observation, Reflection	Binder Check, Socratic Seminar, Reflective Writing, Reflect on Socratic Seminar Proces
CD.B4 COLL.A4 7.6	9-ORG.A5,B6 9-COMM.B3	9-COLL.A4 9-ORG.B4,B5 6.3	9-INQ.A1 9-ORG.B6 7.1 9-WRI.A6	9-COLL.A1 6 9-ORG.A1 7
	42	43	44	45
lass Community Project, omework	TRF Collection, Tutorial Reflection, Tutorials	Class Community Project, Homework	TRF Collection, Question Stems and Tutorial	Binder Check, Class Opening, Intro, Guest Speaker, Reflection, Homework
CR.D4 CR ?? COLL.A3 6.4	9-CD.A7,C2 8.4	9-ORG.B3 9-INQ.A1,B1 6.4	9-INQ.A1,B1 9-CD.A7	9-CR.A1,A2,A3 9-CR.A4 3
	47	48	49	50
omma Usage, Revising e Life Goals Essay	TRF Collection, Tutorial	Note-Taking in Math, Math Video, Common Math Abbreviations, Revision of Math Notes	Binder Evaluations, TRF Collection, Tutorial	Fieldtrip, Alternative: E trip
WRI.A4,A5 WRI.B3,C4	9-INQ.A1,B1 9-ORG.B3	9-ORG.B2,B4 9-ORG.B5 6.3	9-ORG.B3 9-INQ.A1,B1	9-CR.B1,B2,B3 3
	52	53	54	55
ollege Admissions Tests, inking Back on Test ay	TRF Collection, Tutorial, Teacher Observations	Team Huddle, Test Score Analysis, Sharing Test Scores, Test Score Reality	TRF Collection, Tutorial Reflection, Tutorials	Binder Spot Check, Cornell Note Spot Chec College Test Trivia, Writing to Learn, Say Something
CR.C2 ORG.D2	9-INQ.B2,B3 8.2	9-CR.D1 4.4	9-INQ.B2,B3	9-ORG.A1,B4 9-CR.C2 6
	57	58	59	60
side/Outside Partner are, My to-do list ctivity, My to-do list eflection	TRF Collection, Tutorial	Time Management, Categorizing and Prioritizing	TRF Collection, Tutorial	Binder Check, Updating the AVID Portfolio, Ticket out
ORG.A2,A3 ORG.A4 7.4	9-INQ.B2,B3	9-ORG.A3,A4	9-INQ.B2,B3	9-ORG.A5 7

Key:

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

**Days 91-120 One Pager**

**Major Objectives:** 4 Year Plans, Learning Style, Mandala

**Theme Connections:** Goal Oriented, Erudite, Responsible, Team Building, Awareness of Self

**Preparation:** Guest speaker on day 100

Monday	Tuesday	Wednesday	Thursday	Friday
91 Semester Reflection, Goal Setting, 4 Year Plan  9-CD.A7, 9-CD.B2, B64.3	92 Tutorial, Agenda Check  9-ORG.A2,A3 9-COLL.A3 9-INQ.B2	93 Personality Profile, Reflection, Homework  9-CD.A4, A5, A7	94 Tutorial, Agenda Discussion and Reflection  9-ORG.A2,A3 9-COLL.A3 9-INQ.B2	95 Note Quality Check, Build a Shake, Coca-Cola Demo, Me Personally  9-CD.A4 9-COLL.A4
96 Learning Style Inventory, Homework  9-CD.A4, A5, A76.1	97 Tutorial, Agenda Discussion and Reflection  9-ORG.A2,A3 9-COLL.A3 9-INQ.B2	98 Learning Style Discussion, Reflection  9-CD.A4, A5, A76.4	99 Tutorial, Agenda Check and Reflection  9-ORG.A2,A3 9-COLL.A3 9-INQ.B2	100 Guest Speaker  9-CR.A1,A2,A43.3
101 Responding to a prompt, Timed Write  9-REA.B1 9-RI.A1,A26.1	102 Tutorial, Agenda Discussion and Reflection  9-ORG.A2,A3 9-COLL.A3 9-INQ.B2	103 Taking apart an Essay, Writing in the Margins, Homework  9-REA.A2 9-WRI.A7,B16.2 9-INQ.A26.5	104 Tutorial, Agenda Check and Reflection  9-ORG.A2,A3 9-COLL.A3 9-INQ.B2	105 Note/Binder Check, Socratic Seminar – We Wear the Mask  9-INQ.C3,C4,C57.3
106 What is a Mandala, Guided Visualization  9-CD.A5 9-WRI.C26.2	107 Tutorial, Group Member Participation and Goal  9-CD.B5 9-INQ.B1	108 Model a Mandala, Create a Mandala  9-CD.A5 9-WRI.C26.5	109 Tutorial, Group Member Reflection  9-CD.B5 9-INQ.B1	110 Note Quality Check, Student Presentations  9-COMM.A1,B1 9-ORG.A17.4
111 Rubric, Jigsaw Grading, Mandala Planning/Outline  9-WRI.A1,A2,A7,C2 9-COMM.A7	112 Tutorial, Agenda Discussion and Reflection  9-CD.B5 9-INQ.B1	113 Essay Drafting  9-WRI.A3,B4,C2	120 Tutorial, Group Member Reflection  9-CD.B5 9-INQ.B1	115 2 Truths and a Lie, Binder Check and Clean up, Newly Friend Game  9-WRI.D1 9-COLL.A43.3 9-ORG.A1
116 Visual Vocabulary, Upgrading Vocabulary  9-WRI.A3,A7,B4 9-ORG.B3	117 Tutorial, Agenda Discussion and Reflection  9-CD.B5 9-INQ.B1	118 Student Reader Response, Expert Group Editing  9-WRI.A3,A5,C2 9-ORG.C26.2	119 Tutorial, Group Member Reflection  9-CD.B5 9-INQ.B1	120 Literature Circles, Mandala Reflections, Publishing, Portfolio  9-ORG.A5 9-WRI.C29.6

Key:

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

Days 121-150 One Pager

Major Objectives: Goal Setting, Test Taking, Writing in the Margins, Socratic Seminar – Gettysburg

Address, Choosing the ideal college, citing sources

Theme Connections: Goal Oriented, Erudite, Responsible, Awareness of Self, Team Building

Preparation: Guest speaker on day 15

Monday	Tuesday	Wednesday	Thursday	Friday
121 How did I do last year? Before, during, after  9-ORG.D1 9-ORG.D2 9.4	122 TRF Collection, Resource Focus, Reflection & Feedback 9-INQ.B3 8.4	123 Test Taking Problems, Test Taking Tips 9-ORG.D4 9-ORG.D5	124 TRF Collection, Teacher Observation, Reflection & Feedback 9-INQ.B3 8.4	125 Let's Collab-o-write, I love my neighbor, especially... 9-WRI.A2 9-COLL.A4 3.3
126 Numbered Heads, Creating Higher Order Thinking, Fold-over 9-ORG.B2 9-ORG.B6 6.3	127 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	128 KWL, Writing in the Margins, Homework 9-REA.B1 9-REA.B4 9-INQ.C2 6.5	129 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	130 Binder Check, Socratic Seminar, Optional Extension, Debrief 9-INQ.C2 9-INQ.C4 9-INQ.C5 7.3
131 KWL Chart About College, College Terms, College info 9-CR.C2	132 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	133 Quickwrite, College Research, Analyze a Prompt, Rubric, and Logistics 9-WRI.A1 9-WRI.A2 9-WRI.C1	134 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	135 Guest Speaker 9-CR.A1 9-CR.A2 9-CR.A4 3.3
136 Quickwrite, The Best College, Ideal College, Return to Quickwrite 9-CR.C1 9-CR.E2	137 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	138 Intro to College Research, Independent Research 9-ORG.C1 9-COLL.A2 9-CR.C1	139 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	140 Intro to e-Tours 9-CR.B2 9-CR.C1
141 Source Note-taking, Individual Research 9-ORG.C1 9-ORG.C2 9-CR.C1	142 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	143 Citing Sources, Model Citing, Writing Time 9-WRI.B2 9-WRI.C1 9-COMM.A6	144 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	145 Expert Group Editing, Rubric Review 9-ORG.C1 9-WRI.A3 9-WRI.A5
146 Public Speaking Terminology, Tongue Twister 9-COMM.A1	147 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	148 Presentation Rubric, Fishbowl Speeches 9-COMM.A1 9-COMM.B1	149 Tutorial, Resource Focus, Reflection and Feedback 9-INQ.B3 8.4	150 Presentations, Portfolio Collection 9-COMM.A4 9-COMM.A7

Key:

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

Days 151-180 One Pager

Major Objectives: Goal Setting, Test Taking, Writing in the Margins, Socratic Seminar, Money Management, Finals Preparation

Theme Connections: Goal Oriented, Erudite, Responsible, Awareness of Self, Team Building

Preparation: Guest speaker on day 15

Monday	Tuesday	Wednesday	Thursday	Friday
151 Student Presentations, Formal Feedback  9-CD.A3 9-COMM.A4,A7 9-ORG.C1,C2 7.7	152 TRF Collection, Tutorial, Reflection & Feedback  9-INQ.B1 6.4	153 Student Presentations, Formal Feedback  9-CD.A3 9-COMM.A4,A7 9-ORG.C1,C2 7.7	154 TRF Collection, Teacher, Tutorial Group Scripting  9-INQ.B1	155 Philosophical Chairs – War and Peace, Philosophical Chairs Evaluation  9-INQ.C5 9-COLL.A3 7.7
156 Quickwrite, Reality Check, Hand Calculations  9-WRI.D3 9-CR.C3,C4 6.1	157 Tutorial, Reflection and Feedback,  9-INQ.B1	158 Career Assignments, Continue Cost of Living  9-WRI.D3 9-CR.C3,C4 6.2	159 TRF Collection, Teacher, Tutorial Group Scripting  9-INQ.B1	160 Let's Get Organized, Debrief  9-COLL.A1,A4 3.3
161 Gauge Background Knowledge, Critical Reading, Myths Activity  9-CR.C2	162 Tutorial, Resource Focus, Reflection and Feedback, Creating a Finals Study Plan  9-INQ.B3 8.4	163 Scholarship Pledge, Class Resume, Debrief  9-CR.C4,E1	164 Tutorial Group Scripting, Reflection and Feedback  9-INQ.B1 8.4	165 Guest Speaker  9-CR.A1,A2,A4 9-CD.B3 3.3
166 Time Capsule  9-CD.A5 9-WRI.A7 9-ORG.A5 6.4	167 Tutorial, Reflection and Feedback, Finals Study Plan  9-INQ.B3	168 Time Capsule  9-CD.A5 9-WRI.A7 9-ORG.A5 6.4	169 Tutorial, Reflection and Feedback,  9-CD.D4 9-ORG.A2	170 Cornell Note Check, Goal Setting Review  9-CD.A7,B2,B6 5.7 5.7
171 Time Capsule, Portfolio Collection and Organization 9-CD.A5 9-ORG.A5 9-WRI.A7	172 Tutorial, Reflection and Feedback, Review Study Plan Progress  9-CD.D4 9-ORG.A2	173 Portfolio Presentation, Stanford Study Hall  9-CD.A5, D4 9-WRI.A7 9-ORG.A5	174 Tutorial, Reflection and Feedback,  9-CD.D4 9-ORG.A2	175 Finals
176 FIMAGE "Fear of Image"  9-COMM.A6,A7 9-COMM.B2	177 Tutorial, Reflection and Feedback, Review Study Plan Progress  9-CD.D4 9-ORG.A2	178 Mini-Graduation Celebration, Best Moments of 9 <sup>th</sup> Grade  9-COLL.A2 9-COMM.A4 9-WRI.A2 6.4	179 Tutorial, Reflection and Feedback,  9-CD.D4 9-ORG.A2	180 Responding to a Prompt, Timed Writing  9-REA.B1 9-WRI.A1,A2 6.7

Key:

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

**Everyday**

**Lesson**

**Plans**

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

# Lesson Plan, Day 1

AVID – 9<sup>th</sup> Grade

## Standards and Essential Question:

- **9-CD.A2** Understand the role of AVID students and display characteristics on a regular basis
- **9-COLL.A4** Participate in team building lessons to learn about valuing and effectively working with others
- **9-ORG.A1** Refine organization and neatness of binder through on-going course support, peer-discussion, and personal reflection and goal setting
- **EQ:** “What is expected of an AVID student?”

## Lesson

### 1. AVID Introduction

- ✕ Introduce yourself; explain why you are teaching AVID, where you went to school, etc.
- ✕ Present PowerPoint, which discusses:
  - History of AVID
  - AVID’s mission
  - Selection is an honor
- Have students discuss/define the acronym AVID. (You may need to have the students define terms such as Advancement or Via.)
- With an “elbow partner,” have students pair-share:
  - “What does AVID mean to you?”
  - “What are your expectations for the class?”
  - “Why do you want to be a part of AVID?”

### 2. Student Information Card\*

- ✕ Explain that the Student Information Cards will be used throughout the year to ensure the communication of important information.
- ✕ Distribute two 4x6 cards to each student. Tell students that the information should be identical on both cards.
- ✕ Students should complete the cards and turn them into the teacher.

### 3. Icebreaker – Balloon Pop

- ✕ Give each student a balloon (telling them not to blow it up yet) and a Post-it.
- ✕ Tell the students to write down three of their interests or hobbies on the Post-it.
  - Make sure that the interests begin with something general that others might do (e.g., playing football, singing, etc.) and lead up to the third item being something more specific (e.g., playing fetch with my dog, Rex, or visiting my grandmother in Canada).

## Materials/Notes

**Project (and adapt to personal introduction needs)**



### Class Set

*Strategies for Success*  
2.5b Binder Check-off  
Sheet  
(Pg. 65)



### Class Set

Introduction Sheet



### Materials

4x6 Index Cards  
(two per student with  
hole punched in corner)  
Two Binder Rings to Hold  
Cards

Documentation  
for Essential

3.3

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

- ✕ Place the Post-it on the inside of the balloon, blow up the balloon, tie it and place it in the middle of the classroom.
- ✕ Have all the students stand. The teacher then selects one balloon, pops it and reads the first hobby.
  - Any student that does not have that hobby then sits down.
- ✕ Read the second hobby/interest aloud, and only the students who enjoy BOTH hobbies should remain standing.
- ✕ Finally, the teacher reads the last interest. If only one person remains standing, everyone finds out who wrote the paper. If more than one person remains standing, students see the similarities shared by the class.
- ✕ This process is repeated randomly during the first week of class.
  - **IMPORTANT:** Do not read all of them today, only pick a few. This activity should only be 10 minutes or so. Pop another balloon over the next few days. It really is okay if not all of the balloons are popped (throughout the week). If they don't get to know a student through this activity, there will be opportunities in the future. At the end of the week, you can pop all of the balloons after school, save the Post-its in a dish and use them as energizers throughout the year.

#### 4. A Quieter Alternative\*

- ✕ You can use 3x5 index cards as an alternative to the balloons and Post-its.
- ✕ Show students your model binder with all of the necessary contents.
- ✕ Explain the importance of organization and its connection to success.

#### 5. The AVID Binder

- ✕ Distribute the Binder Contents Check-off Sheet.
- ✕ Explain that there will be weekly binder checks, and AVID grades will be based heavily on this requirement.

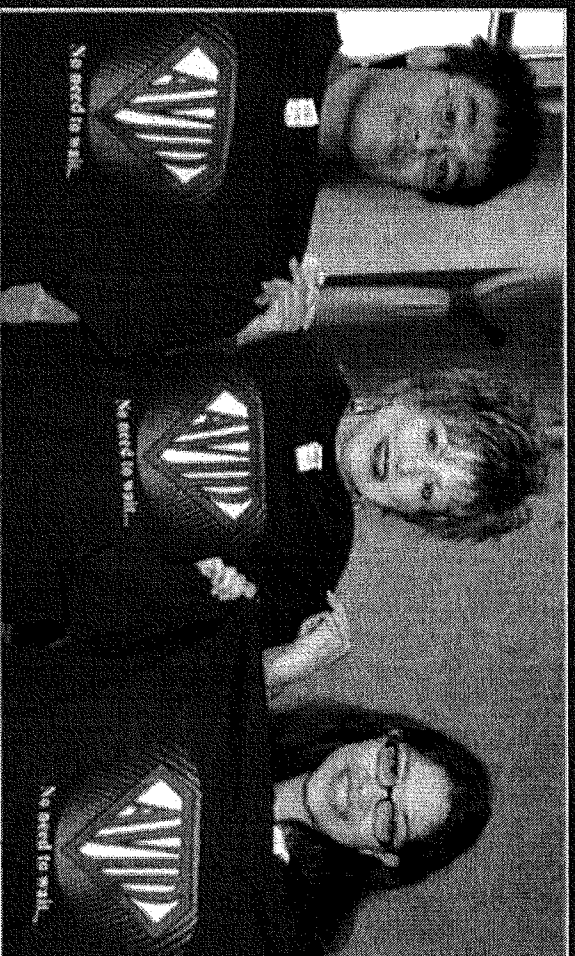
#### 6. Homework

- ✕ Get a binder and its contents by Day 5 (possibly provide extra credit to those who come prepared early).
- ✕ Before the end of the week, each student must introduce himself/herself to his/her content area teachers, look them in the eye, shake their hand and say "Hi, I'm (name), and I'm an AVID student. If possible, I would like to sit in the front of your class." (Model the interaction with a willing volunteer.)
  - Pass out the confirmation sheet.
    - Tell students to see you after class if they need help getting a binder.

#### 7. Technology Extensions\*

- ✕ Take a class photo sometime this week. A picture on their first day as freshmen would be great to have when your students are seniors.
- ✕ Collect parent and student phone numbers (if they don't mind receiving texts) and set up a remind101 account to send reminders about field trips, events, etc. ([www.remind101.com](http://www.remind101.com))





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



# Welcome to AVIDg

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

## AVID: 30 Years of Success

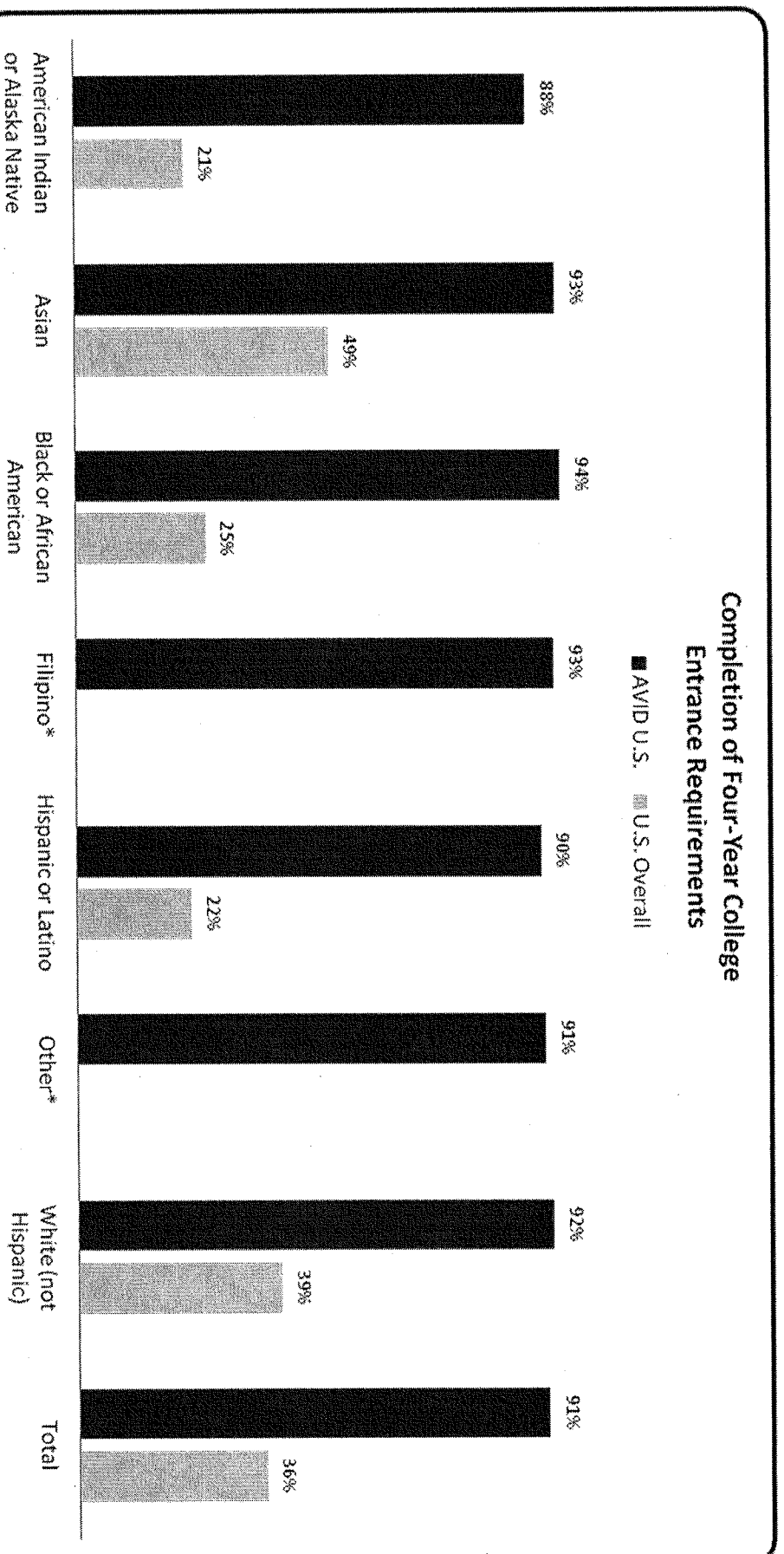
Over 30 years, AVID has become one of the most successful college-preparatory programs for low-income, underserved students, and today reaches more than 400,000 students in approximately 4,500 schools in 47 states and 16 other countries/territories.

*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



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.***



## What Does AVID Mean to You?

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

## Agreement Via Individual Determination

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



# Student Information Cards

## Front of Card

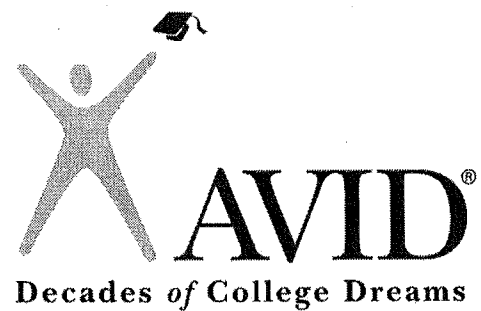
- Last Name, First Name
- Home Phone #
- Mailing Address
- City, State, Zip Code
- Email Address
- Parent/Guardian
- Parent/Guardian work #
- After school activities  
(e.g. Sports, job, music, clubs, etc.)

## Back of Card

- Semester Schedule

Class      Teacher      Room #

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



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 \_\_\_\_\_

## Lesson Plan, Day 2

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-ORG.A1** Utilize a planner/agenda to track class assignments and grades
- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments
- **9-COLL.A4** Participate in team building lessons to learn about valuing and effectively working with others
- **EQ:** “What is expected of an AVID student?”

### Lesson

#### 1. Icebreaker – Koosh Ball Name Toss

- ✕ Have students count off one, two, one, two, and so on.
- ✕ Tell all of the ones to form a circle in one area, and all of the twos in another area. (Either take activity outside or move desks.)
- ✕ Hand a Koosh ball (a Nerf ball or other soft object will also work) to a student in both circles.
- ✕ Instruct the student to state his/her own name, and then toss the ball to another student in the circle. It is important to remember who they threw it to.
  - Have students continue this pattern, but provide the instruction, “**Do not** throw it to someone that has already received it.”
- ✕ Once every student in both circles has received the ball once, have them repeat the same exact pattern once more (saying their name before they throw the ball).
- ✕ Have the students compete, Team One versus Team Two.
  - Tell them that they do not need to say their names this time, and both teams will start at the same time.
- ✕ After students have practiced, have them race while accomplishing the pattern backwards. (Another variation is to add two Koosh balls to each circle).

#### 2. The AVID Contract

- ✕ Describe how AVID is different from other classes:
  - Voluntary, college focus, teaches academic skills
- ✕ Show a copy of the AVID Contract on visual display.
- ✕ Distribute and discuss the AVID Contract line-by-line, showing the significance of each statement.
- ✕ Pair-Share: Describe what signing the contract means to you.
- ✕ Ask for volunteers to discuss what they talked about and why it is important for every student to sign.

### Materials/Notes

#### Class Set

*Strategies for Success*  
Sample High School  
Student AVID Agreement  
(Pg. 3)



#### Class Set

Photo Release Form



#### Class Set\*

*Strategies for Success*  
7.5-7.7 Calendars  
(Pgs. 87-93)



#### Class Set\*

*Strategies for Success*  
2.6 Assignment Log  
(Pg. 19)



Documentation  
for Essential

3.3

- ✕ Remind students that you and the other recommending teachers believe that each of the AVID students has the ability to complete college-prep classes and be ready for a four-year college. Reinforce that AVID is an honor and a multi-year commitment.
- ✕ Distribute AVID Photo Release Forms. Let students know that the class will take photos and video from time-to-time.
- ✕ Instruct students to take the contract home and have it signed by their parent/guardian. Have it returned on Day 5.

### 3. Calendars/Agendas\*

*Note: If students will receive school planners at a later point, this activity can be moved.*

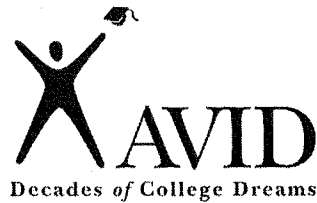
- ✕ Choose the organizational tool that your class will use for the year (either a school planner or the class set from the calendars in *Strategies for Success* on pages 87-93).
- ✕ Discuss the importance of staying organized and utilizing the planner as a tool with students.
- ✕ Instruct students that their calendar will become an important part of their weekly binder check grade.

### 4. Assignment Logs\*

- ✕ **Timesaver:** Incorporating the tracking of point values into the agenda or tracking assignments/points through electronic grading systems can allow for the elimination of this activity.
- ✕ Explain that the assignment log is used to track grades and completed assignments in content classes.
- ✕ Inform students that assignment logs will be graded during binder checks and should be kept up-to-date.
- ✕ Distribute six assignment logs to each student (one per class).
- ✕ Use projection to model how to fill out the logs and show where they should go in the binder.
- ✕ Allow a few minutes for students to fill in as much information as possible on each log.

### 5. Homework

- ✕ Signed contract, binder content, and filled-out calendar/agenda are all due by Day 5.



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 \_\_\_\_\_

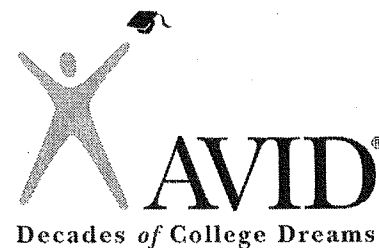
*We agree to support the efforts of the student in meeting these goals.*

\_\_\_\_\_  
Parent's/Guardian's Signature

\_\_\_\_\_  
AVID Coordinator's/Teacher's Signature

\_\_\_\_\_  
AVID Counselor's Signature

\_\_\_\_\_  
AVID Administrator's Signature



# **RELEASE**

## **AUTHORIZATION TO REPRODUCE PHYSICAL LIKENESS**

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

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

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

Date \_\_\_\_\_

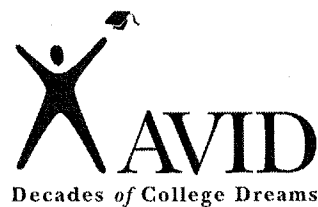
Print Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Signature \_\_\_\_\_

If minor, signature of parent or legal guardian  
\_\_\_\_\_



Calendar for the Month of \_\_\_\_\_

Name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

*Student Activity 7.7*

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



## Assignment Log

[illegible]



## Lesson Plan, Day 3

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-CD.A1** Understand the role of AVID students and display characteristics on a regular basis
- **9-CD.B8** Discuss goals in an oral presentation using organized information that integrates appropriate media in the presentation
- **9-COMM.A5** Work with a collaborative group to make presentations to the class following various activities
- **9-COLL.A4** Participate in team-building lessons to learn about valuing and effectively working with others
- **EQ:** “How can I support GREATness in myself and my peers?”

### Lesson

#### 1. Icebreaker – Name Alliteration

- ✕ Have students form one large circle around the room.
- ✕ Inform the class that they will be participating in a name alliteration game. Be sure to define alliteration as two words beginning with the same letter.
- ✕ They will need to formulate an adjective that describes them, but it must begin with the same letter as their first name:
  - Terrific Tim, Caring Cathy, Jolly Juan
- ✕ Give students a few minutes to think of an adjective. Then, have a student volunteer to begin the process.
- ✕ Rotate around the circle, having each student state their alliteration and the alliteration of the last five students.

#### 2. Study Buddies

- ✕ Reinforce the importance of accountability and explain the importance of having a Study Buddy for each class.
- ✕ Discuss the following: “What makes a good Study Buddy?”
  - Be sure to mention the importance of having someone to call for homework if you are sick or forming independent study groups before a test.
- ✕ Distribute the Study Buddy Contracts to the students and model how to fill out the form.
- ✕ Have the students find **two** “Study Buddies” for the AVID class.
- ✕ Tell students that as they go through their other classes to find at least two buddies per class and fill out the appropriate information.
  - Their other Study Buddies do not need to be AVID students. Tell them to replicate finding their other Study Buddies independently.
- ✕ Inform students that the sheet is due on Day 5.

### Materials/Notes

#### Class Set

*Strategies for Success*

5.6 Study Buddy Contract  
(copy on cardstock or use  
a sheet protector)

(Pg. 61)



#### Project



#### Materials

Project and Trace onto  
Chart Paper and Cut out  
Shapes



Markers

Tape

Documentation  
for Essentials

**3.3, 7.5**

### 3. Becoming GREAT\*

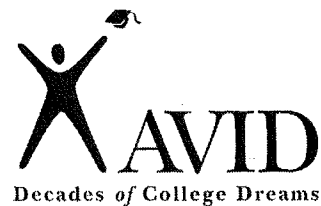
- X Ask students the following question: "What does GREATness mean to you?"
- X After some discussion, display the G.R.E.A.T. PowerPoint slide and share with the class that the theme for the year will be G.R.E.A.T. – Goal-oriented, Responsible, Erudite, Awareness of self, and Teamwork.
- X Talk about how these words are important and will contribute to their ability to become "GREAT" AVID students.
- X Take the five previously prepared G.R.E.A.T. shapes and write the corresponding word at the top of the shape.
- X Have students line up alphabetically by first name (without talking), and then split them into five equal groups.
- X Give one letter to each group and provide every student with a marker.
- X Tell students that they will be doing an activity with silent conversations.
- X Have them describe/define the "key word" using pictures and/or words. (Students are not allowed to talk. They may only write, draw or question.)
- X Give students two to three minutes at the poster, and then have them rotate around the room and repeat the process.
  - **Timesaver:** If you are running short on time, you can limit the number of times that they rotate.
- X Once students have written on all five shapes, have students read through their original poster and post their shape on the wall.
- X Use this opportunity to elaborate on how these are important characteristics that describe the behavior required from everyone to make the AVID classroom a special place where they can become GREAT.

### 4. Homework

- X Review the list of assignments due on Day 5:
  - Binder with required materials
  - Introduction confirmation, signed by all teachers
  - Signed AVID Contract
  - Two Study Buddies for each class
  - Updated calendars

### 5. Technology Extension\*

- X Rather than making posters, consider creating pages on [www.wallwisher.com](http://www.wallwisher.com). Give students the address of your page for their class and have them post their descriptions there.



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.

# Becoming: GREAT

Goal Oriented

Responsible  
**Destined** to become  
Erudite

Awareness  
**GREAT**  
Self

Teamwork

G

R

E

A

T

## Lesson Plan, Day 4

AVID -- 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-ORG.A1** Refine organization and neatness of binder through on-going course support, peer-discussion, and personal reflection and goal setting
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **9-COLL.A4** Participate in team-building lessons to learn about valuing and effectively working with others
- **9-WRI.D3** Use learning logs to reflect on where the learning broke down and where confusion exists
- **EQ:** "How can learning logs be used to effectively reflect on learning?"

### Lesson

#### 1. Partner Sharing

- ✕ **Timesaver:** You could cut out this activity and just have students form desired group sizes when the compass activity is used in future lessons.
- ✕ Introduce the Compass Partner Share Sheet.
- ✕ Distribute Compass Partner Share Sheets (one per student).
- ✕ Instruct students that you will tell them to form different groups, and then they will write the name(s) of the other student(s) on that direction.
  - Model with students, saying that the first directional pairing will be for north. Students must choose a fellow peer in the class and write their name under the north line.
- ✕ Call the number of people in a group and the compass direction where they should write the names of the other people in their newly formed group:
  - Group of 2 – Writing
    - Have students write the name of the other person on their paper
    - Have students discuss: Would you rather write a text or leave a voicemail?
  - Group of 2 – Inquiry
    - Have students write the name of the other person on their paper
    - Have students discuss: Would you rather be the interviewer or the interviewee?
  - Group of 3 – Collaboration
    - Have students write the name of the other two people on their paper
    - Have students discuss: Would you rather go to the batting cages alone or play a game of baseball with friends?

### Materials/Notes

#### Class Set

*Strategies for Success*

4.2 Learning Log

(one page)

(Pgs. 44-49)



#### Class Set

WICOR Partner



Documentation  
for Essentials

**3.3, 6.4**

- Group of 4 – Organization
  - Have students write the name of the other three people on their paper
  - Have students discuss: – Would you rather fold your socks or just throw them in a drawer?
- Group of 2 – Reading
  - Have students write the name of the other person on their paper
  - Have students discuss: Would you rather read the book or watch the movie?
- ✕ When groups are formed, have students write the other person's name on their sheet.
- ✕ Once students have the other person's name written, have them discuss low risk questions, such as:
  - What was the best thing you did all summer?
  - What are you most looking forward to this year?
  - What is your best subject at school?
  - What possible career might you pursue?
  - Which class do you think you are going to enjoy the most this year?
  -
- ✕ Ask students to file the Compass Partner Share Sheet in the AVID section of their binder. *NOTE: This sheet will be used throughout the first semester, so don't lose it!*

## 2. Learning Logs

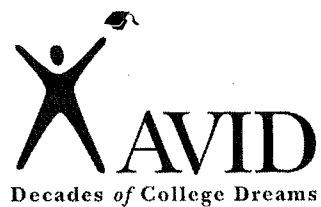
- ✕ Explain that learning logs allow reflection on the items learned in class.
- ✕ Introduce the purpose and importance of learning logs – to make personal connections with the subject matter being taught in your academic classes, in order to make learning more meaningful.
- ✕ Distribute the Learning Log Questions (copied on cardstock or in sheet protectors) and a piece of Cornell notepaper.
- ✕ Project the Learning Log Questions to start a brief discussion about “quality” learning logs.
- ✕ Model for the students how to set up a learning log – writing the questions on the left side and the responses on the right.
- ✕ Ask each student to think about what they have been doing in AVID for the last few days, and based upon that, have them create a “quality” learning log. *Note: While they are working, the teacher should also complete one to share on the overhead projector.*
- ✕ Once they have completed the learning log, have them meet with their northeast (group of four) partners and share their learning logs.
  - Have each group select the best response to each question and share it with the rest of the class.
- ✕ The teacher can share their model of a learning log for the week.
- ✕ Tell the students that they should complete one “quality” learning log related to an academic class for tomorrow and keep it in their binder.

## 3. Homework

- ✕ Review the list of assignments due on Day 5:

- Binder with required materials
- Introduction confirmation, signed by all teachers
- Signed AVID Contract
- Two Study Buddies for each class
- Updated calendars
- Assignment logs
- Learning log





Name: \_\_\_\_\_ Grade: \_\_\_\_\_

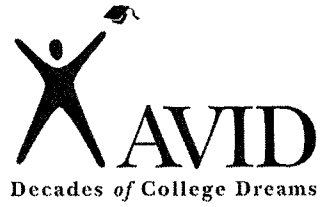
Date: \_\_\_\_\_ Period: \_\_\_\_\_

*Student Activity 4.2*

## Learning Log

**Directions:** Please fill out this learning log based on what you learned in class today.

WHAT I DID	HOW I WORKED AND HOW I LEARNED	WHAT I LEARNED



Name: \_\_\_\_\_ Quarter: \_\_\_\_\_

Begin Date: \_\_\_\_\_ Period: \_\_\_\_\_

*Student Activity 4.3*

## Weekly Learning Log

Week of \_\_\_\_\_ to \_\_\_\_\_

---

English/Language Arts:

---

Mathematics:

---

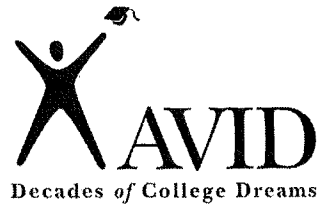
Social Studies:

---

Science:

---

AVID:



Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

*Student Activity 4.5*

## Learning Log

QUESTIONS	NOTES
What did you learn today?	
What did you find interesting in what you learned?	
What questions do you still have about what you learned?	



Name: \_\_\_\_\_ Quarter: \_\_\_\_\_

Begin Date: \_\_\_\_\_ Period: \_\_\_\_\_

*Student Activity 4.6*

## Learning Log

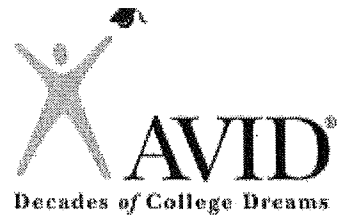
QUESTIONS	NOTES
What were the main ideas in today's lesson?	
What did you understand best?	
How do these ideas relate to what you have already learned?	



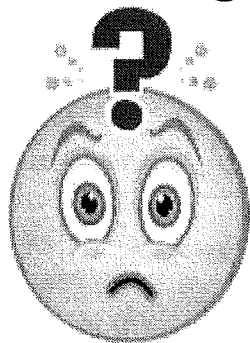
## Learning Log

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width. The lines are thin and consistent in thickness. There are no margins, text, or other markings on the page.

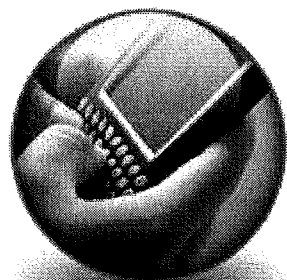
## Learning Log Questions



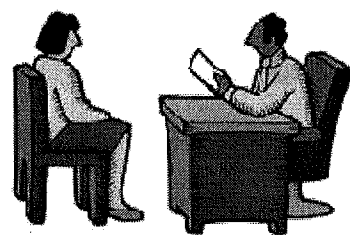
1. What did I do in class today?
2. What did I learn?
3. What did I find interesting?
4. What questions do I have about what I learned?
5. What was the point of today's lesson?
6. What connections did I make to previous ideas or questions



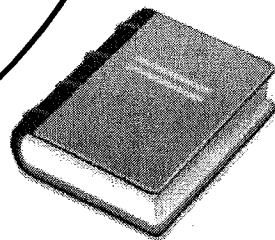
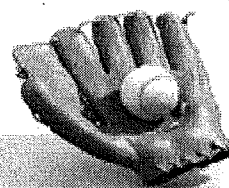
W \_\_\_\_\_



I \_\_\_\_\_



O \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



C \_\_\_\_\_  
\_\_\_\_\_

R \_\_\_\_\_



## 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. \_\_\_\_\_



## Lesson Plan, Day 5

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-ORG.A1** Refine organization and neatness of binder through on-going course support, peer-discussion, and personal reflection and goal setting
- **9-COLL.A1** Develop positive peer-interaction skills through establishing group norms before and reflective discussions following collaborative activities
- **EQ:** “How can the organization of my binder be improved?”

### Lesson

#### 1. Homework Collection

- ✕ Collect *part* of the homework:
  - Introduction confirmation, signed by all teachers
  - Contract signed by parents
- ✕ Reinforce goals and accomplishments, and compliment appropriately.

#### 2. Peer-Binder Evaluation

- ✕ Distribute Binder Contents Check-off Sheet and Notebook Review Sheet to each student.
- ✕ Explain that these forms will only be used today – they will begin to become more complex as the students learn more organizational strategies.
  - Partner #1 (North): Complete your partner’s Binder Contents Check-off Sheet.
  - Partner #2 (South): Check each other’s binders to see if the completed assignment logs are filed behind each section. Make comments on the Notebook Review Sheet under areas of strength and areas needing development for each subject.
  - Partner #3 (East): Check for each other’s completion of the Study Buddy Sheet and ensure its correct placement behind the binder. Make comments on the Notebook Review Sheet under areas of strength and areas needing development for each subject.
  - Partner #4 (West): Check for each other’s completion of one academic learning log and its correct placement in the binder. Make comments on the Notebook Review Sheet under areas of strength and areas needing development for each subject.
- ✕ Once everyone has completed their evaluations, ask students to file the forms in their AVID section and debrief the process with others, asking what were seen as areas needing improvement during the next week.

### Materials/Notes

#### Class Set

*Strategies for Success*

2.5b Binder Check-off  
Sheet (Pg. 56)



#### Project

Binder Evaluation

Directions



#### Class Set

Notebook Review Sheet



#### Materials

Stopwatch

Rewards

Documentation  
for Essentials

2.1, 7.4

### 3. Timed Changes – Desk Grouping Activity\*

- X **Timesaver:** Limit the number of desk changes to meet time constraints.
- X Explain to students that they will frequently need to move their supplies/desks into a variety of group configurations throughout the year. When we do this, we must adapt to these different changes seamlessly.
- X In order to maximize the class time, it will be important to move swiftly, silently, and safely.
- X Explain that we are going to practice classroom adjustments, and it's critical that we become GREAT at this skill, but it is important to know the rules first:
  - Always be able to see everyone in the group.
  - Move into groups as quickly as possible – try to beat the time limit.
  - After each change is complete, students will move the desks back into their original seating arrangement.
- X It's time to practice! Direct students to move into the following groups as directed (use the stopwatch to record times for set up, then record a second time to move back to the original positions):
  - Pairs (one-minute limit)
  - Triads (one-minute limit)
  - Quads (two-minute limit)
  - Groups of Five (two-minute limit)
  - Large Circle (two-minute limit)
  - Groups of Seven Around Whiteboards (two-minute limit)
  - Inner/Outer Circle (two-minute limit)
- X Make sure that the room is exactly how you want it to look before recording the times on the board.
- X Debrief the class performance.
- X Give praise and rewards, as appropriate.

### 4. Homework

- X Have a great weekend!

## Directions for Peer Binder Evaluation

- Partner #1 (North): Complete your partner's Binder Contents Check Off Sheet.
  - *Place an "X" next to each item your partner has in her/his binder.*
- Partner #2 (South): Check each other's binders to see if completed Assignment Logs are filed behind each section
  - *Make comments on the Notebook Review Sheet under area of strength and area of improvement.*

## Directions for Peer Buddy Evaluation

- Partner #3 (East): Check for each other's completion of Study Buddy Sheet.
  - *Make comments on the Notebook Review Sheet under area of strength and area of Improvement.*
- Partner #4 (West): Check for each other's completion of one academic Learning Log and correct placement in content section.
  - *Make comments on the Notebook Review Sheet under area of strength and area of Improvement.*

## Standards and Essential Question:

- **9-CD.B4** Create focused goals around college acceptance and the steps necessary to gain entrance to a four-year university
- **9-COLL.A1** Develop positive peer-interaction skills through establishing group norms before and reflective discussions following collaborative activities
- **EQ:** “What goals will help me achieve college acceptance?”

## Lesson

*Note: Today will be a slightly shorter day, which will allow you to catch-up from pieces that were missed last week.*

### 1. Icebreaker – Skittle Scuttle

- ✕ Pass around a bowl with Skittles (or any snack that comes in various colors, which can be colored goldfish crackers if there are health restrictions).
- ✕ Tell students that they must take at least one candy and no more than 10.
- ✕ Tell students not to eat their candy until instructions are given.
- ✕ Randomly break students into groups of four to five and tell them to take their candies with them.
- ✕ Students must tell their small group one thing for every candy they took:
  - Red – A good childhood memory
  - Orange – A college you would like to visit
  - Purple – Your favorite dessert
  - Green – Your favorite teacher
  - Yellow – A place you’ve always wanted to visit
- ✕ Have students discuss only one item at a time.
- ✕ Once the student has discussed the item, they can eat that piece of candy.
  - To save time, you can break students into groups of 8-12, or you can have the class do one Skittle at a time, move around the class and just stop the icebreaker if some students took too many.
  - Alternative: You can have each student select only one candy and have the students tell their one item to the entire group.

### 2. Quickwrite

- ✕ Discuss the concept of “No ONE of us is as strong as ALL of us together” with students. It’s not about one person’s needs or wants; it’s about pulling together and supporting one another through good times and bad.
- ✕ Explain the rules and purpose of a quickwrite.
- ✕ Ask students to take out a sheet of paper and write for four minutes about the following: What needs to be in place in the AVID classroom so that each student feels supported, respected and comfortable enough to take personal and academic risks?

## Materials/Notes

### Project

Quickwrite Rules and Prompt



### Class Set

My Academic Steps to College



### Materials

WICOR Partner Sheets  
Chart Paper  
Markers  
Tape  
Sticky Dots  
(three per student)

Documentation  
for Essentials

6.1, 7.4

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

### 3. Class Rules

- X Before class begins, generate a word that can be used as a “NORM” acrostic. The word can be calming (i.e., OCEAN, BEACH, WAVES, etc.) or have a meaning (i.e., FOCUS, CARE, THINK, TASKS, etc.), and it will serve as a trigger word to remind students of the group norms.
- X After four minutes, have students pair-share their response with their Writing (WICOR Partner).
- X Remind students to get together silently, swiftly and safely. (Time them, if appropriate.)
- X Explain that the thinking from the quickwrite will be used to develop the class rules.
- X Have each group create a list of rules that would be fair to everyone and would make the AVID classroom a comfortable, safe place to grow, learn and be challenged.
- X Have students group into quads, discuss individual lists and come to a consensus on a “master list” of four to five rules, depending on the number of letters in your acrostic word.
- X Have students turn their list of four to five rules into an acrostic using your word. The letter can overlap anywhere in the acrostic word.
  - For example, if your acrostic word is OCEAN, and you want to use “respect,” you can use it for the E in OCEAN (RESPECT).
- X Distribute four sticky dots (or colored pens).
- X Students get four “votes” about which rules are most important to them. Explain that you will take the behavior that has the most votes from the acrostic word.
- X Tally the votes, choose the behavior from your acrostic that has the most votes, and create a new “master” acrostic. Have all students copy the rules on Cornell notepaper and have them file in the AVID section.
- X Explain that we will use this acrostic word (i.e., OCEAN) as a reminder about the norms.
- X You might have one student model using the acrostic word for him/her to check their behavior.
- X Have an artistic student write the rules on butcher paper and post on the wall.
- X Use the acrostic word when students are off-task. Praise students using it with each other.

### 4. Group Brainstorm\*

- X **Timesaver:** One helpful way to structure this activity is to tell students about the idea of building a high school resume. You can give them the four areas of growth, such as GPA or Courses, Volunteering, Leadership, and Extracurricular Activities. This will help them structure the two goals that will feed into those areas. If you are running short on time, this activity can be cut, since they will do detailed goals in two weeks.
- X Using a large piece of butcher paper, white board, transparency or document camera, lead the students in a group brainstorming activity centered upon the question: “What is success?”
- X Record each student’s contributions and talk about the AVID successes.
- X Pass out My Personal/Academic Steps to College handout and tell the students to fill in brackets with a mini-goal that they hope to accomplish on their way to success.
- X The goals should be academic on one side and personal/social on the other side, big or small, but they need to lead to/help students reach college.
- X Ask students to keep this page in a sheet protector at the front of their binders.

*Note: Throughout the year, revisit this worksheet and have students “color-in” the brackets representing accomplished goals.*

### 5. Homework

- X Update calendar and assignment logs.
- X Complete a minimum of three learning logs for academic classes tomorrow.

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

## Standards and Essential Question:

- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards and extracurricular involvement to show evidence of growth and use for college and scholarship applications
- **9-ORG.B6** Begin writing higher-level thinking questions in the left column that correspond to chunks of information in the notes section
- **9-COMM.B3** Record key information in Cornell notes
- **EQ:** “What key aspects of Cornell notes should I integrate into note-taking?”

## Lesson

### 1. Introduction to Cornell Notes

- ✕ Use the Cornell Note PowerPoint to introduce students to Cornell notes.
- ✕ Pass out several pages of Cornell notes (or have students draw a 2 ½ inch line on the left side).
- ✕ While you are lecturing, students should be taking Cornell notes.

*Note: If you need talking points on Cornell notes, you can print the lecture notes.*

**Important:** Add the Period and Current Date onto the heading slide onto the fifth page.

### 2. Portfolio Creation

*Note: The Portfolio Creation will be the location where students can store various samples throughout the year.*

- ✕ Distribute one file folder to each student.
- ✕ Distribute colored pens/pencils/markers.
- ✕ Explain that the file folders are personal and will be used to store awards, grade checks, records of volunteer service, AVID Work, etc.
- ✕ Explain that the file folder will be kept in the AVID file cabinet until the graduation or promotion ceremony.
- ✕ Have students complete the following activities as directed:
  - Label the Folder Tab with Last Name, First Name
  - Top Left Corner: One academic goal that they have for the year
  - Top Right Corner: The college/university that they want to attend
  - Bottom Left Corner: A hobby/skill that they have
  - Bottom Right Corner: A career that they are considering
  - Center of File Folder: A picture that represents them
- ✕ Once students have completed their folders, direct them to share with Organization WICOR Partners about their:
  - Academic goal
  - College you plan to attend
  - Share your hobby
  - Career that you are considering.
- ✕ Have a few groups share out to whole group, then move on to next share out.

## Materials/Notes

### Project on Screen

Cornell Note PowerPoint



### Project on Screen

Portfolio Directions



### Reference

*Strategies for Success*

17 Portfolio (Pgs. 215-217)



### Reference

Cornell Lecture Notes



### Class Set

Portfolio Contents



### Materials

File Folders

Colored Pencils/Pens

Accessible Storage Area  
for Portfolios

Lined Cornell Notepaper

Documentation  
for Essential

9.6

- ✕ Give students the portfolio checklist, and tell them that they will be responsible for submitting these during their 9<sup>th</sup> grade year.

### **3. Homework**

- ✕ Update calendars and assignment logs.
- ✕ Complete summary and questions from today's Cornell notes lecture.
- ✕ Take Cornell notes in at least two academic classes (for tomorrow).
- ✕ Complete a minimum of one learning log.

### **4. Technology Extension\***

- ✕ Create a storage space for each student (shared school network drive, Dropbox, Google Drive, iCloud, etc) to start keeping items for portfolios and future reflections (web based or app based), or continue using the digital storage space that students created in middle school.



## Lesson Plan, Day 8

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-COLL.A4** Participate in team-building lessons to learn about valuing and effectively working with others
- **9-ORG.B4** Edit and revise notes outside of class to improve usability
- **9-ORG.B5** Refine process of identifying important points, using abbreviations and using shortcuts in the right column of Cornell notes
- **EQ:** “How will note-taking improve academic success?”

### Lesson

#### 1. Icebreaker – Koosh Ball Toss Revisited

- ✕ Have students form a large circle (either inside or outside the class).
- ✕ Have a student start by throwing the Koosh ball to another person in the group (that they don’t know well), calling the other person’s name as they throw.
- ✕ Continue having the students throw to a new person (calling out that person’s name) until everyone has gotten the Koosh ball once.
- ✕ Have the students practice once or twice more, starting at the first person.
- ✕ To add difficulty:
  - Have students go backwards, starting from the last person.
  - Have two (or three) Koosh balls going at the same time.

#### 2. Student Cornell Notes Samples

- ✕ Ask for student volunteers to show their completed Cornell notes from the previous day.
- ✕ Project the notes using a document camera.
- ✕ Have the class discuss the positives that they see in the notes, and then discuss areas of potential improvement.
- ✕ Discuss the various aspects of note-taking:
  - Heading (in pen)
  - Questions (that connect to information on the right)
  - Summary
- ✕ Provide rewards to student volunteers.

*Note: If you do not have a document camera, use Costa’s Levels of Thinking from Day 9 here. Collect student samples and create overhead transparencies.*

#### 3. Practice Cornell Notes – AVID Student Speaker(s)

- ✕ Write the Essential Question: How has AVID helped other AVID students achieve their goals?
- ✕ Tell your AVID students that they will be taking some practice Cornell notes on some AVID students from across the country.

### Materials/Notes

#### Project on Screen

SI Student Speakers



#### Material

Koosh Ball, Nerf Ball, etc.

Student Samples of Notes

(both AVID and content)

Prizes/Candy/Raffle

Tickets

Projector

Stereo Speakers

Internet Access

WICOR Partner Sheet

Documentation  
for Essential

6.3

- ✕ As they watch the student speakers, they should focus upon taking notes on:
  - Student experiences (What struggles did they experience?)
  - How did AVID help them?
  - Where are they now? Where are they going?
- ✕ Take notes as the students are taking notes.
- ✕ After each student speaker, ask students to share their Cornell notes.
  - Discuss positives and areas of growth.
- ✕ Model your own notes, and discuss positives and areas of growth.
  - It is important for students to know that EVERYONE can get better at taking notes.
- ✕ Let students know they need to habitually take high-quality notes and tell them the number of notes that will be due weekly. AVID recommends 10 to 18 pages per week.

#### 4. Exchange Notes with a Peer

- ✕ Have students meet with their Reading WICOR partner to compare notes.
- ✕ Have students:
  - Fill in missing information.
  - Revise information.
  - Generate good study questions.

#### 5. Homework

- ✕ Generate a quality example of Cornell notes for every academic class (due on Day 10).
- ✕ Update calendars and assignment logs.
  - Write a two- to four-sentence summary answering the Essential Question for the Student Speaker Notes.

## Standards and Essential Question:

- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions and notes
- **9-ORG.B6** Begin writing higher-level questions in the left column that correspond to chunks of information in the notes section
- **9-WRI.A6** Utilize rubrics to self-evaluate and peer-evaluate work
- **EQ:** "What will ensure the recording of high-quality notes?"

## Lesson

### 1. Costa's Levels of Thinking

- ✕ Pass out the "Three Story House" and have students read the poem.
- ✕ Have students underline key terms or phrases.
  - Have students find a partner and pair-share what information they underlined as important.
  - Project the poem and model what should be underlined.
- ✕ Display Grandma Costa's House PowerPoint.
- ✕ Have students take Cornell notes on what words are showing up.

### 2. Cornell Notes Rubric Design

- ✕ Discuss the importance of common expectations for quality notes with your students.
- ✕ Have students brainstorm what should be included in their Cornell note grade.
  - List all suggestions.
  - If they are not brought up, specifically note the skills of:
    - Abbreviating
    - Creating Quality Study Questions (that lead to higher-order thinking)
  - Collectively assign points for each critical item (weigh Abbreviation and Questions slightly higher, informing students that this will be our focus on quality for the semester).

### 3. Rubric Bookmarks

- ✕ Pass out Bookmark Templates (one for every two students) and scissors.
- ✕ Have students cut out one Bookmark Template.
- ✕ Have students copy the Cornell Note Rubric, with assigned points on their bookmark.
- ✕ Have them copy three to five of Costa's Level 2 or 3 words that they might wish to use in the coming weeks.

*Note: The number of points that you assign for quality of Cornell notes should be added to your Binder Check Form.*

## Materials/Notes

### Project on Screen

Costa's House PowerPoint



### Class Set

*AVID Tutorial Guide*

3.13 Costa's Levels of Thinking (Pgs. 236-237)



### Class Set

*Supporting Math in the AVID Elective*

1.4a Bookmark Template (Pg. 18)



### Materials

Markers/Colored Pens

Scissors

Cornell Note Bookmark

Templates Copied on

Cardstock

Hole Punch

Documentation  
for Essential

7.1

#### **4. Cornell Note Grading Activity**

- ✕ Have students meet with their Collaboration WICOR Partners.
- ✕ Have each student take out a page of their highest-quality notes from this week.
- ✕ Have the students exchange their page of notes and use the rubric to grade the page.
- ✕ Tell students to submit the page of notes for a grade.

#### **5. Homework**

- ✕ Remind students of tomorrow's Binder Check.
  - Tell students to bring in a camera/camera phone, if you will be doing the Small Group Tour (with photos) activity.

## Standards and Essential Question:

- **9-COLL.A1** Develop positive peer-interaction skills through establishing group norms before and reflective discussions following collaborative activities
- **9-ORG.A1** Refine organization and neatness of binder through on-going course support, peer-discussion, and personal reflection and goal setting
- **EQ:** “How can I become active in school activities?”

## Lesson

### 1. Binder Check

- ✕ If tutors are present, collect binders from students to have them graded.
- ✕ If no tutors are present:
  - Have students group up with a randomly assigned partner (i.e., north partner) and conduct peer-evaluations.
  - Randomly re-grade binders.

### 2. School Tour (or Alternative Activity)

- ✕ Design a walking tour of the campus, pointing out points of interest:
  - Counselor, College/Career Center, AP/Honors Teachers’ Classrooms
  - Locations where important groups meet on campus (after-school tutorial groups, service clubs, etc.)

### 3. Small Group School Tour

- ✕ Post small group questions throughout the campus on the appropriate doors. Use the group questions document to post on the doors.
    - For example, on the counseling office, post a question, such as: “What college do you plan on attending?”
  - ✕ Inform key people on campus of the activity (principal, counselor, librarian, AP teacher on prep, campus security, etc.) and that students are touring. Encourage them to meet teams and listen to their icebreaker.
  - ✕ Ask your class for any students that have a camera (on their phone, etc.).
  - ✕ Set up norms about how to behave in the halls: no running, yelling, etc.
  - ✕ Randomly group four to six students (making sure that one person with a camera is in each group).
  - ✕ Have students go around the campus and use the questions on doors as an icebreaker. (Encourage groups to take photos.)
  - ✕ Tell students that it is not a race, but an opportunity to see the campus.
- Note: If there are restrictions on students going around on campus, ask AVID seniors/tutors/Site Team members to lead small student groups around.*

### 4. Homework

- ✕ Have a great weekend!

## Materials/Notes

### Class Set

Group Questions



### Materials

Cameras (student cell phones)

Documentation  
for Essential

6.3

## Lesson Plan, Day 11

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-ORG.B5** Refine process of identifying important points, using abbreviations, and using shortcuts in the right column of Cornell notes
- **9-ORG.B6** Begin writing higher level questions in the left column that correspond to chunks of information in the notes section
- **9-INQ.B1** Use Costa's Levels of Thinking words in assignments, discussions and notes
- **EQ:** "How can I take notes more effectively?"

### Lesson

#### 1. Abbreviations with Cornell Notes

- ✕ Ask your students, "How many of you have trouble with not being able to copy everything a teacher says?"
- ✕ Brainstorm common abbreviations that they can use.
  - Reference texting language.
  - Have students take notes on abbreviations.
- ✕ Pass out abbreviation reference tools for students to file in binders.
- ✕ Ask for student samples of notes from the previous week and brainstorm as a class how abbreviations could have been utilized.
  - Provide rewards for student volunteers.
  - Praise areas where they did a great job abbreviating and discuss areas where they could have used shortcuts.

#### 2. Upping the Level of Questions

- ✕ Have students reference the Costa's Level of Words handout from Day 9.
- ✕ Quickly remind students of the fairy tale "Cinderella."
- ✕ Have students meet with their northeast partners (group of four).
- ✕ Pass out the Moving It Up handout.
- ✕ Have students generate Level 2 and 3 Questions based on the Level 1 Questions on Cinderella.
- ✕ Have groups share out some of the Level 2 and 3 Questions that they generated.
- ✕ Have students take out one page of Cornell notes and pass it clockwise.
- ✕ Have the student look over the new notes and generate an additional Level 2 or 3 Question based on the information on the right.
  - Have students write the question on a Post-it note and stick it on the Cornell notes.
- ✕ Model the work of student volunteers on a document camera, where appropriate.

### Materials/Notes

#### Class Set

*Focused Note-Taking*

Common Abbreviations



#### Class Set

*Supporting Math in the  
AVID Elective*

2.1i Math Abbreviations  
(Pg. 43)



#### Class Set

*AVID Tutorial Guide*

3.14f Moving on up  
(Pgs. 259-260)



#### Materials

Post-it Notes

Documentation  
for Essential

7.2

- ✕ Remind students that good questions and abbreviations are the areas of focus for the semester. (All components are needed, but abbreviations are a focal point.)

### **3. Homework**

- ✕ 10 – 18 pages of Cornell notes (based upon level of overall experience with Cornell notes) are due on Day 15.
- ✕ Binder Check is on Day 15.

**Standards and Essential Question:**

- **9-COMM.A7** Present information, findings and supporting evidence concisely and logically
- **9-COMM.B3** Record key information in Cornell notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How will tutorials support my learning?”

**Lesson**

\* Make sure all tutors have attended “Tutor Training Part 1” before beginning as a tutor. For more information about Tutor Training, [click here](#).

**1. What Are Tutorials?**

- ✕ Have a class discussion about what the class thinks that tutorials are.
- ✕ Inform students that we will discuss the AVID Tutorial Process today.

**2. Quickwrite**

- ✕ Display the prompt: “What class do you currently find to be the most challenging and why? How might tutorials help you be more successful in this class?”
- ✕ Have students write for three to five minutes.
- ✕ Have students discuss what they wrote with an elbow partner.
- ✕ Allow volunteers to share out what they discussed.

**3. 10-Step Tutorial Process Jigsaw**

- ✕ Pass out the Tutorial Process handout.
- ✕ Instruct students to form groups of five.
- ✕ Have students count off from 1 to 5, beginning with the tallest person.
- ✕ Jigsaw the reading by assigning:
  - Person 1 – Steps 1 & 2
  - Person 2 – Steps 3 & 4
  - Person 3 – Steps 5 & 6
  - Person 4 – Steps 7 & 8
  - Person 5 – Steps 9 & 10
- ✕ Have students underline key pieces of information that are important to their step.
- ✕ Provide time for students to read and underline their step.
- ✕ Have students share the most important pieces of information from their two steps, for three minutes each.
  - Instruct all other students to take Cornell notes.
- ✕ Pass out the Steps in the Tutorial Process handout and have AVID students file it under their AVID section of the binder.

**Materials/Notes**

**Class Set**

*AVID Tutorial Guide*

1.9 Tutorial Process

Overview (Pgs. 41-45)



**Class Set**

*AVID Tutorial Guide*

1.9b Steps in the Tutorial

Process (Pg. 46)



Documentation  
for Essential

**7.1**





# Lesson Plan, Day 13

AVID – 9<sup>th</sup> Grade

## Standards and Essential Question:

- **9-CD.B1** Calculate grade point average and set academic and personal goals for success; monitor goals at the end of each grading period
- **9-CD.B4** Create focused goals around college acceptance and the steps necessary to gain entrance
- **9-CD.B5** Create short-, mid- and long-term goals that support academic and personal growth
- **EQ:** “How will goals support GREATness?”

## Lesson

### 1. Importance of Goal Setting\*

- ✕ **Timesaver:** Although the outside activity is a nice change of pace and the analogy allows for good discussion around keeping an eye on your goals, this activity could be eliminated if you are behind on time.
- ✕ Tell students to take out a page of Cornell notes, a pen and a hard surface where they can write.
- ✕ Take students outside and ask for five volunteers.
  - Place a cone/chair about 50 yards away.
  - Have all other students record their observations about how well each student does in reaching the cone/chair.
  - Tell the first person to walk to the cone/chair with their eyes open.
  - Tell the second person to walk to the cone/chair looking at their feet, and they are allowed to look up every 10 steps.
  - Tell the third person to walk to the cone/chair only looking at their feet.
  - Tell the fourth person to walk to the cone/chair with their eyes closed.
  - Tell the fifth person to walk to the cone/chair with their eyes closed, but have other students tell them where to go. (Encourage some students to quietly give wrong directions.)
- ✕ Bring students back into the classroom.

### 2. Goal Setting Debrief

- ✕ Have students discuss what they noticed about how well the students were able to reach the cone.
  - What difficulties did they notice?
  - Does this tie into any of our key words for GREATness (Goals)?
- ✕ You can discuss many examples where people need to keep their eyes on where they want to go, not where they are:
  - Rowing a boat to a distant island
  - Tilling a field

## Materials/Notes

### Class Set

*Strategies for Success*

9.1 Goal-Setting Outline

(Pg. 130)



### Materials

Traffic Cone or Chair

Blindfold

- NASCAR racers are trained that if they are spinning out of control toward a wall to look at where they want to go and not at the wall. (The body naturally corrects.)
- X Tell students that they need to clearly visualize what their goals are; otherwise, they will drift away.
  - Give the example of nearly every student wanting to graduate from a college, but only about 27% receive their degree nationwide.

### 3. Writing GPAs

- X Discuss the three types of goals (short-term – less than six months, mid-term – one to two years, long-term – three to five years).
- X On their page of Cornell notes, have students generate multiple short-, mid- and long-term goals around academics.
- X Have students pair-share their potential goals.
- X Pass out two copies of the Goal-Setting Outline handout to each student.
- X Have them create one short-term goal (something they can accomplish in less than six months) and one mid-term goal (something they can accomplish in one to two years).
- X Have students generate a plan and the action steps that will be needed to achieve their goals.
- X Once clearly written, students should store these in their portfolios.
- X Pass out the My Roadmap handout.
  - Express that one goal that everyone has in AVID is to be eligible to attend the four-year college or university of their choice.
  - Tell them that this goal and plan is already filled out for them.
  - Have them do a think-write-pair to generate the action steps that they will take to get to college.
- X Tell students that they will need to complete the Roadmap to College by Day 16, and they should carefully file it in their AVID section of the binder.

### 4. Homework

- X Complete the minimum requirement for number of Cornell notes.
- X Complete a minimum of one learning log.
- X Update calendar and assignment logs.
- X College Roadmap 9.1 and 9.2 are **due on Day 16**.

### 5. Technology Extension\*

- X Have students fill out a goal setting form on a computer. Email it to them or put in a digital portfolio.

## Standards and Essential Question:

- **9-COMM.B3** Record key information in Cornell notes
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “What are the key aspects of a successful tutorial?”

## Lesson

### 1. Tutorial Videos – During Tutorial

- ✕ Have students take out Cornell notepaper.
- ✕ Tell students, “As you watch Matt’s Story, record the following in your notes: What do you notice and what do you wonder about the Tutorial Process?”
- ✕ Show “**Matt’s Story**”: Breaking into Groups.
- ✕ Have students exchange notes and tell them to check for gaps or information they missed.
- ✕ Allow students to share the characteristics that they believe to be important when they break into groups.
- ✕ Show “**Matt’s Story**”: Inquiry and Collaboration.
- ✕ Have students meet with their Writing WICOR Partner.
- ✕ Allow students time to fill in gaps.
- ✕ Tell students to collaboratively generate one or two good study questions on the left side of their Cornell notepaper to help them review the Tutorial Process.
- ✕ Have students share their left-column questions.
- ✕ Discuss the positive aspects and areas where they can strengthen their questions.

### 2. Tutorial Visual Representations

- ✕ Break students into four different groups. (The number of group members will vary by the size of your class.)
  - If your groups are too large, you can break students into six different groups and assign steps 6 and 8, as well.
- ✕ Tell students to take out the Tutorial Process Overview handout.
- ✕ Assign each of the groups to one of the steps, 2 through 5.
- ✕ Have students create an original graphic that represents each step in their section.
- ✕ Have groups share their step and their graphic.
- ✕ Consider posting for future reference during tutorials.

### 3. Guide for the Principal

- ✕ Choose an AVID student to meet the principal at their office and escort them to the classroom for tomorrow. Stress that it is an important job!

## Materials/Notes

### Matt’s Story



### Class Set

AVID Tutorial Guide  
1.9a Steps of the Tutorial  
Process  
(Pgs. 41-45)



### Materials

WICOR Partner Sheet  
Chart Paper  
Markers

## Lesson Plan, Day 15

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-CR.A2** Greet and escort guest speakers to the classroom
- **9-CR.A4** Gather insight from a variety of guest speakers, who discuss various aspects of their careers
- **9-ORG.A1** Refine organization and neatness of binder through on-going course support, peer-discussion, and personal reflection and goal setting
- **EQ:** “How does the principal support my success?”

### Lesson

#### 1. Guest Speaker Protocol

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

#### 2. Cornell Note Quality Check

- ✕ Tell the students that you will be rolling a die to determine which content area will be graded:
  1. Math
  2. English
  3. History
  4. Science
  5. AVID
  6. Student Choice
- ✕ Have students submit their highest-quality Cornell notes from that subject. Grade that page of notes and hand the notes back by Day 16. (Remember: The notes are for your students and need to be in their hands.)
- ✕ Have students place their binders in the back of the class for a grade, if tutors are present. If not, conduct random spot binder checks.
- ✕ Pay special attention to students’ use of abbreviation in their notes.

#### 3. Guest Speaker – School Principal

*Note: Have water and an extra copy of the Guest Speaker Guide available for the principal.*

- ✕ Introduce the principal, giving some general information about him/her.
- ✕ Turn the class over to the principal.
- ✕ 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 principal has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).

### Materials/Notes

#### One Copy (Guest Speaker)

*Strategies for Success*

15.2 Guest Speaker Guide

(Pg. 202)



#### Materials

Bottle(s) of Water

Student Guide for the

Guest Speaker

Documentation  
for Essential

**3.3**

## Standards and Essential Question:

- **9-CR.A5** Draft, peer-edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers
- **9-CD.B4** Create focused goals around college acceptance and the steps necessary to gain entrance
- **9-CD.B5** Create short-, mid-, and long-term goals that support academic and personal growth
- **EQ:** “What connections exist between short-, mid-, and long-term goals?”

## Lesson

### 1. Thank-You Cards

- ✕ Have students create a thank you-card/letter.
- ✕ This can be done:
  - In a formal letter of appreciation.
  - In a collaborative group of two to four students, where they collectively design a thank-you card.
- ✕ Have students write a sentence or two of thanks and a minimum of one thing that they learned or found interesting.
  - Have students refer to their Cornell notes from Day 15.

### 2. Quickwrite

- ✕ What might be some of the barriers that will make college acceptance difficult? What might get in the way?
- ✕ Have students share their responses.
  - Record potential barriers on the board.

### 3. College Roadmaps/GPAs\*

- ✕ Have students take out their College Roadmaps and Goal Setting Outlines from Day 13.
- ✕ Have students share some of the action steps for them to get to college.
  - Record the action steps on the board.
- ✕ Have students write three clear goals that will help them get to college. They should consider the following items:
  - What is your GPA goal?
  - What goals do you have for taking challenging courses?
  - What goals do you have for participating in extracurricular activities (academic, athletic)?
  - What goals do you have for receiving particular recognition (honor roll, valedictorian, certificates of achievement, etc.)?
  - What social goals do you have (making a wide range of friends, joining a club, etc.)?
- ✕ Instruct students to list any barriers that might keep them out of college on the blank Cornell notepaper.  
**TIMESAVER:**
- ✕ Tell students that they will create a visual representation of the actions that it takes to get to college, as well as the barriers that they must overcome.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

1.8b Student Questionnaire

(Pg. 40)



### Class Set

*Strategies for Success*

9.2 My College Roadmap

(Pg. 132)



### Materials

Blank Cornell Notes

11"x17" Paper

Markers/Colored Pencils

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

- X Give students some examples of what that picture would look like (a road, a track race, a building, a hill, etc.).
  - Provide students with five minutes to sketch out a possible drawing, illustrating their three goals and barriers, with the ultimate goal of college as the end-point. (This will keep students from making any mistakes on the 11"x17" paper).
- X Pass out one sheet of 11"x17" paper to each student.
  - Have them draw/write their three goals and draw pictures of their potential barriers.
- X Tell students that the final draft is due on Day 21, and they will be doing a one- to two-minute presentation to the class about their College Roadmap.

#### 4. Student Questionnaire\*

##### **TIMESAVER**

- X If you are running low on time, you can assign this as homework.
- X Pass out the Student Questionnaire handout.
- X Tell students that you are gathering some information about them, so that you will be able to better support them.
- X Stress to the students that you will collect the questionnaires as students enter the door. If you will be using that, model with the Tutorial Request Forms throughout the year.

#### 5. Homework

- X Student Questionnaire is **due tomorrow**.
- X Minimum requirement must be met for number of Cornell notes.
- X Minimum of one Learning Log completed **by Day 20**.
- X Update calendar and assignment logs.
- X College Roadmap Graphic is **due by Day 21**.

# Lesson Plan, Day 17

AVID – 9<sup>th</sup> Grade

## Standards and Essential Question:

- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** "What connections must I make between tutorials and my content classes?"

## Lesson

\*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. Student Questionnaires

- ✕ Collect the questionnaires as students enter the room.
- ✕ Break students into groups of seven based on their identified area of greatest academic weakness.
  - Tutors can do this if they are present.

### 2. Before Tutorial

- ✕ Have students take out a piece of Cornell notes.
- ✕ Play "Matt's Story: Chemistry Class," using the Tutorial DVD or through the online tutorial modules.
- ✕ Discuss with students what they notice from the video.
  - If possible, project students' Cornell notes, and discuss the pluses and minuses about their note-taking.

### 3. Tutorial Group Discussion

- ✕ Break students into their groups of seven.
- ✕ Have the tutor facilitate a discussion based upon the following prompt: "How can tutorials assist with your rigorous classes?"

### 4. Preparing for the Challenge

- ✕ In pairs/triads, within their tutorial groups, have students share their notes, assignments and materials from the class that they saw as their area of academic weakness.
- ✕ Have the pairs/triads:
  - Discuss the notes (positives/changes).
  - Fill in Gaps.
  - Learn from Peers.

### 5. Question Development

- ✕ Have students take out their quickwrite from Day 12 and reread their written response.
- ✕ Have students review their Cornell notes and develop questions for the next tutorial day, using the TRF form.
- ✕ The tutor should assist with question development, have students share their questions, and improve the structure of their questions.

### 6. Homework

- ✕ Tutorial Request Form is **due on Day 19**.

## Materials/Notes

**Play: Matt's Story:**  
**Chemistry Class**



### **Class Set**

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



### **Materials**

Cornell Notepaper

## Standards and Essential Question:

- **9-INQ.C1** Work with peers to set rules for collegial discussions and decision-making
- **9-INQ.C2** Analyze a seminal U.S document of historical and literary significance
- **9-INQ.C3** Utilize Critical Reading strategies to indentify author claims and formulate questions to explore meaning as preparation for a Socratic Seminar
- **EQ:** “What are the critical pieces in order for the class to have a successful Socratic Seminar?”

## Lesson

### 1. Socratic Seminar Overview

*Note: It is advisable to review the Socratic Seminar Blended Learning Interaction before beginning this lesson.*

- ✕ Inform students that they will be participating in a Socratic Seminar on Day 20.
- ✕ Have students take notes on the Socratic Seminar PowerPoint. Remind them to practice abbreviating during their note-taking.

### 2. Marking the Text: “What’s Your Life’s Blueprint?” (or AVID Weekly article)

- ✕ Before class, copy Martin Luther King Jr.’s speech onto the Socratic Seminar Template (copied back-to-back and hole punched).
- ✕ Pass out Socratic Seminar article to every student.
- ✕ Have students number each paragraph.
  - You call out the number one, and the class says the first two words in that paragraph.
- ✕ Have students preview the text and encourage them to ask themselves questions about what the author is saying.
- ✕ Have students read the article a third time, underlining the main ideas that the author is making.
- ✕ Remind students that people read at different speeds and that it is important to be respectful to those that are still reading.
- ✕ Once students are finished, have them meet with their **Collaboration WICOR Partners** and share the points that they underlined.
- ✕ Share out main points that were underlined and correct any errors.
- ✕ Have students generate two good questions that they can utilize in the Socratic Seminar on Day 20. **(This will be included on homework.)**
- ✕ Tell students to carefully file the Socratic Seminar article because they will need it on Day 20.

### 3. Homework

- ✕ Minimum requirement for number of Cornell Notes is **due on Day 20.**
- ✕ Minimum of 1 Learning Log is **due on Day 20.**
- ✕ Update calendar and assignment logs.
- ✕ Two Socratic Seminar questions are **due on Day 20.**
- ✕ College Roadmap Graphic is **due on Day 21.**

### 4. Technology Extension\*

- ✕ Create a page on [www.wallwisher.com](http://www.wallwisher.com). Give students the address of your page for their class and have them post their questions there. Project the class questions during the preparation phase and the Seminar.

## Materials/Notes

### Project on Screen



### Class Set

Socratic Seminar

Guideline



### Class Set

Dialogue vs. Debate



### Copy Internet Site to

Template

Socratic Seminar

Template



What’s Your Life’s  
Blueprint? (MLK Jr.  
Website)



Documentation  
for Essential

6.5



## Lesson Plan, Day 19

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-COLL.A1** Develop positive peer-interaction skills through establishing group norms before, and reflective discussions following, collaborative activities
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “What are the keys to participating in successful tutorials?”

### Lesson

#### 1. Tutorial Request Form (TRF) Collection

- ✕ Collect students’ Tutorial Request Forms as they enter the room.
- ✕ Have the tutors break the students into groups of seven based upon their questions.

#### 2. Review Expectations

- ✕ Have students form groups of seven.
- ✕ Have each tutor distribute the Expectations: AVID Students handout.
- ✕ Have tutors jigsaw the number of items that each student in their group will read.
- ✕ All students then share out the highlights of their reading with the group.
- ✕ Have each group generate two commitment statements, based on what they read.
  - The statement should start with: “As AVID students, we are committed to...”
- ✕ Have each tutorial group share their two commitment statements with the entire class.
  - Compile these statements on one poster at the front of the room.
  - Have all students sign their name, and then post on the wall.

#### 3. Group Norms

- ✕ Have tutors pass out the “Tutorial Group Norms” handout.
- ✕ Allow each student three minutes to brainstorm all of the things that the students need to learn successfully.
- ✕ Have students share individual lists as the tutor writes them on the chart paper.
  - Encourage the tutors to make sure that certain things are written, which are very important (i.e., students have all of their notes, books, and other resources open on their desks).
- ✕ Give each student a pen and prioritize their group’s norms. (Put a “5” by the most important, a “3” by the second most important, and a “1” by the third.)
- ✕ Circle the five norms on the group list.

*Note: The teacher should compile all group norms on a single piece of chart paper and post.*

#### 4. Tutorials

- ✕ Utilize the remainder of class for tutorial questions.
- ✕ Have tutors ask for student volunteers to ask their questions.

#### 5. Technology Extension\*

- ✕ Use Tagxedo ([www.tagxedo.com](http://www.tagxedo.com)) to create a word picture/poster of Group Norms. Hang the poster in the room as a reminder.

### Materials/Notes

#### Class Set

*AVID Tutorial Guide*

1.5a Expectations: AVID Students (Pg. 26)



#### Class Set

*AVID Tutorial Guide*

3.2e Tutorial Group Norms (Pg. 172)



#### Materials

Chart Paper

Markers

Documentation  
for Essentials

7.4, 8.1

## Lesson Plan, Day 20

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-INQ.C2** Analyze a seminal U.S document of historical and literary significance
- **9-INQ.C4** During the Socratic Seminar, ask additional questions to continue deeper exploration of the text and one another's thinking and expressions
- **9-INQ.C5** Reflect on the Socratic discussion and identify areas for future improvement
- **EQ:** "What is my life's blueprint?"

### Lesson

#### 1. Cornell Note Quantity Check

- ✕ Before students begin the Socratic Seminar discussion, have students place their binders on your desk.
- ✕ Remind students that the expectation for freshman is that they take 10 to 18 pages of quality Cornell notes per week. Depending on the class expectations you set.
- ✕ 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.
- ✕ This can also be done by peer partners and then randomly collect to spot check.

#### 2. Socratic Seminar – What's Your Life's Blueprint?

- ✕ Review the fundamentals of Socratic Seminars (Dialogue vs. Debate) with students.
- ✕ Have students take out their marked copy of "What's Your Life's Blueprint?" or AVID Weekly article.
- ✕ 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.
- ✕ Have students move into a Socratic Seminar circle.
  - Remind them of Swiftly, Silently, Safely.
  - If you are still keeping track of fastest times, you can record it on the board.
  - Use either one large circle, inner/outer circle, or the wingman formation.
- ✕ Choose one of the questions as an overarching question to guide the discussion.
  - Or alternatively, utilize the following: "What messages does Martin Luther King Jr. convey to the audience?"
- ✕ 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 Seminar Leader.
- ✕ Sit in a seat outside of the circle:
  - Record key points that were said.
  - Draw a web of who is speaking.
  - Be VERY comfortable with silence. It is critical that you don't speak.
  - Pause the conversation ONLY IF the CONVERSATION VEERS WAY OFF TOPIC!
  - Remind students of what others have said so far.

### Materials/Notes

#### Reference

*Strategies for Success*

12 Socratic Seminar

(Pgs. 155-172)



*Strategies for Success*

Dialogue vs. Debate (Pg. 159)



#### Class Set

Socratic Seminar

Template



"What's Your Life's  
Blueprint?"



#### Materials

Dice

Stopwatch (Optional)

Documentation  
for Essentials

7.3

- Suggest that they move onto another student-generated question.
- Remind them of the overarching question.

X When there are 10-15 minutes remaining, stop the conversation at a natural break point.

X While students are still in the circle, ask one of the following debriefing questions:

- “What did you think was the most interesting point?”
- “What is your life’s blueprint?”

X Conclude by asking volunteers to discuss what they did really well and what they need to work on.

- Generate a goal that they can work on during the next Socratic Seminar.

X Have students rearrange the desks.

- Possibly time student’s ability to do this Swiftly, Silently, Safely.

### 3. Homework

X Write a minimum of one paragraph on the following topic: “What is your Life’s Blueprint?” This is **due on Day 21**.

X College Roadmap Graphic is **due on Day 21**.

### 4. Technology Extension\*

X If using Wingman Formation, consider letting the “wingmen” text thoughts on the conversation to their “pilot” in the inner circle.

## Lesson Plan, Day 21

AVID — 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-CD.B7** Write an essay describing goals for success in high school, including the steps needed to achieve those goals and potential barriers to the meeting of those goals
- **9-WRI.B1** Understand strategies to write effective three-part essays
- **9-WRI.C4** Develop and strengthen writing through the creation of a life goals essay
- **EQ:** “How can I assure that I will receive a high grade on my life goals essay?”

### Lesson

#### 1. Life Goals – Brain Cluster

- ✕ Have students take out their Cornell notes from Day 16, with their notes on specific goals in high school and their final draft of My College Roadmap.
- ✕ Have students do a brain cluster listing:
  - What I am already doing/have done
  - Steps I still need to take
- ✕ Grade/Collect: My College Roadmap.
- ✕ Remind students that they will be presenting their My College Roadmaps on Day 25.  
*Be sure to collect and grade the My College Roadmap activity quickly, as students will informally present their My College Roadmaps in a one- to two-minute presentation on Day 25.*

#### 2. Sharing Life Goals Cluster

- ✕ Have students meet with a partner/small group and discuss information that they should add.

#### 3. Explain Rubric

- ✕ Distribute the “Explanation of Life Goals: Rubric” handout.
- ✕ Have four volunteers come to the front of the class and hand each student a very effective, effective, somewhat effective and ineffective sign (with the rubric printed).
- ✕ Have each student read one row at a time.

#### 4. Read Sample Life Goals Essay

- ✕ Pass out the “Explanation of Life Goals – 9th Grade” handout to each student.
- ✕ Have students meet with their **Organization WICOR Triad partners**.
- ✕ Have students read through the “Explanations of Life Goals – 9th Grade” handout.
- ✕ Have students reread the Student Sample Essay, but this time, have them underline examples of where the author was effective/very effective, referring to the Rubric.
- ✕ Have students discuss and share their findings.

#### 5. Homework

- ✕ **Due on Day 25:**
  - Minimum required number of Cornell Notes.
  - Minimum of 2 Learning Log.
  - Update Calendar and assignment logs.
  - College Roadmap Presentation.

### Materials/Notes

#### Reference

*High School Writing*

6.1 Explanation of Life Goals  
(Pgs. 285-289)



#### Class Set

*High School Writing*

6.1b Explanation of Life  
Goals: Rubric (Pg. 296)



#### Class Set

*High School Writing*

6.1a Explanation of Life Goals  
– 9th Grade (Pg. 297)



#### One Set of Handouts (printed back-to-back)

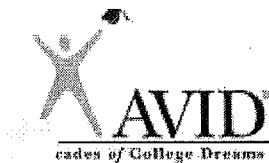


#### Materials

Highlighters

Documentation  
for Essentials

4.3, 5.5



# Lesson Plan, Day 22

AVID – 9<sup>th</sup> Grade

## Standards and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **9-COMM.B1** Give feedback on student presentations and delivery
- **EQ:** “What changes need to be made during our next tutorial?”

## Lesson

### 1. Tutorial Request Form (TRF) Collection

- ✕ Collect students’ TRF forms as they enter the room.
- ✕ Have the tutors break the students into groups of seven, based upon their questions.

### 2. Review Group Norms

- ✕ Remind the students of the Group Norms that they created on Day 19.
- ✕ Discuss and post the compiled list of Group Norms.

### 3. Tutorials

- ✕ Have tutors break students into their groups of seven.
- ✕ Have students prioritize their questions to determine the student order.
- ✕ Remind Students to have ALL of their resources out and open on their desks.

### 4. Reflection

- ✕ Have students do a quickwrite to the following prompt:
  - “What did the student presenter and group members do today that worked really well? What do we need to refine as a group for next time?”

## Materials/Notes

## Lesson Plan, Day 23

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.A2** Understand and identify the audience, purpose and form for writing assignments
- **9-WRI.B1** Understand strategies to write effective three-part essays
- **9-WRI.C4** Develop and strengthen writing through the creation of a Life Goals Essay
- **EQ:** “How will planning for a writing task improve performance?”

### Lesson

#### 1. Life Goals Essay – Prompt Analysis

- ✕ Pass out the Life Goals Essay prompt.
  - Be sure to fill in the due date.
- ✕ Have students work independently or in small discussion groups to determine the audience, purpose and form for their writing.
  - Have students record their decisions on the prompt handout.

#### 2. Planning – Life Goals Essay

- ✕ Have students create an outline that shows their selected organizational scheme.
  - See the Explanation of Life Goals handout.

#### 3. Drafting – Life Goals Essay

- ✕ Have students write their first draft of the life goals essay in one sitting, if possible.
- ✕ Tell them that it does not need to be a finished, polished project, since it is just a rough draft.
- ✕ Tell them that the complete rough draft is due on Day 26.

#### 4. Homework

- ✕ Complete the minimum required number of Cornell Notes (10-18) **by Day 25.**
- ✕ Complete a minimum of two learning logs **by Day 25.**
- ✕ Update calendar and assignment logs.
- ✕ The very informal, one- to two-minute College Roadmap Presentation is **due on Day 25.**
- ✕ The Life Goals Essay draft is **due on Day 26.**

### Materials/Notes

#### Reference

*High School Writing*

6.1 Explanation of Life Goals (Pgs. 288-290)



#### Class Set

*High School Writing*

6.1a Explanation of Life Goals: Assignment Description (Pgs. 294-295)



Documentation  
for Essential

6.2

## Lesson Plan, Day 24

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How can I improve as a student presenter/group member?”

### Lesson

#### 1. Tutorial Request Form (TRF) Collection

- ✕ Collect students’ TRF forms as they enter the room.
- ✕ Have the tutors break the students into groups of seven based upon their questions.

#### 2. Tutorial Video – Matt’s Story: Preparing for the AVID Tutorial

- ✕ View the video of Matt preparing for tutorials outside of class.
- ✕ Discuss the following topics:
  - What tools does he use to prepare?
  - What questions does he ask himself?
  - How does he think through his questions about chemistry?

#### 3. Tutorials

- ✕ Have tutors break students into their groups of seven.
- ✕ Have students prioritize their questions to determine the student order.
- ✕ Remind Students to have ALL of their resources out and open on their desks.

#### 4. Reflection

- ✕ Have students write a reflection on the experience of today’s tutorials, specifically focusing upon themselves as presenters and/or group members.

### Materials/Notes

Matt’s Story



## Lesson Plan, Day 25

AVID - 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-COMM.A1** Effectively integrate speaking terminology into speeches
- **9-COMM.B1** Give feedback on student presentations and delivery
- **9-COMM.B2** Pose questions that ask for clarification
- **9-CD.B8** Discuss goals in an oral presentation using organized information that integrates appropriate media in the presentation
- **EQ:** "How can I improve my ability to present information?"

### Lesson

#### 1. Binder and Cornell Note Check

- ✕ Tell the students that you will be rolling a die to determine which content area will be graded:
  1. Math
  2. English
  3. History
  4. Science
  5. AVID
  6. Student Choice
- ✕ Have students submit their highest quality Cornell notes from that subject. Grade that page of notes and hand them back by Day 26. (Remember: The notes are for your students and need to be in their hands.)
- ✕ Have students place their binders in the back of the class for a grade, if tutors are present. If not, conduct peer-binder checks and perform random spot checks.

#### 2. Student Presentations – College Roadmaps\*

- ✕ **TIMESAVER:** If students need an additional day to work on writing their Life Goals Essay, this speech can be eliminated, and students can do an inner and outer circle with their Roadmaps in hand. Have the inner circle face the outer circle. Have the inner circle move three to the left, and the pair should discuss the major milestones/goals dealing with academics. Then, the outer circle moves two to the right and discusses personal goals. Finally, the inner circle moves five to the left and discusses potential barriers.
- ✕ Distribute the Public Speaking Terminology handout.
- ✕ Tell students that we will be working on various skills involved in public speaking throughout the year.
- ✕ Explain that you would like them to work on **volume** and **eye contact** today.
- ✕ Remind students that this is a very informal presentation (one- to two-minute speech).
- ✕ Ask for student volunteers, and then begin randomly calling students to present.
- ✕ Follow each presentation with the AVID clap, fireworks, etc.

#### 3. Homework

- ✕ The first draft of the Life Goals Essay is **due on Day 26**.

### Materials/Notes

#### Binder Evaluation



#### Class Set

*Strategies for Success*

14.1 Public Speaking

Terminology

(Pgs. 191-192)





## Lesson Plan, Day 26

AVID -- 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-CD.B7** Write an essay describing goals for success in high school, including the steps needed to achieve those goals and potential barriers to the meeting of those goals
- **9-WRI.A3** Revise drafts multiple times to improve and clarify
- **9-WRI.A4** Edit students' essays, especially checking for transition words and errors in grammar, punctuation and comma usage
- **EQ:** "What strengths and weaknesses do I see in my writing?"

### Lesson

#### 1. Revisiting the Thesis

- ✕ Have students reread their rough drafts.
- ✕ Immediately write one sentence that sums up the major points of their Life Goals Essay.
- ✕ Have students share some of their sentences.
- ✕ Choose one to write on the board
- ✕ Discuss whether the chosen statement is an effective thesis statement.
- ✕ Help students rewrite the sentence as needed, to shape it into a more effective thesis statement.

#### 2. Verbal Feedback

- ✕ Have students meet with their **Reading WICOR Partner**.
- ✕ Pass out the Guidelines for Verbal Response handout.
- ✕ Have students follow the steps on the handout, providing feedback on the intro, body paragraphs and conclusion.

#### 3. Written Feedback

- ✕ Have students meet with their **Writing WICOR Partner**.
- ✕ Pass out the Guidelines for Written Response handout.
- ✕ Have students selectively use the questions to guide their feedback for each other's paper.

#### 4. Revision

- ✕ Have students begin a final revision.
- ✕ Inform students that they will need to bring two copies of their Life Goals Essay, which is **due on Day 30**.

#### 5. Homework

- ✕ Due on Day 30:
  - Complete the minimum required number of Cornell notes (10-18).
  - Complete a minimum of two learning logs.
  - Update calendar and assignment logs.
  - **Two copies** of the Life Goals Essay final draft.

### Materials/Notes

#### Reference

*High School Writing*  
Reader Response (Pg. 290)



#### Class Set

*High School Writing*  
2.5 Guidelines for Verbal  
Response (Pg. 72)



#### Class Set

*High School Writing*  
2.8 Questions for Guiding  
Reader Response I (Pg. 75)



#### Materials

Highlighters (optional)

Documentation  
for Essentials

6.2

**Standards and Essential Question:**

- **9-COMM.B2** Pose questions that ask for clarification
- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions and notes
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question
- **9-INQ.C2** Analyze a seminal U.S document of historical and literary significance
- **EQ:** “How can I support the student presenter’s learning during tutorials?”

**Lesson**

**1. Tutorial Request Form (TRF) Collection**

- ✕ As students enter class, collect their TRFs.
- ✕ Have your tutors use the TRFs to break the students into groups as you begin the class.

**2. Costa’s Activity**

- ✕ Pass out the P.O.S.E.R.S. Photograph Analysis Strategy handout.
- ✕ Project or photocopy a primary source photograph.
  - A sample photo is in the accompanying link, but others are available through an Internet search or the national archive.
- ✕ Provide the Costa’s Levels of Thinking handout as a resource for generating solid questions and practicing inquiry on a primary source document.
- ✕ Have students generate at least two questions (that lead to higher-order thinking) and three observations.
- ✕ Have students share their questions and observations.

**3. Posing Questions Practice**

- ✕ Break students into groups.
- ✕ Pass out the Costa’s Levels of Thinking and Questioning: English, Math, Science, Social Studies handout.
- ✕ Have students partner with one other person in the tutorial group, designating one person as Student A and the other as Student B.
  - You will need one triad within a tutorial group of seven.
- ✕ Have Student A practice presenting their question, and Student B pose a question to help guide Student A’s thinking.
  - Have students use the Costa’s Levels of Thinking and Questioning: English, Math, Science, Social Studies handout as a guide to formulate questions.
- ✕ After three to five minutes, have Student B present their question and Student A formulate thinking questions.

**4. Tutorial**

- ✕ With the remaining time, have a student volunteer(s) present their question to the whole group.
- ✕ Have the tutorial group ask questions to help guide thinking.

**Materials/Notes**

**Class Set**

*AVID Tutorial Guide*  
3.14a P.O.S.E.R.S.  
Photograph Analysis  
Strategy (Pgs. 249-250)



**Reference**

*AVID Tutorial Guide*  
3.13d Costa’s Levels of  
Thinking (Pgs. 237-238)



**Class Set**

*AVID Tutorial Guide*  
3.13f Costa’s Levels of  
Thinking and Questioning:  
English, Math, Science,  
Social Studies (Pgs. 239-  
242)



Documentation  
for Essentials

7.2

## Standards and Essential Question:

- **9-REA.B1** Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.C4** Develop and strengthen writing through the creation of a Life Goals Essay
- **EQ:** “How can I write more effectively under timed conditions?”

## Lesson

**Timesaver:** If you need more time to develop the full Life Goals Essay, this lesson could be saved and used on a sub day. However, if you plan to do this, it might be helpful to do the Prompt Analysis the day before.

### 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 lead to them being in remediation classes in college and will cost thousands of dollars.
- ✕ Pass out the A Guide to Writing the Timed Essay handout, copied back-to-back.
- ✕ Discuss the three phases of timed writing:
  - Prewriting (Analyzing the Prompt, brainstorming, and outlining); use 1/6<sup>th</sup> of their time doing.
  - Writing the Essay (make it logical and well-organized); use 4/6<sup>th</sup> of their time doing.
  - Reviewing, Editing, and Revising (rereading the essay, correcting errors); use 1/6<sup>th</sup> of their time doing.
- ✕ Pass out the Life Goals Timed Writing Prompt.

*Note: Possibly hand out a graphic organizer from High School Writing to help the students organize.*

### 2. Timed Writing

- ✕ Tell students that this will be a mock timed writing.
- ✕ Give students the remainder of the class to write the essay, but remind them that they need to spend 1/6<sup>th</sup> of their time dissecting the prompt and outlining. The planning stage should be five to eight minutes. Be sure to 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, and that 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 20-25 minutes to answer the writing task.
  - They should attempt to write at least two paragraphs.
- ✕ Have the students begin wrapping up after the time is up, and they should go back to reread and edit their essay, even if the essay is not finished.

## Materials/Notes

### Reference

*High School Writing*

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



### Class Set

*High School Writing*

8.1c A Guide to Writing the Timed Essay (Pgs. 415-416)



### Class Set

Timed Writing Prompt



### Materials

Highlighters

Documentation  
for Essential

6.2

## Lesson Plan, Day 29

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-COMM.B2** Pose questions that ask for clarification
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question
- **9-COLL.A1** Develop positive peer-interaction skills through reflective discussions following collaborative activities
- **EQ:** “How does improving questioning ability support better collaboration during tutorials?”

### Lesson

#### 1. Tutorial Request Form (TRF) Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups as you begin the class.

#### 2. Tutorial Observation Checklist

- ✕ Discuss with students the importance of everyone participating in the tutorial process effectively.
- ✕ Pass out the Tutorial Process Observation Checklist handout.
- ✕ Discuss the roles, responsibilities, and expectations for the Teacher, the Tutor, the Presenter, and Group Members using the Tutorial Process Observation Checklist handout.

#### 3. Let's Collaborate\*

- ✕ **Timesaver:** If your AVID students have had prior experience with tutorials, you might be able to remove this activity and run your first tutorial.
- ✕ Break students into tutorial groups of six.
- ✕ Pass out one collaborative problem from the Let's Collaborate handout per student.
- ✕ Have the tutor model the first problem as the student presenter, while group members offer questions to help guide thinking.
  - Have a new group member complete a Tutorial Process Observation Checklist for each new activity.
- ✕ Rotate the student presenter and collaborate based upon the amount of time available.
- ✕ Have students debrief their ability to ask questions that guide the presenters thinking.
- ✕ Have students reflect on their collaborative efforts using the Reflection: Let's Collaborate handout.

### Materials/Notes

#### Class Set/Project

*AVID Tutorial Guide*

3.18c Tutorial Process

Observation Checklist

(Pgs. 286-287)



#### One Set of Questions per

#### Tutorial Group

*AVID Tutorial Guide*

3.9a Let's Collaborate

(Pgs. 206-214)



## Standards and Essential Question:

- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement to show evidence of growth and use for college and scholarship applications
- **9-ORG.A6** Publish final versions of writing for the student portfolio
- **9-ORG.B7** Reflect on all notes taken during a unit of study, after the test is returned, and consider gaps of study that led to missed questions
- **EQ:** “How have I performed as a student?”

## Lesson

### 1. Binder and Cornell Note Check

- ✕ Tell the students that you will be rolling a die to determine which content area will be graded:
  1. Math
  2. English
  3. History
  4. Science
  5. AVID
  6. Student Choice
- ✕ Have students submit their highest quality Cornell notes from that subject. Grade that page of notes and hand them back by Day 31. (Remember: The notes are for your students and need to be in their hands.)
- ✕ Have students place their binders in the back of the class for a grade if tutors are present. If not, conduct random spot binder checks or peer-binder checks.

### 2. Team Building – Would You Rather?

- ✕ Place a line of tape down the middle of your classroom
- ✕ Have the students stand on the line
- ✕ Read one of the “Would you rather...?” statements and have one choice group move to the left and the other choice group move to the right.
- ✕ Have students move back to the line and repeat with the next question.

### 3. Reflective Unit of Study

- ✕ Pass out the Reflection and Self Evaluation Questions handout.
- ✕ Have students answer four to five reflection questions.

### 4. Life Goals Essay Publication

- ✕ Have students compile their work into one package that includes:
  - Self evaluation/reflection
  - Final draft of the paper
  - All previous drafts and revisions of the paper, numbered by draft
  - Verbal response group comments/written responses
  - All pre-writing

*Note: Be sure to use the rubric provided to grade the essay.*

### 5. Portfolio Collection/Organization

- ✕ Have students retrieve their portfolios.

## Materials/Notes

### Reference

*High School Writing*

6.1 Publishing (Pg. 292)



### Class Set

*High School Writing*

2.11 Reflection and Self-Evaluation Questions (Pg. 78)



### Teacher Resource

Would You Rather?



### Materials

Tape

Documentation for Essentials

6.2, 6.4, 8.6

X Make sure that students put in:

- Signed AVID Contract
- Marked Socratic Seminar Text from Day 18
- College Roadmap
- Extra Copy of Their Life Goals Essay
- Two Best Samples of Cornell Notes
- One Sample of Learning Log
- Best Tutorial Sample
- Any Tests Where They Have Done Especially Well

## Standards and Essential Question:

- **9-CD.C1** Be exposed to a variety of school activities/clubs and community service opportunities at the beginning of the year
- **9-CD.C3** Track community service hours and extracurricular activity participation in a multi-year student portfolio
- **9-REA.A1** Understand how to use context clues in interpreting new vocabulary
- **EQ:** “What needs exist in my community and school?”

## Lesson

### 1. “Take a Stand”

- ✗ Read “Passer-by” to the class.
- ✗ Have students stand on one side of the room if they would assist the person running and on the other side of the room if they would NOT assist the person running.
- ✗ Give each group three minutes to discuss their thoughts and to pick two people to serve as group spokespeople.
- ✗ At the end of the three minutes, the group spokespeople should share the main arguments supporting each group’s position.
- ✗ Do not allow for group discussion at this point.

### 2. “Making Connections Through Language”

- ✗ This activity is found in *Critical Reading: Deep Reading Strategies for Expository Texts*, under pre-reading strategies.
- ✗ Copy the following chart onto the board:

Concern			Compassion	
	Problems		Help	Neighborhood
		Charity		
Service	Learn		Community	Philanthropy

- ✗ Have students independently write sentences that contain two or more words from the list. Instruct the students to find connections among the words.
- ✗ Students share sentences with an elbow partner.
- ✗ Ask for volunteers to share several sample sentences with the class.
- ✗ Ask if students are unfamiliar with any of the listed words. Discuss any unfamiliar words.

### 3. Community Service Introduction and Log

- ✗ Introduce the idea of community service. Give several examples of local efforts.
- ✗ Inform students that they are going to be keeping a log of community service activities and that 10 hours will be required of them this year.
- ✗ Distribute the Community Service Log.

## Materials/Notes

### Class Set

“Passer-by” Text



### Class Set

Community Service Log



### Class Set

“Community Service and Post-secondary Options” Worksheet



Documentation for  
Essentials

7.4, 7.6

#### **4. Community Service Brainstorming**

- ✕ Have each student divide a piece of paper into three sections horizontally.
- ✕ The first section should be labeled “What I Have Done,” the second should be labeled “What I Would Do,” and the third should be labeled “What We Should Do.”
- ✕ Give the students five minutes to fill in the chart. Under “What I Have Done,” they should list anything that they have done to assist others, be it small and at home, or within a large group or community effort. Under “What I Would Do,” they should list what things they would do to make the world a better place if money were no object. This is their opportunity to give an idea for their own charity or organization. Under “What We Should Do,” they should list specific ideas that the class could undertake as a community service project.
- ✕ They will keep these papers and build upon this list in the next few days.
- ✕ Do not provide time to share yet, as that will be part of a following lesson.

#### **5. Homework**

- ✕ Complete the “Community Service and Post-secondary Options” worksheet.



## Lesson Plan, Day 32

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-ORG.B3** Utilize notes during the tutorial process to support questioning and gathering of key learning
- **9-CD.D1** Access grades online or from teachers on a regular basis
- **9-CD.D2** Analyze grade reports to create a study/action plan for continued academic improvement
- **9-INQ.B3** Utilize resources, such as Cornell notes and textbook, to gather information
- **EQ:** “How do Cornell notes support the generation of good tutorial questions?”

### Lesson

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

#### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

#### 2. Cornell Note Review

- ✕ In tutorial groups, have students review their Cornell notes from a subject area.
  - Either you can select as the teacher, or alternatively, you can assign a content area.
- ✕ Have students use the information that they recorded on the right side of the notes to generate one or two tutorial questions.
  - Use support materials from Day 29 to help students formulate questions.
- ✕ Tell students that these questions will be used for tutorial on Day 34.
- ✕ Have students prioritize their questions and conduct a tutorial.

#### 3. Grade Tutorial Analysis

- ✕ Pass out the Tutorial Analysis Grade Reflection (Parts A and B) handout.
- ✕ Have students complete the Grade Analysis **by Day 35**.
- ✕ Inform students that this is how they will help determine the subject in which they will focus their efforts.

### Materials/Notes

#### Class Set/Projection

*AVID Tutorial Guide*

3.5a Tutorial Analysis

Grade Reflection – Parts A and B (Pgs. 182-183)



Documentation  
for Essential

4.2

## Lesson Plan, Day 33

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-CD.C1** Be exposed to a variety of school activities/clubs and community service opportunities at the beginning of the year
- **9-CD.C3** Track community service hours and extracurricular activity participation in a multi-year student portfolio
- **9-CR.E1** Understand the importance of community service and grades as a requirement for scholarships
- **EQ:** “What types of community service do I find interesting?”

### Lesson

#### 1. Pair-Share: “Community Service and Post-secondary Options”

- ✕ Students should take out the “Community Service and Post-Secondary Options” worksheet that was to be completed as homework.
- ✕ Students share information gathered with an elbow partner.
- ✕ Ask for volunteers to share with the class.

#### 2. “My Extracurricular Activities Log”

- ✕ Distribute copies of the “My Extracurricular Activities Log” handout.
- ✕ Model an example in front of the class, employing overhead or similar technology, using specific student activities.
- ✕ You may want students who are members of clubs or organizations to share with the class what they have done and what other opportunities the club or organization may offer, as a sort of informal club fair.
- ✕ Mention that it is permissible to include activities from prior to high school if the activities are either significant or ongoing.
- ✕ Give students ample time to fill out the handout independently.
- ✕ As an extension, have them pair-share with others to come up with ideas of activities that could be added. Have them indicate the planned activity in pencil on the form.

#### 3. Wrap-Up and Reflection

- ✕ Students should take out the three-column brainstorming from Day 31.
- ✕ Give the students five minutes to add to the chart. Under “What I Have Done,” they should list anything that they have done to assist others, be it small and at home, or as part of a large group or community effort. Under “What I Would Do,” they should list what things they would do to make the world a better place if money were no object. This is their opportunity to give an idea for their own charity or organization. Under “What We Should Do,” they should list specific ideas that the class could undertake as a community service project.
- ✕ They will keep these papers and build on this list in the next few days.
- ✕ Do not give time to share yet, as that will be part of a following lesson.

#### 4. Technology Extension\*

- ✕ Consider having students submit their reflection via a website, such as [www.Edmodo.com](http://www.Edmodo.com). That way, they can also comment on other students’ reflections.

### Materials/Notes

#### Class Set

*College and Careers*

3.8 My Extracurricular Activities Log (Pgs. 103-104)



Documentation  
for Essentials

**7.4, 7.6**

## Lesson Plan, Day 34

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-INQ.B2** Student-presenter initiates the discussion by explaining the question (what strategies have been previously attempted, and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources, such as Cornell notes and textbook, to gather information
- **EQ:** “How can I effectively present a question to my tutorial group?”

### Lesson

#### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.
- ✕ Tell your tutors to record some notes about how their group performs, and let them know that they will use those notes to debrief with the students during the next tutorial.

#### 2. During Tutorial Video: Inquiry and Collaboration

- ✕ Display Jennifer’s Tutorial, using the Internet link
  - Click → AVID Tutorial Video: HS and ML
- ✕ Have students take Cornell notes on Jennifer as a student-presenter.
- ✕ Following the video, discuss:
  - What were Jennifer’s strengths as a presenter?
  - What aspects of his presentation skills could be improved?
  - How did the group members help Jennifer be a stronger presenter?

#### 3. Tutorials

- ✕ Have students use questions from the previous tutorial session to practice asking their questions to the group and determining the answer.

#### 4. Quickwrite Reflection

- ✕ Have students respond to the following quickwrite prompt:
  - Describe how you felt asking your question? What did you learn? What will you do next time?

*Teachers: Complete the Tutorial Process Observation Checklist and debrief with tutors after the session.*

### Materials/Notes

Jennifer’s Tutorial



#### Class Set

*AVID Tutorial Guide*

3.18c Tutorial Process

Observation Checklist

(Pgs. 286-287)



## Lesson Plan, Day 35

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-COLL.A4** Participate in teambuilding lessons to learn about valuing and effectively working with others.
- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-CR.E1** Understand the importance of community service and grades, as a requirement for scholarships
- **EQ:** “How can we effectively serve our community?”

### Lesson

#### 1. Cornell Note Quantity Check

- ✕ As students are working on the Service Project, have students place their binder/Cornell Notes on their desks.
- ✕ Remind students that the expectation for freshman is that they take 10 to 18 pages of quality Cornell notes per week. Depending on the class expectations you set.
- ✕ 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.
- ✕ This can also be done by peer partners and then randomly collect to spot check.

#### 2. Team Builder: “Spider Web”

- ✕ Using the PowerPoint, conduct the Spider Web team builder in one large group.
- ✕ Make sure to include the reflection questions for whole-group discussion.

#### 3. Group Work: Service Project Proposal

- ✕ Students should be in small groups of approximately four.
- ✕ In groups, students should share what they have recorded in their “What We Should Do” column on the brainstorming sheet.
- ✕ As a group, they should pick one idea that they would like to propose as a class service project.
- ✕ For the selected idea, they will create a poster that details the following:
  - Name of Project
  - Purpose of Project
  - General “To-Do List”
  - Any Associated Costs
  - At Least One Graphic Image
- ✕ The groups will have the remainder of this class period and half of the following class period to complete the poster for display.

#### 4. Technology Extension\*

- ✕ Record team building using a digital camera or phone and post on school website/end of year slideshow, or use the native Photos app on tablets to shoot and store pictures.

### Materials/Notes

#### Project

Spider Web PowerPoint



#### Materials

Ball of Yarn or String

Chart Paper or Poster

Board

Markers

## Lesson Plan, Day 36

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-CR.C4** Develop awareness of personal strengths/skills and utilize them to better the school and community
- **9-CD.C2** Become active in at least one school or community service project/activity
- **9-COLL.A3** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify own views and understanding and make new connections in light of the evidence and reasoning presented
- **EQ:** “What is my role in serving the community?”

### Lesson

#### 1. Continue Group Work: Service Project Proposal

- ✕ Student groups should have about 15-20 minutes to complete the poster proposing the service project for the class.
- ✕ The poster should include:
  - Name of Project
  - Purpose of Project
  - General “To-Do List”
  - Any Associated Costs
  - At Least One Graphic Image

#### 2. Gallery Walk and Voting

- ✕ Student groups hang proposal projects at various, well-spaced locations around the room.
- ✕ Number the posters for easy reference.
- ✕ Give each student two pieces of paper to use as ballots during the gallery walk.
- ✕ As students walk around the room to view the proposals, they should vote for the two proposals that they would most like the class to undertake.
- ✕ Do a quick tally of the votes and determine which project the class has selected.

#### 3. Quickwrite

- ✕ On the back of the brainstorming sheet, have students complete a quickwrite on the following prompt: “What strengths and weaknesses do I have that will either help complete this project or challenge me?”
- ✕ Have students share responses with an elbow partner.

#### 4. Class Discussion/Brainstorm

- ✕ As a class, determine what action steps need to be taken in order to implement the class project during the next week (specifically on Day 41 and 43).
- ✕ Make sure to include any costs and sources of funds.

### Materials/Notes

#### Materials

Chart Paper/Poster Board

Markers

Tape

Paper for Ballots

Documentation  
for Essential

7.6

## Standards and Essential Question:

- **9-REA.B1** Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- **9-REA.B4** Use multiple reading strategies, including marking the text and annotating text, to identify claims and connect ideas
- **9-REA.B6** Use any subtitles to guide reading
- **9-REA.B7** Record summaries, connections, and questions in the margins
- **EQ:** “Is it better to try to do good globally or locally?”

## Lesson

### 1. Pre-Reading Strategy: “Before and After Reflection”

- ✕ Distribute “True and False Philanthropy.”
- ✕ Distribute the “Before and After Reflection” worksheet (taken from the *Critical Reading* teacher guide).
- ✕ Have students complete the top section of the worksheet, labeled “Before Reading.” They should use “philanthropy” as the reflection topic (second blank line). If you have not discussed this term previously, you should take a moment to define it now.

### 2. Marking the Text

- ✕ Follow the directions from the “Marking the Text” Quick References. Even though this is technically a fiction piece, it has many qualities of a non-fiction piece, and the author is definitely making claims.
  - Number the paragraphs.
  - Circle any key terms or unfamiliar words.
  - Underline the author’s claims, paying close attention to the author’s feelings/statements about philanthropy.

### 3. Writing in the Margins

- ✕ Have students re-read the text with the intent of writing questions in the margins. Use the “Writing in the Margins: Questioning” Quick Reference as a guide to assist students with determining the appropriate type of questions to ask.
- ✕ These questions can serve as a jumping-off point for the Socratic Seminar on Day 40.

### 4. Reflection: “Before and After Reflection”\*

- ✕ **TIMESAVER:** If you are running low on time, this can be given as homework.
- ✕ Students should complete the second portion of the “Before and After Reflection” worksheet that begins with “After Reading.”

### 5. Homework

- ✕ Bring in “True and False Philanthropy” and “Passers-by” (from Day 36) for the Socratic Seminar on Day 40.
- ✕ Students should come in with two to three questions prepared for Day 40.

## Materials/Notes

### Class Set

“True and False Philanthropy”



### Class Set

*Critical Reading*

2.9 Before and After Reflection (Pg. 29)



### Class Set

*Critical Reading*

5.4 & 5.5 Marking the Text: Fiction (Pgs. 61-62)



### Class Set

*Critical Reading*

7.7 Writing in the Margins: Questioning (Pg. 91)



Documentation  
for Essential

6.5

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

## Standards and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B2** Student-presenter initiates the discussion by explaining the question (what strategies have been previously attempted, and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources, such as Cornell notes and textbook, to gather information
- **EQ:** “How do I determine where I am confused?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. 30-Second Speech

- ✕ Pass out “The 30-Second Speech Student Presenter Protocol” to all AVID students.
- ✕ Review the protocol, making sure that students understand they need to:
  - Discuss what they already know.
  - Discuss what they have already done.
  - Discuss the exact part of the problem that they don’t understand.
  - Solicit help from the group about how to answer their point of confusion.
- ✕ Provide students with three to five minutes to review their pre-work and create a 30-second speech for today’s tutorial.

### 3. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ Have student-presenters practice their 30-second speech.
- ✕ Encourage group members to assist the presenter.

### 4. Teacher Observations

- ✕ Complete the “Tutorial Process Observation Checklist” handout and debrief with tutors after the session.

### 5. Reflection and Feedback

- ✕ End tutorials with a “Thumbs Up/Thumbs Down” about the tutorial session:
  - Ask for feedback from both viewpoints.
  - Have students complete their reflection.

### 6. Homework

- ✕ Students should bring in their “True and False Philanthropy” from yesterday and “Passers-by” from Day 36.

*NOTE: You might want to have a few additional copies on hand for students that forget.*

## Materials/Notes

### Teacher Resource (One Copy)

*AVID Tutorial Guide*

3.18c Tutorial Process  
Observation Checklist (Pgs.  
286-287)



### Class Set

*AVID Tutorial Guide*

3.11e The 30-Second Speech  
(Pg. 222)



Documentation  
for Essential

**7.1**

## Standards and Essential Question:

- **9-REA.B4** Utilize critical reading strategies to identify author claims and formulate questions to explore meaning, as preparation for a Socratic Seminar
- **9-INQ.C4** During the Socratic Seminar, ask additional questions to continue deeper exploration of the text and one another's thinking and expressions
- **9-INQ.C5** Reflect on the Socratic Seminar discussion and identify areas for future improvement
- **EQ:** "How can we affect the world for the better?"

## Lesson

### 1. Binder Check

- ✕ Conduct a binder check.

### 2. Socratic Seminar: Philanthropy

- ✕ Students should bring copies of "Passers-by" and "True and False Philanthropy," as well as any related notes.
- ✕ Follow directions for Socratic Seminar, as outlined on Days 18 and 20.
- ✕ The following are possible questions to raise:
  - Is there such a thing as true and false philanthropy?
  - Is it our responsibility to help others?
  - Does the motivation for helping others matter?
  - What impact do you think service has on our communities?
  - Why do you think some people are in need? What could be done by them, by you, or by someone else to make their life better?
  - What should the government's role be in helping others?
  - Is it more important to participate in community service efforts or to be politically active and advocate for change in systems and/or laws?
  - Is it more important to help the person next door in a country of apparent wealth, or the person in a poor country in another part of the world?

### 3. Reflective Writing\*

- ✕ **TIMESAVER:** If you run low on time, this can be given as homework.
- ✕ Give students 5 to 10 minutes to reflect on their experiences through writing. Use the following prompts:
  - What do you think is the importance of community service?
  - What are you already doing that you plan to continue, and what could you begin doing?
  - Has doing service affected decisions you make or how you think about the needs of your community?
  - What is the most important idea that you take away from this discussion about community service?

### 4. Reflect on the Socratic Seminar Process

- Have students reflect on the Socratic Seminar discussion through the following prompts: What went well? What could improve next time?
- ✕ Have students collectively create an improvement goal for next time.  
*Teachers: Record this goal and store it for Day 80.*

## Materials/Notes

### Materials Students Should Bring:

"Passers-by"



"True and False Philanthropy"



Documentation  
for Essentials

**6.4, 7.3**

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



## Standards and Essential Question:

- **9-CD.A7** Develop awareness of personal strengths/skills and utilize them to better the school and community
- **9-CD.C2** Become active in at least one school or community service project/activity
- **EQ:** "How will community service support my long-term goal of college acceptance?"

## Lesson

### 1. **Class Community Service Project**

- ✕ The class should begin the first day, of two, spent working on the community service project, as selected by the class on Day 36.

### 2. **Homework**

- ✕ Conduct reflective writing on the following prompts:
  - Students should review the three goals that they had prior to beginning the community service.
  - Did I meet my goals for the first day of this service project? Why or why not? What are my goals for the second day? Has this experience changed my opinions about service at all?

## Materials/Notes

### **Materials**

Will Vary

Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-ORG.B3** Utilize notes during the tutorial process to support questioning and gathering of key learning
- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions, and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "How can I present my point of confusion more clearly?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial Reflection

- ✕ Before beginning tutorials, review your observations about tutorials from Day 39.
- ✕ Break students into tutorial groups.
- ✕ Have tutors share feedback about last session's work:
  - Tutors should focus on the role of the presenter, as well as the actions of the group members.

### 3. Tutorials

- ✕ Tutors will facilitate, ensuring that student-presenters ask questions and write on the board.
- ✕ Group members will take notes and help with answering questions.

## Materials/Notes

Documentation  
for Essential

8.4

## Standards and Essential Question:

- **9-CD.A7** Become active in at least one school or community service project/activity.
- **9-CD.C2** Develop awareness of personal strengths/skills and utilize them to better the school and community.
- **EQ:** “How will community service support my long-term goal of college acceptance?”

## Lesson

### 1. Class Community Service Project

- X The class should begin the second day, of two, spent working on the community service project, as selected by the class on Day 36.

### 2. Homework

- X Conduct reflective writing on the following:
  - Students should review the three goals that they had prior to beginning the community service.
  - Did I meet my goals for the second day of this service project? Why or why not? Has this experience changed my opinions about service at all? What was the most surprising thing that you learned or felt as part of this experience? How does your experience inform your understanding of, and opinions about, “Passers-by” and “True and False Philanthropy”?
- X On Day 45 a guest speaker will discuss the subject of community service. Inform students who the speaker will be and give a brief summary of background information.
- X Students should each write three questions that could be asked of the guest speaker and have them for the beginning of class on Day 45.

## Materials/Notes

### Materials

Will Vary Based on the  
Chosen Project

Documentation  
for Essential

**6.4**

Photo Op: Don't forget to  
get some pictures of your  
students' community  
service project.

## **Standards and Essential Question:**

- **9-CD.A7** Utilize notes during the tutorial process to support questioning and gathering of key learning
- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "What needs to be in place to be a supportive group member?"

## **Lesson**

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

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Question Stems and Tutorial**

- ✕ Pass out the "Using Tutorial Question Stems" handout:
  - Discuss the use of Question Stems with students, which can be useful for group members to help generate questions.
- ✕ Break students into tutorial groups.
- ✕ Have group members support the student-presenter, as needed, in delivering their 30-second speech.
- ✕ Students should refer to the "Using Tutorial Question Stems" to help generate guiding questions.

## **Materials/Notes**

### **Class Set**

*AVID Tutorial Guide*

3.12a Using Tutorial

Question Stems (Pg. 228)



## Standards and Essential Question:

- **9-CR.A1** Prepare for guest-speaker presentations by creating questions for the speakers prior to their visit
- **9-CR.A2** Greet and escort guest speakers to the classroom
- **9-CR.A3** Use the skills of listening and note-taking during presentations by guest speakers
- **9-CR.A4** Gather insight from a variety of guest speakers, who discuss various aspects of their careers
- **EQ:** “How can I continue volunteering in my school or community?”

## Lesson

### 1. Class Opening

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

### 2. Introductions

- ✕ Ask one student to give a prepared introduction of the presenter, including: name, community service connection, and brief biographical information.

### 3. Guest Speaker – Community Service

- ✕ Students should take Cornell notes during the presentation and pose the prepared questions at appropriate times.
- ✕ Have a representative from a local community service group or the president of an on-campus community service group (i.e., Key Club, Interact, Red Cross, Rotary, etc.).

### 4. Reflection and Closing

- ✕ Ask one student to thank the presenter and close the talk.
- ✕ Give students 5-10 minutes to review and revise notes, and to write the reflection for the notes.
- ✕ Students should also write a thank-you note to the presenter.

### 5. Homework

- ✕ Ask students to write down three things that they hope to accomplish, or have accomplished (if they already did the service project), in or through the community service project.

*Note: Your local Chamber of Commerce should have a list of local civic, volunteer, and community groups, along with organization contact information.*

## Materials/Notes

### Reference for Guest Speaker

*Strategies for Success*

15.2 Guest Speaker Guide

(Pg. 202)



### Materials

Bottle of Water

Thank-You Cards

Documentation  
for Essential

**3.3**

## Standards and Essential Question:

- **9-WRI.A4** Edit students' essays, especially checking for transition words, and errors in grammar, punctuation, and comma usage
- **9-WRI.A5** Use common editing marks during the editing process
- **9-WRI.B3** Write with a focus on grammar, punctuation, and comma usage
- **9-WRI.C4** Develop and strengthen writing through the creation of a Life Goals essay
- **EQ:** "How does punctuation support effective communication?"

## Lesson

### 1. Writing Focus Lesson – Comma Usage

- ✕ Organize the class into pairs and distribute the "Making Sense with Commas" handout.
- ✕ Have students complete the first three steps on the handout.
- ✕ Have students discuss difficulties that they encountered and the importance of commas.
- ✕ Have student-pairs work through the passage, placing commas where they are needed.
- ✕ Have pairs share out and record comma placement on the projected Sample Passage (Without Commas) handout.
- ✕ Have groups of four generate a list of rules regarding comma placement.
  - Have groups share out and record ideas on chart paper. Record both correct and incorrect ideas.
- ✕ Have students compare their list to the Sample Passage (With Commas) handout.
- ✕ Distribute the A Quick Guide to Comma Usage handout.
- ✕ As a class, highlight items on the handout that correspond with those on the class guideline chart.
- ✕ Answer questions that arise from those items not highlighted.

### 2. Revising Life Goals Essay

- ✕ Have students take out their extra copy of their Life Goals essay from Day 30.
- ✕ Students can either edit their own Life Goals essay, or you can collect the essays and randomly redistribute.
- ✕ Students may need to read their essay aloud to a partner (as it is written) to determine the need for comma placement.

## Materials/Notes

### Reference

*High School Writing*

4.7 Comma Usage (Pgs. 122-123)



### Class Set

*High School Writing*

4.7a Making Sense with Commas (Pgs. 124-127)



*High School Writing*

4.7c A Quick Guide to Comma Usage (Pgs. 128-129)



### Materials

Chart Paper

Documentation  
for Essential

6.2

## Standards and Essential Question:

- **9-ORG.B3** Utilize notes during the tutorial process to support questioning and gathering of key learning
- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions, and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions
- **EQ:** "What needs to be in place to be a supportive group member?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Binder Evaluation

- ✕ Conduct these binder evaluations if there is a field trip scheduled for tomorrow.
- ✕ Have tutors conduct spot-checks of student binders during tutorials.
- ✕ As the teacher, you can circulate and spot check binders, as well.

### 3. Tutorial

- ✕ Discuss the need to record the algebraic steps and write out the process when working on math problems.
- ✕ Encourage students to go back to that process and adapt it, so that it would work for new problems.
  - Tell students to make any changes in a different colored pen.
- ✕ Remind students that they will need ALL of their books, notes, and resources out and OPEN on their desks.
- ✕ Break students into their tutorial groups.
- ✕ Encourage any math groups to practice recording the description of the mathematical process next to the algebraic steps.

## Materials/Notes

### Reference

*Supporting Math in the AVID Elective*

3.2c Application of a Mathematical Process (Pgs. 87-91)



Documentation  
for Essential

**6.3**

## Standards and Essential Question:

- **9-CP.B1** Participate in field trips to include one or two college/university visits that are different from the previous year
- **9-CP.B2** Engage in at least one "e-trip" that has an interactive component that is outside of the state
- **9-CP.B3** Use listening and note-taking skills during field trip experiences
- **9-CP.B4** Draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)
- **EQ:** "What aspects of this college do I enjoy, and what do I not like about this campus?"

## Lesson

### 1. Field Trip

- ✕ Refer to the Field Trips chapter several weeks before your college field trip.
- ✕ Several ideas you may consider incorporating are:
  - College Visit Questionnaire (Pgs. 210-211)
  - College Scavenger Hunt (Pgs. 212-213)
  - Cornell Note-Taking
- ✕ Be sure to include some type of reflective writing following the field trip.

### 2. Alternative to College Field Trip: E-Trip

- ✕ Reserve your school's computer lab.
- ✕ Pass out the College E-Trip handout.
- ✕ Have students pair up and examine a campus from College Week Live, Campus Tours, or another college site that provides virtual tours.
- ✕ Have students follow the virtual tour. (Earphones might be required by students, since some sites will have vocal narration.)
- ✕ Students should find and record information.
- ✕ Have students share out their findings, especially average GPAs, SAT scores, and suggested high school courses.

### 3. Technology Extension\*

- ✕ Encourage students to take pictures on the field trip and then send them to you. Keep copies for future slide shows.

## Materials/Notes

### Reference

*Strategies for Success* Chapter 16 Field Trips (Pgs. 203-213)



### Class Set

College E-Trip



[www.collegeweeklive.com](http://www.collegeweeklive.com)



<http://www.campustours.com/>



Documentation  
for Essentials

**3.3, 6.3**



## Standards and Essential Question:

- **9-CP.C2** Continue developing a basic understanding of college vocabulary
- **9-CP.D1** Take and analyze the results from a PLAN and/or PSAT test
- **9-CP.D3** Collaboratively problem solve PSAT/PLAN test preparatory items
- **9-ORG.D2** Prepare for upcoming assessments based upon the format of the test and previous assessment results
- **9-ORG.D3** Understand grading rubric and prioritize time allotment on test sections based on point values
- **EQ:** “How can a basic understanding of the general expectations of the various college admission tests benefit me in the future?”

## Lesson

### **1. College Admission Tests: The What and the Why**

**IMPORTANT:** This lesson is written with the intent of being a reflective piece after students have already taken the PLAN/PSAT. Keep in mind that as AVID students, we encourage them to do well on these tests; however, the data gathered from this year will mainly serve as baseline data for the AVID Elective teachers and Site Team.

- ✕ Present PowerPoint, which discusses:
  - True/False: Test scores are all that colleges look at when considering potential students?
  - The PLAN, PSAT, ACT, and SAT college admission tests and practice tests.
  - For each test, the following information is covered:
    - Test Overview
    - Test Duration
    - Test Dates
    - Skills Tested
    - Format/Questions
    - Study Resources
    - Additional Information
- ✕ Have students stand and find a partner
- ✕ Ask students how they should prioritize their time on the test, and how should they change their test taking behaviors to increase their scores
- ✕ Have students share out. Focus on students prioritizing their time on tests based on point values and ease of answer
- ✕ Ask students how/why this information might benefit them in the future.
- ✕ Students should be taking Cornell notes during this presentation. They will need to access them throughout this week’s activities.

### **2. “Thinking Back on Test Day” Reflective Activity**

- ✕ Ask students to reflect on each of the following, as prompted. Encourage them to record thoughtful ideas/responses, etc., in the appropriate place provided on the handout.
  - Write down three words that could be used to describe the atmosphere of the testing location.

## Materials/Notes

### **Project**

The “What” and the “Why”



### **Class Set**

*College and Careers*

College Admissions Testing Information (Pgs. 83-89)



### **Class Set**

*Preparing for College*

The PLAN Test (Pgs. 10-16)



### **Class Set**

Thinking Back to Test Day



### **Materials**

Chart Paper

# Lesson Plan, Day 51

AVID – 9<sup>th</sup> Grade

- Record one piece of advice that you received from someone prior to taking the test.
- Describe your personal mental, emotional, and/or physical well-being the week of/morning of/day of the test.
- Complete this statement in regards to your Test Day experience: “If I had only\_\_\_\_, then \_\_\_\_.”
- Finally, direct students to shape #5 on their handout: their crystal ball. Based on the information previously recorded on their handout, ask students to project how well they think that they performed on the test and explain their response.
  - Students need to hold on to these reflections for next time.

*Note: Several teachers have mentioned that scores have not been returned by this point in time (or students haven’t taken the PSAT/PLAN). If that is the case, you can combine Days 51, 53, and 55 into a single-day informational session. This will be especially useful if you need to eliminate some material to “catch up” to the Weeks at a Glance pacing. Multiple teachers have mentioned that these are solid lessons, but would likely need to be used at a later point in time, when scores are returned.*

### **3. Alternate Lesson: If students haven’t taken the PSAT/PLAN, or don’t have their results yet...\***

- ✕ Create groups of five students.
- ✕ Distribute the College Testing Info handouts to each student.
- ✕ Have students tear the chart paper into six pieces. Important: Make sure that students mark the front side of the chart paper!
- ✕ Have students number off 1 through 5 and move to “expert” groups. The groups will be:
  - PSAT
  - SAT Reasoning
  - SAT Subject Test
  - PLAN
  - ACT
- ✕ Give students 15-20 minutes to read through their section of information, recording information on their own piece of chart paper.
- ✕ Have students return to their home groups and report what they learned.
- ✕ After all students have reported out, have them synthesize the information onto the sixth piece of paper.
- ✕ Have students tape the poster back together.
  - Note: This is where it is important that all students write on the correct side; otherwise, some information will be written on the wrong side.
- ✕ Optional: You can have students read the summaries from their sixth piece of paper, if time allows.

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

## **Standards and Essential Question:**

- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted, and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How does today’s tutorial connect to previous learning?”

## **Lesson**

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ Have student presenters continue refining their 30-Second Speech.
- ✕ Encourage group members to assist the presenter.

### **3. Teacher Observations**

- ✕ Complete Tutorial Observation Form and debrief with tutors after the session.
- ✕ Encourage your tutors to record a few notes as a reflection, which they will reference on Day 54.
  - What worked well today?
  - Where did breakdowns occur in the process?
  - What can we do differently to increase quality?
  - How can we improve next time?

## **Materials/Notes**

### **Teacher Resource**

(one copy)

*AVID Tutorial Guide*

3.18c Tutorial Process

Observation Checklist (Pgs.

286-287)



## Standard and Essential Question:

- **9-CR.D1** Take and analyze the results from a PLAN and/or PSAT test
- **EQ:** "What do my PLAN/PSAT scores predict about my own college- and career-readiness potential?"

## Lesson

### 1. Team Huddle – College Admission Tests

- ✕ Have students get out their College Admission Tests notes.
- ✕ Explain that you are going to play music, and students are expected to dance/move around the room.
- ✕ When the music stops, students need to listen for three things: a number, an action, and a topic for discussion. Explain that the number designates how many people need to be in the huddle, the action represents how they are to greet their teammates, and the topic for discussion is what they will need to discuss inside their team huddles.
  - For example: The number three, a high-five, and what you found that most of the college admission tests all had in common.
- ✕ Allow 30 seconds to one minute per person in the group to share.
- ✕ Try to design all/most of the topics of discussion so that students have to reference their notes.

### 2. Test Score Analysis

- ✕ Distribute test score results packet to all students along with the testing booklets, if available. It might be helpful to make duplicate copies of test score results!
- ✕ Start by identifying the various sections on the test score results page. It might be helpful to employ a document camera or an overhead projector, in order to alleviate any confusion.
- ✕ Next, distribute the Test Score Analysis handout to all students. Be sure to walk students through the completion of this form step-by-step.

### 3. Sharing Test Scores with Parents

- ✕ It is imperative that students be able to go home and explain these test results with their parent(s)/guardian(s)! This could be done in a few different ways.
  - Have students highlight and define specific areas on the actual score sheet that are important to share (i.e., composite score, your reported needs, your estimated ACT Composite Score Range, etc.).
  - Have students take their analysis sheet home and share that with their parent(s)/guardian(s), since it is already broken down.
  - Arrange to have a counselor go over this information with students and parents at a family workshop.

### 4. Test Score Reality

- ✕ Have students revisit their "Crystal Ball" from the previous class period and pose the following questions for reflection.

## Materials/Notes

### Resources

*Strategies for Success*  
6.8 Team Huddle (Pg. 76)



### Class Set

PLAN Score Analysis



or

Explore Score Analysis



or

PSAT Score Analysis



*Preparing for College*

3.1 Introducing the PSAT  
(Pgs. 49-50)



Documentation  
for Essential

**4.4**

## Lesson Plan, Day 53

AVID – 9<sup>th</sup> Grade

- How accurate was your prediction? Explain.
- Do you believe that the factors on the outside of your crystal ball influenced your overall score positively or negatively? Be specific.

### 5. Alternate Lesson: PSAT Scavenger Hunt\*

- ✕ Follow the instructions from the Introducing the PSAT handout.
- ✕ Distribute copies of the PSAT Scavenger Hunt handout to each student.
- Give prizes to the first individual or small group that finishes.

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

## **Standards and Essential Question:**

- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted, and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How does today’s tutorial connect to previous learning?”

## **Lesson**

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial Reflection**

- ✕ Discuss your observations from Day 52’s Tutorial Process Observation Checklist.
- ✕ Break students into their tutorial groups.
- ✕ Have tutors share their reflections about how to improve tutorials.
  - Be sure that they leave out names, while keeping the observations general, and praising the positive and discussing how the tutorials can improve.

### **3. Tutorials**

- ✕ Have student presenters continue refining their 30-Second Speech, specifically focusing on clearly identifying their Point of Confusion.
- ✕ Encourage group members to assist the presenter through questioning.

## **Materials/Notes**

## Standards and Essential Question:

- **9-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal setting
- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-ORG.B4** Edit and revise notes outside of class to improve usability
- **9-CR.C2** Continue developing a basic understanding of college vocabulary
- **EQ:** “How can I improve my note-taking skills?”

## Lesson

### 1. Cornell Note Quantity Check

- X As students are working on the College Trivia, have students place their binder/Cornell Notes on their desks.
- X Remind students that the expectation for freshman is that they take 10 to 18 pages of quality Cornell notes per week. Depending on the class expectations you set.
- X As you circulate the room for the check, make sure to:
  - Confirm that all notes have Essential Questions, notes, questions and summaries
- X Place a stamp or check mark on the notes so that students can't use them again for future checks.
- X This can also be done by peer partners and then randomly collect to spot check.

### 2. College Test Trivia

- X Allow students a few minutes to look over their revised notes that were previously taken over the College Admission Tests information.
- X Distribute copies of the College Test Trivia handout.
- X Give students three minutes to answer as many questions as possible, using their notes, if necessary. Please note: Some of the trivia questions/answers are not in their notes.
- X Once the three minutes expire, students should take part in the Give One, Get One process for the next 10 minutes, in order to complete as many of the unanswered items as possible.
- X Students may only talk to one other person at a time.
- X Explain to students that this needs to be an academic sharing of knowledge, and it is not acceptable to simply trade papers and copy answers. Model what these interactions should look like.
  - **For example:** “I know that NMSQT stands for National Merit Scholarship Qualifying Test,” instead of, “The answer to number three is National Merit Scholarship Qualifying Test.”
- X Once time is up, offer up the challenge of finding answers to any of the unknown questions on the trivia page. Have students use their smartphones to retrieve the information. Or alternatively, give extra credit to the first student who consults with

## Materials/Notes

*College and Careers*  
College Test Trivia  
(Pgs. 91-92)



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**6.1**

an AVID counselor and comes up with the correct answers. Another option might be to simply go over the answers as a class, using the key.

- X Debrief the College Test Trivia information as an entire class, in order to ensure that everyone has the correct answers and a foundational understanding for the tests.
- X Next, have students break out their RED pens and insert any information from this trivia quiz that is not already included in their College Admission Tests Cornell notes.

### **3. Writing to Learn: A Note to Myself**

- X Instruct students to write a note to themselves, which will be read prior to preparing for the next high-stakes test. The note should include important reminders about how the test might impact their future, tips for doing one's best, any confidence-builders that come to mind, words of wisdom, mistakes to learn from, etc., or anything else that will motivate them to do their best on the upcoming test.
- X Be sure to collect these letters, along with score sheets to be filed in student portfolios.

### **4. Unit Debrief: Say Something!**

- X Have everyone stand up and form one large circle. This allows everyone to make eye contact with one another.
- X Remind the class of learning objectives and activities that were covered this past week.
- X Ask each student to say something: It might be something they remembered from the lessons, one thing they learned, a word that they will never forget, an epiphany that occurred during the unit of study, etc.
- X Each student has to say something, and it has to connect back to College Admission Tests.



## Standards and Essential Question:

- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **9-ORG.A4** Assess time usage and create a time management plan, which will allow for academic, extracurricular, and recreational activities
- **EQ:** “How can I use time more efficiently?”

## Lesson

### 1. Inside/Outside Circle Partner-Share

- X Have students form two circles, one inside of the other.
- X The inside circle faces the outside circle and vice versa.
- X Ask the outside circle to move two people in the clockwise direction.
- X Once everyone is matched up with a new partner, ask students to complete the following sentence: “If I had more time, I would...”
- X Have the inside circle share and explain first for 30 seconds.
- X Then, have the outside circle share and explain for 30 seconds.
- X Ask the outside circle to move four people in the clockwise direction.
- X Once everyone is matched up with a new partner, ask students to complete the following sentence: “I never have enough time to...”
- X Repeat the same sharing process as before.
- X Other possible sentence starters are:
  - Time management is...
  - I lose track of time when...
  - If I spent more time..., then...

### 2. My To-Do List Activity

- X Begin by asking students to rate themselves, in regards to how well they believe that they are able to manage their own time.
- X Ask them to show you using one hand (five fingers = highest rating and 1 finger = lowest rating).
- X Now, let us put these beliefs to the test!
- X Each student needs the Time Log and My To-Do List Reflection handouts.
- X Explain to students that this is their current “to-do list” for the week, and it is there job to make it all work.
- X Students should work individually on this activity.

### 3. My To-Do List Reflection

- X Have students analyze the Time Log that they just created, in order to respond to the reflective questions on the related PowerPoint presentation.

## Materials/Notes

### Project

My To-Do List Reflection

PowerPoint



### Class Set

*Strategies for Success*

7.1 Time Log (Pg. 82)



My To-Do List Reflection



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**7.4**

## **Standards and Essential Question:**

- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted, and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How does today’s learning connect to future testing?”

## **Lesson**

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Discuss your observations from Day 52’s Tutorial Process Observation Checklist.
- ✕ Break students into their tutorial groups.
- ✕ Have student presenters continue refining their 30-Second Speech, focusing on clearly identifying their Point of Confusion.
- ✕ Encourage group members to assist the presenter through questioning.

## **Materials/Notes**

## Standards and Essential Question:

- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **9-ORG.A4** Assess time usage and create a time management plan, which will allow for academic, extracurricular, and recreational activities
- **EQ:** "How will developing a time management plan now benefit me in the future?"

## Lesson

### 1. Time Management: Stones, Pebbles, Sand, and Water

#### ✕ Option #1:

- Share the story in text form from the following link:  
<http://www.storiesofwisdom.com/time-management-stones-pebbles-sand/>.
- Discuss the true meaning of the experiment and how it relates to what you are trying to teach your AVID students about time management.

#### ✕ Option #2:

- Actually perform the experiment conducted in this article for your AVID students.
- Discuss the true meaning of the experiment and how it relates to what you are trying to teach your AVID students about time management.

### 2. Categorizing and Prioritizing

- ✕ Using their own personal agendas, assignment logs, and calendar pages, have students look back at the types of activities that they have completed over the past six weeks of school.
- ✕ In sticking with the professor's time management analogy, instruct students to make a list of priorities that they were able to identify in looking back through their agenda/assignment log/calendar pages. The list should be somewhat general (i.e., family time, school work, extracurricular, job, etc.).
- ✕ Next, have students label each of their priorities as a stone, a pebble, sand, or water, defining each element according to the message of the professor's experiment. Students may elect to have more than one of each element, but it is important to set limits.
- ✕ Remind them that they are AVID students; they have made a commitment to higher education. They have said, "Yes, I want to attend a four-year college or university."
- ✕ Then, have students assign each priority a color. It might be important to encourage students to try to make some type of meaningful connection between the color and the priority for recall purposes. For example: Schoolwork = Yellow (school buses) or Personal = Pink (my favorite color).
- ✕ Provide each student with a blank note card on which to record their color-code key for easy reference.
- ✕ Direct students to staple their key in the front of their agenda or where they keep their calendar pages.

## Materials/Notes

### Project



### Class Set

*Strategies for Success*

7.1 Time Log Reflection

(Pg. 83)



*Strategies for Success*

7.5 Sample Weekly  
Calendar (Pgs. 89-90)



### Materials

Agendas, Assignment

Logs, or Calendar Pages

Class Set of Note Cards

## Lesson Plan, Day 58

AVID – 9<sup>th</sup> Grade

*IMPORTANT: Stress to students that if it is important enough to record in their time management vessel, then it is important enough to take the time to highlight the event/activity/reminder accordingly.*

### 3. Guided Practice Activity\*

- ✕ Use a couple of sample calendar pages to walk students through the highlighting process. Use a generic key.

### 4. Class Discussion

- ✕ Will this be a difficult skill to implement?
- ✕ What are the benefits of color coding?
- ✕ How is color coding a self-monitoring tool?
- ✕ Does the color-coding protocol need to be worth points for binder checks?
- ✕ How do you know that you will not be good at it if you do not try?

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

## **Standards and Essential Question:**

- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted, and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How can I work to better support my group’s learning?”

## **Lesson**

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Discuss your observations from Day 52’s Tutorial Process Observation Checklist.
- ✕ Break students into their tutorial groups.
- ✕ Have student presenters continue refining their 30-Second Speech, focusing on clearly identifying their Point of Confusion.
- ✕ Encourage group members to assist the presenter through questioning.

## **Materials/Notes**

## Standard and Essential Question:

- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement, to show evidence of growth and use for college and scholarship applications
- **EQ:** “Does my AVID student portfolio accurately portray who I am, as well as, the abilities that I possess?”

## Lesson

### 1. Binder Check

- ✕ Conduct a binder check.

### 2. Updating the AVID Portfolio: Four Corners Activity

- ✕ Prior to students entering the room, label four corners of the room accordingly: W (writing), I (inquiry), C (collaboration), and R (reading).
- ✕ Remind students of the purpose of the AVID portfolio and reiterate that the purpose of the AVID class is to support them in all of their other courses.
- ✕ Therefore, the student portfolio should highlight and show growth in other classes aside from the AVID Elective.
- ✕ Allot students 10 minutes to search their current AVID binder for examples of WICR activities from other classes outside of AVID.
- ✕ Require that each student identifies and marks at least one example of a writing assignment, one example of an assignment that required the various levels of inquiry, one example of an activity that was completed collaboratively, and one example of an assignment that incorporated critical reading.
- ✕ Challenge students to locate samples from a variety of classes.
- ✕ Once the assignments have been located, ask students to label them accordingly with a Post-it.
- ✕ Divide the class into four equal groups and assign one group to each corner.
- ✕ Ask students to circle up once they are in their designated corner of the room. Don't forget to tell them to take their selected WICR assignments with them.
- ✕ Beginning with the student who has the longest hair, they should share the assignment that they selected as portfolio-worthy in that respective area. If they are in the corner labeled “W,” they will share their writing assignment with the group.
  - The subject that my assignment is from is...
  - The reason I selected this assignment is...
  - This is a good example of WICR because...
  - What this activity says about me as a student is...
- ✕ Once everyone has shared, tell students that they must move to another corner of the room, but this time, they need to find a partner with whom they can share their work sample.
- ✕ When students move to their third corner, tell them to find someone who is sharing an assignment in this corner from the same subject as you.
- ✕ Upon arriving in their last corner, have students circle up as a group and share one final time.
- ✕ As students move back to their seats, have them pick up their portfolios.
- ✕ File WICR samples in student portfolio.

## Materials/Notes

### Class Set

*Strategies for Success*

Chapter 17 Portfolio (Pgs. 215-217)



*IMAP High School*

WICR

(Pg. 78)



*Strategies for Success*

Learning Log Questions

(Pgs. 42-43)



*Strategies for Success*

4.5 Learning Log

(Pgs. 47-48)



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**7.4**



## Lesson Plan, Day 60

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AVID – 9<sup>th</sup> Grade

### 3. Ticket Out

- X Ask that each student complete a Learning Log over today's activity.

## Days 61-90 One Pager

**Major Objectives:** Writing an Explanation of a Process, Creating a Time Management System, Creation of an AVID Commercial, and several sponge activities designed to be inserted throughout the semester

**Theme Connection:** Responsible, Erudite, Team Building

**Preparation:** Reserve the Computer Lab for Days 66, 81, 83, and 86, and Guest Speaker on Day 75

**Notes:** Days 86, 88, and 90 are intended to be sponge, and moved to anywhere throughout 1<sup>st</sup> semester

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Explanation of a Process/Pre-Writing Activity, Homework</p> <p>WRIA1, C3</p>	<p>62</p> <p>TRF Collection, 30-Second Speech, Tutorial, Teacher Observations, Reflection and Feedback</p> <p>9-INQ.B1, B2, B3 9-CD.D2</p>	<p>63</p> <p>Process Topic Selection, Process Reflection, Sequence Organizer, Homework</p> <p>9-WRI.A1, C3</p>	<p>64</p> <p>TRF Collection, 30-Second Speech Feedback, Tutorial, Reflection and Feedback</p> <p>9-INQ.B1, B2, B3</p>	<p>65</p> <p>Show Me</p> <p>9-WRI.B4, C3</p>
<p>Explanation of a Process Subrubric, Explanation of a Process Prompt, Explanation of a Process</p> <p>WRI.A1,A2A6,B1</p>	<p>67</p> <p>TRF Collection, 30-Second Speech, Tutorial, Teacher Observations, Reflection and Feedback</p> <p>9-INQ.B1, B2, B3</p>	<p>68</p> <p>Transition Discussion, Essay Revision</p> <p>9-WRI.A3-5,B4,B5</p>	<p>69</p> <p>TRF Collection, 30-Second Speech Feedback, Tutorial, Reflection and Feedback</p> <p>9-INQ.B1, B2, B3</p>	<p>70</p> <p>Team Builder, Binder Evaluation, The Explanation of a Process</p> <p>9-WRIA1, A7</p>
<p>Compare/Contrast Graphic Organizer, Take Activity, Introduce SLANT," Homework</p> <p>INQ.A2 C.1 COLL.A3</p> <p>4.4</p>	<p>72</p> <p>TRF Collection, 30-Second Speech, Tutorial, Teacher Observations, Reflection and Feedback</p> <p>9-INQ.B1, B2, B3</p>	<p>73</p> <p>SLANT, 30-Second Expert, Intro Conflict Management, Understanding My Behavior</p> <p>9-CD.A1,A5,A6</p>	<p>74</p> <p>TRF Collection, 30-Second Speech Feedback, Tutorial, Reflection and Feedback, Binder Evaluation</p> <p>9-INQ.B1, B2, B3</p>	<p>75</p> <p>Guest Speaker Protocol, Guest Speaker</p> <p>9-ORG.B1 9-CP.A1,A2,A4</p>
<p>Time Log Reflection, carries to Using My Time, Planning, Homework</p> <p>ORG.A2,A4</p>	<p>77</p> <p>Tutorial, Application of a Process, Reflection and Feedback</p> <p>9-INQ.A1, B1</p>	<p>78</p> <p>Give One Get One, Class Brainstorm, Backward Mapping</p> <p>9-ORG.A3,A4</p>	<p>79</p> <p>Tutorial, Application of a Process, Reflection and Feedback</p> <p>9-INQ.A1, B1</p>	<p>80</p> <p>Quickwrite, Preparation for Discussion, Philosophical Chairs</p> <p>9-COLL.A3</p>
<p>AVID is GREAT because, AVID Commercial</p> <p>CD.A2 ORG.C1</p>	<p>82</p> <p>Tutorial, Application of a Process, Reflection and Feedback</p> <p>9-INQ.A1, B1</p>	<p>83</p> <p>AVID Commercial</p> <p>9-COMM.A5 9-COLL.A2</p> <p>4.4</p>	<p>84</p> <p>Tutorial, Application of a Process, Reflection and Feedback</p> <p>9-INQ.A1, B1</p>	<p>85</p> <p>Vote with your feet, Acrostic Poem, Portfolio Collection, Binder Clean up</p> <p>9-ORG.A5,A6 9-COLL.A4</p>
<p>Securing a Password, Website Sign up, Homework</p> <p>ORG.C3, D2 COMM.A6</p> <p>7.4</p>	<p>87</p> <p>Tutorial, Application of a Process, Reflection and Feedback</p> <p>9-INQ.A1, B1</p>	<p>88</p> <p>Utilizing AVID Weekly</p> <p>9-REA.A1,B1,B3</p>	<p>89</p> <p>Tutorial, Application of a Process, Reflection and Feedback</p> <p>9-INQ.A1, B1</p>	<p>90</p> <p>Bagel Pico Fermi, Anagrams</p> <p>9-COLL.A3,A4</p>

Key:

Major activities for the day

AVID Elective

Standard(s)

covered

CSS

evidence



## Standards and Essential Question:

- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.C3** Write informative texts to examine and explain complex ideas, such as a complex process
- **EQ:** “How does one effectively communicate the instructions to a process?”

## Lesson

### 1. Explanation of a Process/Pre-Writing Activity\*

*Note: If you have fallen behind on the Weeks at a Glance pacing, you can combine Days 61, 63, 66, and 70 into a one- or two-day, timed writing task.*

- ✕ Give each student a blank sheet of a paper and tell them to draw a design that involves one circle, one square, and one triangle.
  - Do not place a stipulation on whether the shapes are large, small, touching, or overlapped.
  - Have students draw their designs in PRIVATE – no one else should see their work.
- ✕ Ask students to study their shape closely. Next, instruct students to compose a set of written instructions that one could follow in order to recreate their design.
- ✕ Give each student a clean sheet of paper.
- ✕ Have students partner up and sit ear-to-ear, but facing in opposite directions. They need to be able to hear one another without seeing the other’s design.
- ✕ Have the partners designate who will be Partner A and who will be Partner B.
- ✕ Partner A will proceed to give Partner B verbal instructions on how to recreate Partner A’s design, while Partner B attempts to draw the new shape on a blank piece of paper.
- ✕ The partner giving verbal instructions cannot look at what the other student is drawing, but he/she can answer questions that the student has. The student drawing cannot look at the original design created by his/her partner, but he/she can ask questions, while receiving instructions and attempting to draw the design.
- ✕ Each partner should take a turn attempting to draw the shape with only the guidance of his or her partner’s verbal instructions. Allow time for them to compare their skillful work.
- ✕ To debrief this activity, ask students to share out things that their partners did while giving instructions that helped them during the drawing process.
- ✕ Things to focus on might include:
  - Giving accurate descriptions
  - Offering specific details
  - Establishing context when relaying instructions
- ✕ Ask students if this is a good example of a time to use “telling” or “showing” writing techniques.
- ✕ As a way of introducing the upcoming writing assignment, ask students to brainstorm a list of processes that they are already familiar with (i.e., how to make a peanut butter and jelly sandwich).
- ✕ Ask students to add any other processes that they would be interested in finding out more about to their list (i.e., the method for getting song lyrics published).

## Materials/Notes

### Reference

*High School Writing*

6.4 Explanation of a Process  
(Pgs. 332-333)



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

## Lesson Plan, Day 61

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*AVID — 9<sup>th</sup> Grade*

- ✕ Have students share these lists with a shoulder partner.

### **2. Homework**

- ✕ Narrow down their ideas by crossing out the processes which do not interest them enough to write about, as well as the ones which are too big or complex to adequately cover in one paper.
- ✕ Place a star next to the processes that they might like to write about. Bring these lists back to class next time.

## Standards and Essential Question:

- **9-CD.D2** Analyze grade reports to create a study/action plan for continued academic improvement
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How do I determine where I am confused?”

## Lesson

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

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use TRFs to break the students into groups, as you begin the class.

### 2. 30-Second Speech

- ✕ Remind students to utilize The 30-Second Speech Protocol during their tutorials.
- ✕ Review the protocol, making sure the students understand that they need to complete the following actions.
  - Discuss what they already know.
  - Discuss what they have already done.
  - Discuss the exact part of the problem that they don’t understand.
  - Solicit help from the group about their Point of Confusion.
- ✕ Scaffold time for students to create a 30-Second Speech, if the time is needed.

### 3. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 4. Teacher Observations

- ✕ Complete the Observation Form handout and debrief with tutors after the session.

### 5. Reflection and Feedback

- ✕ End tutorials with a “Thumbs-up/Thumbs-down” about the tutorial session.
  - Ask for feedback from both viewpoints.
- ✕ Have students complete their reflection.

### 6. Grade Tutorial Analysis

- ✕ Pass out the Tutorial Analysis Grade Reflection (Parts A and B) handout.
- ✕ Have students complete the Grade Analysis **by Day 65**.
- ✕ Inform students that this is how they will help determine the subject in which they will focus their efforts.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

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



### Class Set

*AVID Tutorial Guide*

3.11f Student Presenter  
Observation Form (Pg. 223)



*AVID Tutorial Guide*

3.5a Tutorial Analysis  
Grade Reflection – Parts A  
and B (Pgs. 182-183)



## Standards and Essential Question:

- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.C3** Write informative texts to examine and explain complex ideas, such as a complex process
- **EQ:** “What are the major steps in my chosen process?”

## Lesson

### **1. Process Topic Selection\***

*Note: If you have fallen behind on the Weeks at a Glance pacing, you can combine Days 61, 63, 66, and 70 into a one- or two-day, timed writing task.*

- ✕ Have students refer to their lists of possible processes that they compiled during the last class.
  - They should have at least three processes with a star next to them.
  - Give students time to create a cluster, or a simple list of steps or information that they know about for each process.
    - These do not have to be very detailed.
- ✕ Have students partner up with someone who has the same colored shirt on as them.
- ✕ As they sit in partners, they are going to take turns sharing the pros and cons for each of their selected processes.
- ✕ While one partner shares, the other listens and may offer input, advice, or additional information.
- ✕ Each partner gets a turn. Encourage students to share one process at a time.

### **2. Process Reflection\***

- ✕ When students return to their seats, have them write a short reflection over what they just discussed. Have them follow a 3-2-1 format.
  - Write down three ideas that you received from your partner.
  - Then, write two questions that your partner asked you about your topics.
  - Finally, write one topic that you will choose to write about.

### **3. Sequence Graphic Organizer\***

- ✕ Have students huddle up into a group of three or four.
- ✕ Give each group one graphic organizer.
- ✕ On the back of the graphic organizer or a slip of paper, give each group a process (e.g., the process of: making a sandwich, getting an item out of the vending machine, checking out a library book, joining a school club, tutorials, etc.).
- ✕ As a group, they will lay out the steps for their assigned process. The only stipulation is that they cannot talk.
- ✕ They must pass the graphic organizer around in a circle, with each student adding a step upon receiving the paper.
- ✕ Group members may not erase or add to what others wrote on the paper.
  - Allow five minutes for this activity.

## Materials/Notes

### **Class Set**

*High School Writing*

6.4b Sequential Graphic Organizer (Pg. 340)



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

## Lesson Plan, Day 63

AVID – 9<sup>th</sup> Grade

- Once time is up, have groups exchange graphic organizers with another group and then test the steps out to the best of their ability. (This may simply be by talking through it with group members.)
- Debrief this activity as a class.
  - What was difficult about writing the steps out for these everyday processes?
  - What do we need to pay attention to when outlining our own steps?
- ✕ Distribute the Sequential Graphic Organizer handout to each student.
- ✕ Ask them to label the first box on the graphic organizer as “introduction” and the last box as “conclusion.”
- ✕ Tell them not to pay attention to the directions on the page, in accordance to transitions, as we will get there! Direct students to fill in the remainder of the graphic organizer with the “meat and potatoes” of their process.
- ✕ Look back at the steps created previously in your idea cluster. What are the BIG STEPS or the most important ones?

#### 4. Homework

- ✕ Tell students to bring this organizer to class on Day 66.

## Standards and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How do I determine where I am confused?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. 30-Second Speech Feedback

- ✕ Utilize your observations from this Day 62 to provide feedback for The 30-Second Speech Student Presenter Protocol, in order to support key areas of improvement.
- ✕ Review the protocol, focusing on how students can improve.
  - Discuss what they already know.
  - Discuss what they have already done.
  - Discuss the exact part of the problem that they don’t understand.
  - Solicit help from the group about how their Point of Confusion.
- ✕ Take time to discuss with specific students or tutors, as necessary.

### 3. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 4. Reflection and Feedback

- ✕ End tutorials with a “Thumbs-up/Thumbs-down” about the tutorial session.
  - Ask for feedback from both viewpoints.
- ✕ Have students complete their reflection.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

3.11e The 30-Second Speech Protocol (Pg. 222)



### Class Set

*AVID Tutorial Guide*

3.11f Student Presenter Observation Form (Pg. 223)



## Standards and Essential Question:

- **9-WRI.B4** Include descriptive sentences in pieces of writing
- **9-WRI.C3** Write informative texts to examine and explain complex ideas, such as a complex process
- **EQ:** “What are the major differences between showing and telling writing?”

## Lesson

### 1. Show Me

- ✕ Use the PowerPoint presentation to guide this lesson for your students.
- ✕ Begin with a game of “Show Me,” which forces students to express themselves physically versus verbally.
- ✕ Encourage students to stand and be silly, but they may not speak.
- ✕ Debrief this activity by asking a question like, would you prefer to “show” or “tell”? Why?
- ✕ Next, ask students to create a chart of definitions.
  - One side of the chart will define the word “tell,” and the other side will define the word “show.”
  - Students must work together to come up with any possible definitions, logical and abstract.
- ✕ Once the charts are complete, ask a group to share their ideas.
- ✕ Instruct the other groups to listen and cross any duplicated ideas off their own list.
  - Then, explain that the next group to share will only share the ideas that have not already been said. In other words, they will share only their “novel ideas.”
  - Repeat this process until every group has had a chance to share their “novel ideas.”
  - It might be a good idea to chart everyone’s “novel ideas” on the board.
  - Finally, upon the completion of this activity, refer students to the compiled definitions on the board, and once again, ask students, “Would you prefer to be told something or shown something? Explain.”
- ✕ Ask students what all of this has to do with writing. Elicit their personal responses and listen carefully.
- ✕ Finally, the PowerPoint offers some examples to share with kids of “showing” writing. Have students discuss, as a class, what makes each example a “showing” one versus a “telling” one.
- ✕ Then, have them write an example themselves over a provided topic.
- ✕ Lastly, show the PowerPoint slide, “Advice for ‘Showing’ Writing.”
- ✕ Reference the Using “Showing” Writing handout and incorporate, as appropriate.

## Materials/Notes

### Display



### Reference

*High School Writing*

4.6 Using “Showing” Writing  
(Pgs. 118-121)



*The Student Success Path*

Novel Ideas Only

(Pg. 180)



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for Essential

**6.1**

## Standards and Essential Question:

- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.A2** Understand and identify the audience, purpose, and form for writing assignments
- **9-WRI.A6** Utilize rubrics to self-evaluate and peer-evaluate work
- **9-WRI.B1** Understand strategies to write effective three-part essays
- **EQ:** “What components are key to creating a well-written essay?”

## Lesson

### 1. Explanation of a Process Rubric

*Note: If you have fallen behind on the Weeks at a Glance pacing, you can combine Days 61, 63, 66, and 70 into a one- or two-day, timed writing task.*

- ✕ Give each student a copy of the Explanation of a Process: Rubric handout.
  - Explain to them that they will be analyzing this rubric, in order to ensure that they can “effectively” explain a process in writing.
- ✕ Have students look at the column labeled “Effective” and highlight, underline, or circle the three most important words for each indicator.
  - For example, under the first indicator, one might choose:
    - Major, logical, and order
  - You can do this as a class, in small groups, or individually, but allow time, and encourage discussion and rationalization.
  - Be prepared to define words on the rubric that may be vague to students.
- ✕ Next, divide students into eight small groups.
- ✕ Distribute copies of the student sample essay written by Gideon Goodwin.
- ✕ Explain to students that this essay was not selected as a sample because it is perfect; it was chosen because it is a realistic example for students like them.
- ✕ Assign each group an indicator from the grading rubric.
- ✕ Explain that the group is responsible for reading the entire essay, but they are only rating the student according to their assigned indicator.
- ✕ Have one student in each group volunteer to take notes over the group’s conversation.
- ✕ Once each group is finished, have the recorder elect someone to present and justify the rating for their group’s assigned trait to the rest of the class, while the others follow along looking at both the essay and rubric.
- ✕ Once each group has had the opportunity to present, debrief the writing as a whole class.
  - One way might be to create a T-chart on the board with pluses and deltas.
  - Be sure to point out the parts of the essay (introduction, body, and conclusion) and the information in each portion.

### 2. Explanation of a Process Prompt

- ✕ Finally, pass out the Explanation of a Process: Assignment Description handout and guide students through it.

## Materials/Notes

### Class Set

*High School Writing*

6.4c Explanation of a Process: Rubric (Pg. 341)



*High School Writing*

6.4a Explanation of a Process Student Sample (Pg. 342)



*High School Writing*

6.4a Explanation of a Process: Assignment Description (Pg. 339)



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**6.2**



### **3. Explanation of a Process Draft**

- ✕ Ask students to refer to their Sequential Graphic Organizer and begin drafting their own Explanation of a Process essay on notebook paper.
- ✕ Give students the remainder of the class to create a rough draft of the essay.
- ✕ Require students to bring a complete rough draft to the next class meeting.

## Standards and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How do I determine where I am confused?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. 30-Second Speech

- ✕ Remind students to utilize The 30 Second Speech Student Presenter Protocol handout during their tutorials.
- ✕ Review the protocol, making sure students understand that they need to complete the following actions.
  - Discuss what they already know.
  - Discuss what they have already done.
  - Discuss the exact part of the problem that they don’t understand.
  - Solicit help from the group about their Point of Confusion.
- ✕ Scaffold time for students to create a 30-Second Speech, if the time is needed.

### 3. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 4. Teacher Observations

- ✕ Complete the Student Presenter Observation Form and debrief with tutors after session.

### 5. Reflection and Feedback

- ✕ End tutorials with a “Thumbs-up/Thumbs-down” about the tutorial session.
  - Ask for feedback from both viewpoints.
- ✕ Have students complete their reflection.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

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



### Class Set

*AVID Tutorial Guide*

3.11f Student Presenter  
Observation Form (Pg. 223)



## Standards and Essential Question:

- **9-WRI.A3** Revise drafts multiple times to improve and clarify
- **9-WRI.A4** Edit students' essays, especially checking for transition words and errors in grammar, punctuation, and comma usage
- **9-WRI.A5** Use common editing marks during the editing process
- **9-WRI.B4** Include descriptive sentences in pieces of writing
- **9-WRI.B5** Use appropriate and varied transitions to link major sections of the text, to create cohesion and clarify the relationships among complex ideas and concepts
- **EQ:** "How can I more effectively transition from idea-to-idea in a paper?"

## Lesson

### 1. Transition Discussion

*Optional follow-up: Using Transitions from High School Writing.*

- ✕ As a class, define the word "transition," by asking questions like, what does the prefix "trans" mean?
  - What context have you heard this word used in before?
  - What does it mean when I say that we are going to transition to our next activity?
  - Can you list some examples of transitions?
- ✕ Once students have a good grasp of the definition, relate the term to their current writing assignment.
- ✕ Ask students to look at their rough draft and identify if they utilized transitions in their process essay, and if the answer is yes, ask how they used them.
- ✕ Have students identify all the transitions that they can find in their essay and instruct them to circle each one in red ink.
- ✕ When they have circled every transition, direct them to make a list of each original (not repeated) transition in the left-hand margin of their notepaper.
- ✕ Ask students why you might have them form this list. *Question:* "Are you using a variety of transitions throughout your essay? Or, are you repeating the same one over and over again?"
- ✕ In order to get students thinking about different variations of transition words, ask the entire class to stand.
- ✕ Tell them that everyone is going to have a chance to share a transition!
- ✕ They need to listen carefully and keep their essays close by because there cannot be any REPEATS!
- ✕ Go around the room, with each student saying a transition. Once they share, they can be seated.
- ✕ If a student gets stuck, they may pass, but then they need to remain standing and continue to think of a transition to share.
- ✕ Once everyone has gone, talk about some of the less common transition words that were shared.

## Materials/Notes

### Reference

*High School Writing*

4.12 Using Transitions (Pgs. 147-152)



### Class Set

Peer Editing Sheet



### Materials

Explanation of a Process

Rough Draft

Red Ink Pen

Highlighter

Documentation  
for Essential

**6.1**



## Lesson Plan, Day 68

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AVID — 9<sup>th</sup> Grade

### 2. Essay Revision

- X Give students a chance to go in and revise their transitions.
- X Assign students editing partners by pairing your stronger writers with your weaker ones.
- X Have them sit together, side-by-side.
- X Instruct them to use the Peer Editing Sheet to help improve each other's essays.

## **Standards and Essential Question:**

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How do I determine where I am confused?”

## **Lesson**

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. 30-Second Speech Feedback**

- ✕ Utilize your observations from Day 68 to provide feedback for The 30-Second Speech Student Presenter Protocol, to support key areas of improvement.
- ✕ Review the protocol, focusing on how students can improve.
  - Discuss what they already know.
  - Discuss what they have already done.
  - Discuss the exact part of the problem that they don’t understand.
  - Solicit help from the group about their Point of Confusion.
- ✕ Take time to discuss with specific students or tutors, as necessary.

### **3. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### **4. Reflection and Feedback**

- ✕ End tutorials with a “Thumbs-up/Thumbs-down” about the tutorial session.
  - Ask for feedback from both viewpoints.
- ✕ Have students complete their reflection.

## **Materials/Notes**

## Standards and Essential Question:

- **9-COLL.A4** Participate in teambuilding lessons to learn about valuing and effectively working with others
- **9-WRI.A3** Revise drafts multiple times to improve and clarify
- **9-WRI.A7** Reflect on one's own writing to encourage continual growth
- **EQ:** "How can my writing be corrected and improved by others?"

## Lesson

### 1. Team Builder – Grouping

- ✕ Have all students line up in a single horizontal line, facing the same direction.
  - Your students will need plenty of room to move (cafeteria, commons area, etc.).
- ✕ Tell student that they will be participating in a "grouping activity."
- ✕ You will need to inform them of the following before you can begin. When you say...
  - **Backpack:** Students will pair up, back-to-back, and interlock arms as if they were putting on a backpack.
  - **Bleachers:** Students will get in triads, line up horizontally, interlock arms, and position their bodies as if they were sitting on an invisible bleacher.
  - **Canoe:** Students get in a group of four, all facing the same direction, and "paddle their canoe."
  - **Starfish:** Students get in a group of five, circle up facing outward, holding hands, raising their interlocked hand above their heads and down, repeatedly.
  - **Baby:** Students get with one other person, and one picks the other one up as if they were a baby.
- ✕ Walk through each of these, having students practice the grouping motions, and then let the games begin!
- ✕ Randomly call out these objects, in no particular order, and be prepared for students to scramble around, trying to get in the right groupings.
- ✕ When students are left out of a group with no others to pair up with, invite them to come to the front and help you be the judge of the game.
- ✕ Do this until the last two are standing.

### 2. Binder Evaluation

- ✕ Collect binders and select Cornell notes for grading.

### 3. The Explanation of a Process – Verbal Response Groups\*

*Note: If you have fallen behind on the Weeks at a Glance pacing, you can combine Days 61, 63, 66, and 70 into a one- or two-day, timed writing task.*

- ✕ Put students in groups of three to four, but no more than four.
- ✕ Inform students that the purpose of this activity is to get feedback on the organization of your essay, as well as the overall content.
- ✕ Have students follow the explicit directions on the Guidelines for Verbal Response (Small Group) handout.

## Materials/Notes

### Display



### Class Set (Back-to-Back)

*High School Writing*

2.4 Verbal Response:

Guidelines for Reading Aloud and Listening to Writing (Pg. 71)

2.6 Guidelines for Verbal Response (Small Group) (Pg. 73)



### Class Set

*High School Writing*

2.11 Reflection and Self-Evaluation Questions (Pg. 78)



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**6.2**

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

## Lesson Plan, Day 70

*AVID – 9<sup>th</sup> Grade*

- ✕ Use the PowerPoint slide to help guide them through the process. Reiterate that everyone in the group will take a turn as the “writer” in the group.
- ✕ Select one of the self-evaluation prompts for students to respond to about their writing and the entire process.
  - Use the Reflection and Self-Evaluation Questions handout.
- ✕ Essays should be finalized and typed for the next class period. Be sure that students turn in evidence of the entire writing process (prewriting, drafting, editing, revising, peer-response, self-evaluation).

#### **4. Technology Extension\***

- ✕ Record team building using a digital camera or phone and post on school website/end of year slideshow, or use the native Photos app on tablets to shoot and store pictures.

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

## Standards and Essential Question:

- **9-COLL.A3** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify own views and understanding, and make new connections in light of the evidence and reasoning presented
- **9-INQ.A2** Focus on drawing connections between ideas, using compare and contrast questions
- **9-CD.A1** Remind students about SLANT interactions and expectations in all classes
- **EQ:** “What behaviors and attitudes are displayed by effective students and how do they compare/contrast with those of less effective students?”

## Lesson

### 1. Compare/Contrast Graphic Organizer

- ✕ Distribute copies of the Compare/Contrast Graphic Organizer handout.
- ✕ Students should label one of the top boxes “Successful Students” and the other top box “Less Successful Students.”
- ✕ Give five minutes for students to complete the graphic organizer individually.
- ✕ Have students pair-share their responses.

### 2. Take 5 Activity

- ✕ Form student groups of four to five students.
- ✕ Assign one-half of the groups to focus on successful students and the other half of the groups to focus on unsuccessful students.
- ✕ Each group should then come up with a list of what they consider to be the five most important characteristics of their assigned student type. The list must be made by consensus, with all members in agreement.
- ✕ When all groups are finished, each group should share. Record the group sharing for both types of student as they are being read, noting any that are similar or overlap.
- ✕ Class Take 5: Come up with the top five characteristics for “successful” and “unsuccessful.”

### 3. Introduce “SLANT”

- ✕ Introduce “SLANT” to the students. Discuss how this is a handy list of five behaviors to improve their success in the classroom.
- ✕ One letter at a time, discuss the importance of the behavior and ask students for examples of how they have done this in the past.
- ✕ Consider having students “practice” sitting up, nodding, etc., as you are talking.

### 4. Homework

- ✕ Before Day 73’s class, complete the Successful Classroom Interaction worksheet, making sure to intentionally complete one “letter” in five different classes over the course of the two days.
- ✕ Distribute the Time Log handout and have students keep a detailed log of what they do each hour. (This will be used on Day 76.)

## Materials/Notes

### Class Set

*Supporting Math in the AVID Elective*

3.3c Compare/Contrast Graphic Organizer (Pg. 98)



### *Strategies for Success*

5.5 Successful Classroom Interaction (Pg. 60)



### *Strategies for Success*

7.1 Time Log (Pg. 82)



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**4.4**



## Standards and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How do I determine where I am confused?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. 30-Second Speech

- ✕ Remind students to utilize The 30-Second Speech Student Presenter Protocol handout during their tutorials.
- ✕ Review the protocol, making sure students understand that they need to complete the following actions.
  - Discuss what they already know.
  - Discuss what they have already done.
  - Discuss the exact part of the problem that they don’t understand.
  - Solicit help from the group about their Point of Confusion.
- ✕ Scaffold time for students to create a 30-Second Speech, if the time is needed.

### 3. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 4. Teacher Observations

- ✕ Complete the Student Presenter Observation Form and debrief with tutors after session.

### 5. Reflection and Feedback

- ✕ End tutorials with a “Thumbs-up/Thumbs-down” about the tutorial session.
  - Ask for feedback from both viewpoints.
- ✕ Have students complete their reflection.

## Materials/Notes

### Teacher Resource

*AVID Tutorial Guide*

3.11f Student Presenter

Observation Form (Pg. 223)



## Standards and Essential Question:

- **9-CD.A1** Remind students about SLANT interactions and expectations in all classes
- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **9-CD.A6** Apply conflict management skills aligning with the expectations of an AVID student
- **EQ:** “How can a better understanding of how I behave in conflict situations improve my ability to have successful classroom interactions?”

## Lesson

### 1. **SLANT Review: 30-Second Expert**

- ✕ Use the Successful Classroom Interaction handout as a prompt for sharing.
- ✕ Have students form pairs.
- ✕ One person in each pair is partner A, and the other is partner B.
- ✕ Partner A has 30 seconds to share one of their SLANT examples, while partner B does nothing but listen.
- ✕ At the end of the 30 seconds, partner B says, “According to \_\_\_\_\_ (partner A’s name) \_\_\_\_\_ . . .” and repeats what partner A said for 30 seconds.
- ✕ At the end of those 30 seconds, partner B shares for 30 seconds, while partner A listens.
- ✕ After those 30 seconds, partner A says “According to \_\_\_\_\_ (partner B’s name) \_\_\_\_\_ . . .” and repeats what partner B said for 30 seconds.
- ✕ Students thank partners and return to their seats.

### 2. **Introduce Conflict Management**

- ✕ Discuss how mismanaged conflict can hamper successful classroom interactions.
- ✕ Discuss types/examples of conflict that may happen in the classroom.

### 3. **Understanding My Behavior in Controversial Situations**

- ✕ Distribute the Understanding My Behavior in Controversial Situations handout.
- ✕ Students should complete Activity I and Activity II independently.
- ✕ When all are finished, have students share their reflections with a partner.
- ✕ End with a class discussion about how knowing your tendencies in dealing with conflict situations may assist in having successful classroom interactions.

## Materials/Notes

### Reference

*Critical Reading*

2.8 30-Second Expert

(Pg. 28)



### Class Set

*Strategies for Success*

5.4 Understanding My

Behavior in Controversial

Situations (Pgs. 57-59)



## **Standards and Essential Question:**

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-INQ.B2** Student presenter initiates the discussion by explaining the question (what strategies have been previously attempted and where they became confused in answering the question)
- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How do I determine where I am confused?”

## **Lesson**

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. 30-Second Speech Feedback**

- ✕ Utilize your observations from this past Day 68 to provide feedback for The 30-Second Speech Student Presenter Protocol, to support key areas of improvement.
- ✕ Review the protocol, focusing on how students can improve.
  - Discuss what they already know.
  - Discuss what they have already done.
  - Discuss the exact part of the problem that they don’t understand.
  - Solicit help from the group about their Point of Confusion.
- ✕ Take time to discuss with specific students or tutors, as necessary.

### **3. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### **4. Reflection and Feedback**

- ✕ End tutorials with a “Thumbs-up/Thumbs-down” about the tutorial session.
  - Ask for feedback from both viewpoints.
- ✕ Have students complete their reflection.

### **5. Binder Evaluation**

- ✕ Have tutors spot check binders for overall organization and content.

## **Materials/Notes**

## Standards and Essential Question:

- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-CR.A1** Prepare for guest speaker presentations by creating questions for the speakers prior to their visit
- **9-CR.A2** Greet and escort guest speakers to the classroom
- **9-CR.A4** Gather insight from a variety of guest speakers, who discuss various aspects of their careers
- **EQ:** “What tips can I gather from our guest speaker about having successful interactions in the workplace?”

## Lesson

### 1. Cornell Note Quantity Check

- ✕ As students are working on the Service Project, have students place their binder/Cornell Notes on their desks.
- ✕ Remind students that the expectation for freshman is that they take 10 to 18 pages of quality Cornell notes per week. Depending on the class expectations you set.
- ✕ 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.
- ✕ This can also be done by peer partners and then randomly collect to spot check.

### 2. Guest Speaker Protocol

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

### 3. Guest Speaker

*Note: Have water and an extra copy of the Guest Speaker Guide available for the guest speaker.*

- ✕ Introduce the speaker, giving some general information about him or her.
- ✕ Turn the class over to the speaker.
- ✕ If you do not have tutors to grade your binder, bring randomly chosen binders to your desk to grade, 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

### Reference

*Strategies for Success*

15.2 Guest Speaker Guide  
(Pg. 202)



## Standards and Essential Question:

- **9-ORG.A2** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **9-ORG.A4** Assess time usage and create a time management plan, which will allow for academic, extracurricular, and recreational activities
- **EQ:** “How can I be more effective in the way that I manage my time?”

## Lesson

### 1. Time Log Reflection

- ✕ Students bring the completed Time Log (1 of 2).
- ✕ Distribute the Time Log Reflection handout.
- ✕ Students should complete the questions at the top of the page independently, on a separate piece of paper.
- ✕ Students continue with the “Categorize” and “Prioritize” sections.

### 2. Barriers to Using My Time Effectively

- ✕ Distribute the Barriers and Solutions to Using Time Effectively handout.
- ✕ Students complete the T-chart individually.
- ✕ Have students discuss in groups of four.
- ✕ Lead a class discussion. “Are there any items, which seem to appear on most people’s lists? Are there any common solutions or suggestions?”

### 3. Continue Time Log Reflection

- ✕ Students complete the “Reflect” section.

### 4. Planning

- ✕ Distribute the Get Ready, Get Set... Plan! handout.
- ✕ Go over the ideas about planning.
- ✕ Distribute the Calendars for the Week handout.
- ✕ Students make a written plan for the following week.

### 5. Homework

- ✕ Use the plan for the week. Keep track of how successful you are in sticking to your plan.
- ✕ Interview one person about his or her time management skills. Have this completed by Day 78.

## Materials/Notes

### Reference

*Strategies for Success*

7.1 Time Log Reflection  
(Pg. 83)



### Class Set

*Strategies for Success*

7.3 Barriers and Solutions to  
Using Time Effectively  
(Pg. 85)



*Strategies for Success*

7.4 Get Ready, Get Set...  
Plan! (Pg. 86)



*Strategies for Success*

7.5 Calendars for the Week  
(Pgs. 87-88)



*Strategies for Success*

7.8 Interview Questions  
(Pg. 94)



## Standards and Essential Question:

- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions, and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "What generalizations can be made about solving mathematical problems?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups, if not already completed.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 3. Application of a Process

- ✕ Work with your math groups/tutor to write both the algebraic steps and process for solving algebraic equations.
- ✕ Subsequent student presenters should use a different colored marker and refine (and add information), in order to generalize the process.
- ✕ Once students have refined the process, have all students record the information on the Application of a Process Flowchart handout.

### 4. Reflection and Feedback

- ✕ Have students complete their reflection.
  - Students in math groups should focus on how the general process works for solving their type of problem. What exceptions are there?

## Materials/Notes

### Reference

*Supporting Math in the AVID Elective*

3.2 Application of a Math Process (Pgs. 87-93)



### Teacher Copy

*Supporting Math in the AVID Elective*

3.2a Application of a Mathematical Process and  
3.2d Application of a Process Flowchart (Pgs. 89, 92)



## Standards and Essential Question:

- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **9-ORG.A4** Assess time usage and create a time management plan, which will allow for academic, extracurricular, and recreational activities
- **EQ:** “What processes can I use to manage my time when working toward a long-term project?”

## Lesson

### 1. Give One, Get One

- ✕ Use the completed interview questions. Students should find a partner, and then share who they interviewed and the answer to interview question number four.

### 2. Class Brainstorm

- ✕ Students share the answers to interview question four.
- ✕ Create a class list of the ideas brainstormed.

### 3. Introduce Backwards Mapping

- ✕ Introduce the concept of backwards mapping. Give a definition and several examples.
  - One helpful idea might be to link the backwards mapping activity to an approaching final. Create a list of steps to be ready for the final (i.e., study notes, review tests, create flashcards, etc.).
- ✕ Model backwards mapping using a project from the AVID class as an example. Have the class give input and assist with forming the steps and the action items.

### 4. Backwards Mapping – Independent Practice

- ✕ Distribute the Backwards Mapping Template handout.
- ✕ Students work through the process independently for a long-term project or assignment.
- ✕ Have students put action items and steps into their calendars and agendas.

## Materials/Notes

### Reference

*Strategies for Success*  
7.9 Backwards Mapping  
Template Examples (Pgs. 97-98)



### Class Set

*Strategies for Success*  
7.9 Backwards Mapping  
Template (Pgs. 95-96)



## Standards and Essential Question:

- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions, and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "What generalizations can be made about solving mathematical problems?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups, if not already completed.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 3. Application of a Process

- ✕ Work with your math groups/tutor to write both the algebraic steps and process for solving algebraic equations.
- ✕ Subsequent student presenters should use a different colored marker and refine (and add information), in order to generalize the process.
- ✕ Once students have refined the process, have all students record the information on the Application of a Process Flowchart handout.

### 4. Reflection and Feedback

- ✕ Have students complete their reflection.
- ✕ Students in math groups should focus on how the general process works for solving their type of problem. What exceptions are there?

## Materials/Notes

### Reference

*Supporting Math in the AVID Elective*

3.2 Application of a Math Process (Pgs. 87-93)



### Teacher Copy

*Supporting Math in the AVID Elective*

3.2a Application of a Mathematical Process and  
3.2d Application of a Process Flowchart (Pgs. 89, 92)





## Standards and Essential Question:

- **9-COLL.A3** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify own views and understanding and make new connections in light of the evidence and reasoning presented
- **EQ:** “Should student behaviors, attitudes, and effort be factored into student assessments, such as grades?”

## Lesson

### 1. Quickwrite

- ✕ What components typically make up a student’s grade in a content area class? Is there anything else that should be included? Is there anything that should NOT be considered?

### 2. Class Discussion

- ✕ Make a quick brainstorm list of items in response to each of the above questions.

### 3. Preparation for Discussion

- ✕ Post the following statement for students to copy onto the top of a T-chart:  
“Teachers should be required to include student behaviors, attitudes, and effort in course grades.”
- ✕ Mark one side of the T-chart, “Pro,” and the other side, “Con.”
- ✕ Students make a list of ideas, arguments, and examples under each column.
- ✕ Students select whether they are “Pro” or “Con” and circle the appropriate side.
- ✕ Go over the Philosophical Chairs: Rules of Engagement handout.
- ✕ Go over the general instructions for Philosophical Chairs.

### 4. Philosophical Chairs Discussion

- ✕ Conduct the discussion following the Philosophical Chairs: Rules of Engagement.

### 5. Reflection

- ✕ Distribute the Philosophical Chairs Report handout.
- ✕ Students complete independently.
- ✕ When students are finished, students share with a partner.

### 6. Cornell Note Quantity Check

- ✕ If tutors are present, have them grade Cornell notes for a quantity check during the Philosophical Chairs.

## Materials/Notes

### Project

*Strategies for Success*

Philosophical Chairs: Rules of Engagement (Pg. 149)



### Class Set

*Strategies for Success*

11.1 Philosophical Chairs Report (Pg. 152)



Documentation  
for Essentials

**6.4**

## Standards and Essential Question:

- **9-CD.A2** Understand the role of AVID students and display characteristics on a regular basis
- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources
- **9-COMM.A5** Work with a collaborative group to make presentations to the class following various activities
- **9-COLL.A2** Utilize technology to interact and collaborate with others
- **EQ:** "What makes AVID special?"

## Lesson

### **1. AVID Is GREAT Because...\***

- ✕ Ask students to individually brainstorm a list of responses to one of the following prompts: "What do you get out of being in AVID?" or "What makes AVID GREAT?" or "What are the key characteristics of AVID?"
- ✕ Have students share their "novel" ideas.
- ✕ Record your students' ideas on the board.

### **2. AVID Commercial\***

- ✕ Tell students that they will have an opportunity to create an AVID commercial, PowerPoint, or parent newsletter.
- ✕ Break students into groups of three to seven people.
  - Tell students to break into groups of three to seven. Let students know that if they plan to generate a PowerPoint or newsletter, they will need to have groups of three to four. If they plan to do a video, they should have groups of six to seven.
- ✕ Help groups determine audience, purpose, and length based on the type of project.
  - Potential audiences could be incoming freshmen, the AVID Site Team, parents, or AVID Center competition.
- ✕ Allow students time in class to storyboard and gather electronic resources.
  - *Optional: Reserve the computer lab.*
  - Let students know that they can use Smartphone video cameras if they plan to make an AVID commercial (unless you have campus video cameras available).

## Materials/Notes

### **Material**

*Optional:* School Video  
Cameras or Smartphone  
Video Cameras

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

## Standards and Essential Question:

- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions, and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "What generalizations can be made about solving mathematical problems?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups, if not already completed.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 3. Application of a Process

- ✕ Work with your math groups/tutor to write both the algebraic steps and process for solving algebraic equations.
- ✕ Subsequent student presenters should use a different colored marker and refine (and add information), in order to generalize the process.
- ✕ Once students have refined the process, have all students record the information on the Application of a Process Flowchart handout.

### 4. Reflection and Feedback

- ✕ Have students complete their reflection.
  - Students in math groups should focus on how the general process works for solving their type of problem. What exceptions are there?

## Materials/Notes

### Reference

*Supporting Math in the AVID Elective*

3.2 Application of a Math Process (Pgs. 87-93)



### Teacher Copy

*Supporting Math in the AVID Elective*

3.2a Application of a Mathematical Process and  
3.2d Application of a Process Flowchart (Pgs. 89, 92)



## **Standards and Essential Question:**

- **9-CD.A2** Understand the role of AVID students and display characteristics on a regular basis
- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources
- **9-COMM.A5** Work with a collaborative group to make presentations to the class following various activities
- **9-COLL.A2** Utilize technology to interact and collaborate with others
- **EQ:** “What makes AVID special?”

## **Lesson**

### **1. AVID Commercial\***

- ✕ Allow students to collaboratively work on their commercial, PowerPoint, or newsletter.

## **Materials/Notes**

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

## Standards and Essential Question:

- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions, and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "What generalizations can be made about solving mathematical problems?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

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### 4. Reflection and Feedback

- ✕ Have students complete their reflection.
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## Materials/Notes

### Reference

*Supporting Math in the AVID Elective*

3.2 Application of a Math Process (Pgs. 87-93)



### Teacher Copy

*Supporting Math in the AVID Elective*

3.2a Application of a Mathematical Process and  
3.2d Application of a Process Flowchart (Pgs. 89, 92)



## Standards and Essential Question:

- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement, to show evidence of growth and use for college and scholarship applications
- **9-ORG.A6** Publish final versions of writing for the student portfolio
- **9-COLL.A4** Participate in team building lessons to learn about valuing and effectively working with others
- **EQ:** “How have I grown as a learner over the past semester?”

## Lesson

### 1. Vote with Your Feet

- ✕ Hang two signs on opposite sides of the room, one that says, “THIS,” and one that says, “THAT.”
- ✕ Read the statements on the “This or That” document and assign each statement to a side.
- ✕ Have students decide which statement they are more like.

### 2. Acrostic Poem

- ✕ Have your students shout out seven letters.
  - Warn them to avoid less commonly used letters, such as Q, X, and Z.
- ✕ Group the letters into two groups: three letters in the first group and four letters in the second group.
  - Example:
 

T  
F  
O  
  
M  
Y  
J  
P
- ✕ Have students create poems using the letter provided as the first letter of each line.
- ✕ Have students connect the poem to what they have learned about AVID. Guidelines are included below.
  - No rhyming or poetic protocols needed.
  - It should be two Stanzas.
  - It can be the worst poem in history!
- ✕ Provide some time for students to share in pairs and create a visually appealing poem.
- ✕ Share aloud in a large circle and post poems on the wall.

### 3. Portfolio Collection/Organization

- ✕ Have students retrieve their portfolios.
- ✕ Make sure students put in the following items:
  - Extra copy of their Description of a Process Essay

## Materials/Notes

### Reference

*Strategies for Success*

Unit 17 Portfolio

(Pgs. 215-217)



### Reference

This or That



Documentation  
for Essentials

9.6

## Lesson Plan, Day 85

AVID — 9<sup>th</sup> Grade

- Best samples of Cornell notes from each subject
- One sample of learning log
- Best tutorial sample
- Samples of WICOR activities from their content area classes
  - Ask students to share the types of things that they are collecting from their content area classes. Make sure that it is only “best of” items.

### 4. 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.

### 5. Cornell Note Quality Check

- ✕ Have tutors check or collect one page of Cornell notes for a randomly selected number of students (using the dice method).
- ✕ Grade this page of notes using a Note Check Rubric.

## Standards and Essential Question:

- **9-ORG.C3** Establish a professionally structured email address (i.e., first initial and last name @ \_\_\_\_\_.com)
- **9-ORG.D2** Prepare for upcoming assessments, based upon the format of the test and previous assessment results
- **9-COMM.A6** Use factually reliable evidence to support topic
- **EQ:** “What changes should I make in my Internet practices to secure my information?”

## Lesson

### 1. Securing a Password

- ✕ Today, students will be signing up for a variety of websites that they will repeatedly need to reference over their high school careers.
- ✕ Begin this lesson with a discussion about username and password security.
  - Let students know, even though they can always use the same username (i.e., first initial and last name), it is important that they have at least three levels of password security.
    - The first level is for random, potentially very insecure websites, where they ask you to create an account. These are those fun quizzes that tell you about yourself or sites where you wouldn't care as much if someone was able to break into your account. Some people actually use “password” as the password because they really don't care if someone hacks it.
    - The second level is well established sites that you don't want someone hacking into because they could do some embarrassing damage. These types of websites are: Facebook, email accounts, Google, Yahoo!, Twitter, Dropbox, etc.
    - The third level is when you have ecommerce accounts or financial information. Some examples are: bank accounts, eBay accounts, PlayStation accounts, PayPal, etc.
  - Stress the fact that if you use the same username and password for those “What celebrity are you most like?” quizzes and your Facebook or bank accounts, the creator of that quiz now has your username and password to hack all of your accounts.
  - Students should work to have their three distinct levels, so tell them that if they have used the same password for everything, which they probably have, that should be considered their unsecure password.
  - Tell students that we will be signing up for a few level-two security sites today, and they need to create a new password.
  - Distribute the Password Do's and Don'ts handout and have students create a secure password.
  - Have students read the suggestions and underline the key information that they should include in the password.
  - Highly encourage your students to change their Facebook and existing email accounts to this new secure password, when they get home.

## Materials/Notes

### Class Set

Password Do's and Don'ts





### 2. Website Sign-Ups

- ✕ Carry out a discussion surrounding email accounts.
  - Have students sign-up for an “official” email account. Tell them that an email says a lot about the person, and they will need a professional account when they communicate with colleges and scholarships. Thus, it is important to avoid email names like [limegreenjellybean@yahoo.com](mailto:limegreenjellybean@yahoo.com) or [happypuppy41@gmail.com](mailto:happypuppy41@gmail.com).
  - Have them create a common account (Yahoo!, Gmail, etc.) using their first initial and last name (if possible) or first initial, last name, and year of birth @yahoo.com (i.e., [jgarcia01@yahoo.com](mailto:jgarcia01@yahoo.com)).
- ✕ Sign up at [www.collegeboard.com](http://www.collegeboard.com).
  - Create accounts (using their official email) at collegeboard.com.
  - Tell students that College Board is used for all of their PSAT, SAT, and AP testing.
  - Encourage students to sign up for the SAT Problem of the Day.
- ✕ Sign up at [www.actstudent.org](http://www.actstudent.org).
  - Have students use their official emails again.
- ✕ Sign up at [www.fastweb.com](http://www.fastweb.com).
  - This is a fantastic website that sends you information on free scholarships.
    - This is a great time to remind students for the first (but not last time): **“NEVER PAY FOR SOMEONE TO FIND YOU SCHOLARSHIPS!”** Scholarships are free, but there are a lot of people that say they will get you \$20,000 in scholarships, if you pay them \$500. THESE ARE SCAMS. Scholarships are free; don’t ever pay for them.
- ✕ Sign up at [www.princetonreview.com](http://www.princetonreview.com).
  - This site has some great information about college sites.
- ✕ Sign up at [www.collegeplan.org](http://www.collegeplan.org).
  - This is a great site for creating a plan to get to college.

### 3. Homework

- ✕ CHANGE YOUR LEVEL 2 PASSWORD TONIGHT (Facebook, email, Twitter, etc.)!

## Standards and Essential Question:

- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions, and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "What generalizations can be made about solving mathematical problems?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups, if not already completed.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 3. Application of a Process

- ✕ Work with your math groups/tutor to write both the algebraic steps and process for solving algebraic equations.
- ✕ Subsequent student presenters should use a different colored marker and refine (and add information), in order to generalize the process.
- ✕ Once students have refined the process, have all students record the information on the Application of a Process Flowchart handout.

### 4. Reflection and Feedback

- ✕ Have students complete their reflection.
  - Students in math groups should focus on how the general process works for solving their type of problem. What exceptions are there?

## Materials/Notes

### Reference

*Supporting Math in the AVID Elective*

3.2 Application of a Math Process (Pgs. 87-93)



### Teacher Copy

*Supporting Math in the AVID Elective*

3.2a Application of a Mathematical Process and  
3.2d Application of a Process Flowchart (Pgs. 89, 92)



## Standards and Essential Question:

- **9-REA.A1** Understand how to use context clues in interpreting new vocabulary
- **9-REA.B1** Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- **9-REA.B3** Read and discuss various examples of text, including articles from fiction and non-fiction
- **EQ:** “How can I apply information, to support better decision-making?”

## Lesson

*Note: This lesson is designed as a sponge activity that can be inserted anywhere during the 1<sup>st</sup> semester, potentially as a lesson plan for a substitute teacher. This is a sampling of an AVID Weekly article; if your school subscribes to AVID Weekly, it is highly advisable to use a more current article.*

### 1. AVID Weekly Article

- ✕ Distribute “US Teens Report ‘Frightening’ Levels of Texting While Driving.”
- ✕ Follow either the AVID Weekly Detailed Lesson Plan or the AVID Weekly Summary Lesson Plan.
- ✕ For more instruction on Marking the Text, review Marking the Text Instructions.

For more information, visit [www.avidweekly.org](http://www.avidweekly.org).

## Materials/Notes

### Class Set

US Teens Report  
‘Frightening’ Levels of  
Texting While Driving



### Reference

AVID Weekly Detailed  
Lesson Plan



AVID Weekly Summary  
Lesson Plan



Marking the Text  
Instructions



Documentation  
for Essential

**6.5**

## Standards and Essential Question:

- **9-INQ.A1** Use Costa's Levels of Thinking words in assignments, discussions, and notes
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "What generalizations can be made about solving mathematical problems?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups, if not already completed.
- ✕ Have student presenters work on mastering their 30-Second Speech.

### 3. Application of a Process

- ✕ Work with your math groups/tutor to write both the algebraic steps and process for solving algebraic equations.
- ✕ Subsequent student presenters should use a different colored marker and refine (and add information), in order to generalize the process.
- ✕ Once students have refined the process, have all students record the information on the Application of a Process Flowchart handout.

### 4. Reflection and Feedback

- ✕ Have students complete their reflection.
  - Students in math groups should focus on how the general process works for solving their type of problem. What exceptions are there?

## Materials/Notes

### Reference

*Supporting Math in the AVID Elective*

3.2 Application of a Math Process (Pgs. 87-93)



### Teacher Copy

*Supporting Math in the AVID Elective*

3.2a Application of a Mathematical Process and  
3.2d Application of a Process Flowchart (Pgs. 89, 92)



## Standards and Essential Question:

- **9-COLL.A3** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify own views and understanding and make new connections in light of the evidence and reasoning presented
- **9-COLL.A4** Participate in teambuilding lessons, to learn about valuing and effectively working with others
- **EQ:** “How can we refine the way that we collect information and synthesize a logical argument?”

## Lesson

*Note: This lesson will fill into your lesson plan during a minimum day.*

### 1. Bagel, Pico, Fermi

- ✕ Draw three columns on the board.
  - The first column is labeled “Guess.”
  - The second column is labeled “Digits.”
  - The third column is labeled “Places.”
- ✕ Explain to your students that we will be playing a logic game, where they will attempt to guess your secret number.
- ✕ Model a sample game.
  - Tell the students, “Let’s say my secret number was 38.”
  - Write “38” off to the side and circle it to remind students of the “secret number.”
  - If a student guesses 49, I would say, “You have 0 digits (since neither 4 nor 9 are in my secret number) and 0 places (since they aren’t in the right place).”
  - If the next guess was 13, I would say, “You have 1 digit (since my secret number does have a 3 in it), but 0 places (since they guessed the 3 in the one’s place, but it is supposed to be in the tens place).”
  - If someone then guesses 37 for the third guess, that would be a 1 in the digits (since the 3 is in the number), and a 1 in the digits place (since the 3 is now in the tens place).
  - Then, if someone guessed 38, that would be 2 in the digits and 2 in the digits place (meaning the number was correct).
- ✕ Come up with a secret number and have students guess the number.
  - **IMPORTANT:** Write down your number, since it is surprising how often you will forget it.
- ✕ Write student guesses and digits/places info on the board.
- ✕ Continue playing, coming up with new numbers until the students get the hang of it.
- ✕ Stop in the middle of a game from time-to-time and ask students, “What do you know about the number?” Have them articulate it.
- ✕ Once students catch on, have the person who guesses the number come to the board.
- ✕ Gauge student engagement and move on to the next game if students grow tired.

## Materials/Notes

### Reference

*Supporting Math in the AVID*

*Elective*

6.2 Bagel, Pico, Fermi (Pgs. 174-176)



## Lesson Plan, Day 90

AVID — 9<sup>th</sup> Grade

### 2. Anagrams\*

- X Have students take out a blank sheet of paper.
- X Come up with a word (preferably something AVID-related), such as the GREAT theme: Goal-Oriented, Responsible, Erudite, Awareness, Teamwork, Determination, College-Ready, etc.
- X Write the chosen word on the board, such as “**Erudite**.”
- X Tell students that they can only use the letters in the word and need to formulate new words. (The words must be at least three letters long, and letters can only be used twice if they were used twice in the original word.)
- X For “**Erudite**,” possible words would be: rude, reed, red, tie, tire, etc.

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

## Standards and Essential Question:

- **9-CD.A7** Develop awareness of personal strengths/skills and utilize them to better the school and community
- **9-CD.B2** Revisit academic six-year plan to understand college entrance requirements and learn about AP/IB/Honors course options
- **9-CD.B6** Review and revise personal and academic goals during key times throughout the year
- **EQ:** “How can personal strengths influence my goals and future plans?”

## Lesson

### 1. Reflecting on Last Semester

- ✕ Quickwrite: “What were my greatest academic strengths last semester? What should I focus on working upon during this semester?”
- ✕ Have students participate in a Think-Pair-Share.
- ✕ Conduct a class discussion about where students struggled last semester and what they plan to change this semester.

### 2. Review/Revise Short and Mid Goals from Day 13

- ✕ Have students take out their GPA (Goal-Setting) and My College Roadmap handout.
- ✕ Have students reflect on whether they met their goals from last semester, and why they might have fallen short of their goals.
- ✕ Have students write a new short-term (three- to six-month) goal
  - It is advisable to suggest an area of focus, such as setting a goal around community service.
- ✕ Have students share with an elbow partner and store their revised short-term goal in their portfolio.

### 3. Generate Four-Year Plans

- ✕ Have students work with a partner to brainstorm as many of the course requirements for college entrance that they can remember.
- ✕ Collectively generate a list of required courses for acceptance to state colleges/universities. Discuss difference in requirements for private institutions.
- ✕ Have students generate a course-taking pattern that will lead toward meeting the college-entrance requirements.
  - Place a focus upon continuing in math and science courses, above the minimum requirements.

### 4. Letter to Future Self\*

- ✕ Have each student write a letter to their “future self,” stating their goals.
- ✕ Provide each student with an envelope and have the students seal it, with their letters inside. Then, collect all of the envelopes and distribute at the end of the year.

### 5. Technology Extension\*

- ✕ Challenge students to use a spreadsheet program such as Microsoft Excel to create a GPA calculator as extra credit.
- ✕ Create the four-year plan on a spreadsheet such as MS Excel and save as part of their digital portfolio.

## Materials/Notes

### Class Set

*Strategies for Success*

9.1 Goal-Setting Outline (Pg. 130)



*College and Careers*

1.13 Six-Year Plan Grid (Pg. 42)



Four-Year Plan



### Reference

*College and Careers*

The Six-Year Plan (Pgs. 40-43)



Documentation  
for Essentials

**4.3**

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

## Standards and Essential Question:

- **9-COLL.A3** Utilize resources (such as Cornell notes and textbook) to gather information
- **9-INQ.B2** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **EQ:** “How can time management support academic achievement?”

## Lesson

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

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ Spend some time at the end of class on agenda/calendar organization.

### 3. Agenda Check and Reflection

*Note: You should have already had your students get into the practice of keeping information in their agendas, but the next three weeks are a focused effort to refine agenda practices and will set up future work with backwards mapping projects.*

- ✕ Have each tutor collect their group’s agenda.
- ✕ Have students complete their reflection.
  - Distribute the Agenda Checks, cut into strips.
  - Let students know that this is how their agendas will be assessed on Day 94.
- ✕ Tutors should discuss general trends on their agendas and ways for students to improve organization.
  - Some possible suggestions are included below:
    - Create a system to track work completion
    - Use electronic mobile devices, if students are having difficulty using paper calendars
    - Color coding
    - Backwards mapping daily tasks/work from large projects

## Materials/Notes

**Class Set (cut into strips for tutors)**

Agenda Checks



**Class Set (back-to-back)**

*AVID Tutorial Guide*

2.1 Helpful Hints for Using a Calendar/Agenda

(Pgs. 44-45)





## Standards and Essential Question:

- **9-CD.A4** Develop understanding about personal learning styles
- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **9-CD.A7** Develop awareness of personal strengths/skills and utilize them to better the school and community
- **EQ:** “How do my personal characteristics connect me to those around me?”

## Lesson

*Note: Make sure to reserve the computer lab in advance. This activity will take all of the class time (especially to read the materials), so it is advisable to have students meet directly in a computer lab and have the computers powered up. Early-arriving students can enter the listed website upon arrival. Look over the test in advance and determine if your students might need help with some of the vocabulary, such as acquaintances, observance, improvisation, etc.*

### 1. Personality Profile – Temperament

- ✕ Provide the website: <http://www.humanmetrics.com/cgi-win/jtypes2.asp>.
- ✕ Allow students the time to take the personality test.
- ✕ At the completion of the test, have the students take notes on their personality.
- ✕ Students should take special note of their strengths and potential weaknesses.
  - In addition, they should examine potential career suggestions.
- ✕ As students are taking the test and notes, hang the Four Corners documents on the wall.
  - Encourage students to examine famous people with their personality type.
- ✕ Have students look at their middle two letters and move to the appropriate corner.
- ✕ Distribute the overview documents to the appropriate corners.
- ✕ Have students read and mark the text, underlining key attributes of their temperament.
- ✕ Allow students the time to discuss their personality type, highlighting potential strengths and weaknesses of their personality type.
- ✕ Have each corner share out their personality temperament, what their style of action is, and some of the famous people with their personality type.

### 2. Reflection

- ✕ Have students write to the following prompt:
  - How can I use the information from today to better the school and community?

### 3. Homework

- ✕ Have students use the Learning Style Classroom Observation handout to record dominant class styles. This is due on Day 98.

## Materials/Notes

### One Set

#### Four Corners



Go to each of the following websites and create copies for students:

#### The Guardian



#### The Artisan



#### The Idealist



#### The Rationalist



### Class Set

*Strategies for Success*

10.2 Learning Style

Classroom Observation (Pg. 144)



## Standards and Essential Question:

- **9-COLL.A3** Utilize resources (such as Cornell notes and textbook) to gather information
- **9-INQ.B2** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **EQ:** “How can time management support academic achievement?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.

### 3. Agenda Check and Reflection

- ✕ Have students complete their reflection.
  - Tutors should use rubric strips to grade agendas, as students are completing.
- ✕ Have students work with an elbow partner to check agenda usage for two to three minutes.

## Materials/Notes

**Class Set (cut into strips for tutors)**

Agenda Checks



### Reference

*AVID Tutorial Guide*

2.1 Helpful Hints for Using a Calendar/Agenda  
(Pgs. 44-45)



## Standards and Essential Question:

- **9-COLL.A4** Participate in team-building lessons to learn about valuing and effectively working with others
- **9-CD.A4** Develop understanding about personal learning styles
- **EQ:** “How can positive personal attributes support my goals and learning performance?”

## Lesson

### 1. Cornell Note Quality Check

- ✕ Have tutors grade (or collect) one page of Cornell notes from a randomly selected class.

### 2. Build-A-Shake

- ✕ Have every student partner up.
- ✕ Have each pair create a two-step handshake. (Examples may include: handshake, knuckle bump, snap, fireworks, etc. Be creative.)
- ✕ Have students practice the handshake and make sure they know it well enough to teach it to someone else.
- ✕ Have everyone find a new partner.
- ✕ Each student should share their handshake with their new partner, and the two need to work together to combine all four moves into a new four-step handshake.
  - The four moves can combine in any order.
- ✕ Students should practice the four moves until they can teach it to someone else.
- ✕ Find a new partner one last time.
- ✕ Each person should share their four-move handshake with their new partner.
- ✕ Decide on six of the moves and practice until you can demonstrate it to the entire class.
- ✕ Have every pair share their handshake with the class.
- ✕ Once all pairs have demonstrated their handshake, have the class vote on which handshake was the most creative/best.
  - This handshake can be adopted as the class handshake.
    - *Optional: Spend some time having every student learn the handshake.*

### 3. Coca-Cola Demonstration

- ✕ Place the empty clear glass in the container.
- ✕ Say to students, “Self-esteem is a learnable skill.”
- ✕ Take out the can of Coca-Cola and remind students that the slogan for Coca-Cola is, “The Real Thing.”
- ✕ Fill the glass  $\frac{1}{2}$  to  $\frac{3}{4}$  full of Coca-Cola and say, “From the time that we are children, people say wonderful things about us...how cute we are, smart, etc.”
- ✕ Then, take out the oil and say, “But then, at some point in our lives, others start saying negative things about us...teachers, siblings parents, bosses, etc. Things such as, why do you do such stupid things, you’ll never amount to anything, etc.” Have students suggest other things that are said.

## Materials/Notes

### Reference

*College and Careers*  
Knowledge of Self  
(Pgs. 93-95)



### Class Set

*College and Careers*  
3.3 Me, Personally  
(Pg. 95)



### Materials

Can/Bottle of Coca-Cola  
Vegetable Oil  
Clear Glass, which will hold less than 12 ounces  
Baking Dish (or other container for the glass to sit in)

## Lesson Plan, Day 95

AVID – 9<sup>th</sup> Grade

- Pour in the oil as these things are being said.
- X Remind students that they can get rid of these negative influences by saying positive things to themselves: "I can reach my dreams, I have the ability to go to college if I work hard, etc."
- Pour in more coke, which will displace the oil into the container.
- X Have students write to the reflection, "Concerning the Coca-Cola demonstration, I learned that I..."

#### 4. Me, Personally\*

- X Distribute the "Me, Personally" handout.
- X Have students complete the handout as best they can.
- X Brainstorm a list of their values.
- X Form small groups of four to five students.
- X Have small groups further develop categories for their initial list.
  - Help students categorize these values as intrinsic or extrinsic.
- X Within groups, have each student try to identify his or her top three to five values.
  - *Optional: Have students create a group graphic on chart paper.*

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

## Standards and Essential Question:

- **9-CD.A4** Develop understanding about personal learning styles
- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **9-CD.A7** Develop awareness of personal strengths/skills and utilize them to better the school and community
- **EQ:** “How does my learning style connect to classroom success?”

## Lesson

### 1. Learning Style Inventory

- ✕ Distribute the Learning Style Inventory handout.
- ✕ Have students complete the Learning Style Inventory and score it using the Tally Chart at the bottom of the second page of the handout.
- ✕ Have students total the number of “Yes” responses and shade in the appropriate range for each area.
- ✕ Distribute the More about Learning Styles handout.
- ✕ Have students read through their dominant style, and while doing so, underline key words and study habits that they believe would support their learning.
- ✕ Remind students about completing the Learning Style Classroom Observation handout. They are to record what is going on in their content area classes, and these will be discussed on Day 98.

### 2. What Kind of Learner Are You?

- ✕ Distribute the What Kind of Learner Are You? Handout.
- ✕ Break the class into their dominant styles of learning (auditory, visual, and kinesthetic in different corners).
- ✕ Have the group discuss how they learn best, what works well, and what doesn’t work well for them.
- ✕ Have students complete their Mandalas individually.
- ✕ Have students post their Mandalas on the wall.
- ✕ Provide the class time to do a gallery walk, examining the ways different students learn.

### 3. Homework

- ✕ Complete the Learning Style Classroom Observation handout for Day 98.

## Materials/Notes

### **Class Set (back-to-back)**

*AVID Tutorial Guide*

3.8b Learning Style

Inventory (Pgs. 200-201)



*AVID Tutorial Guide*

3.8c More About Learning Styles (Pg. 202)



### **Class Set**

*AVID Tutorial Guide*

3.8f What Kind of Learner Are You? (Pg. 205)



### **Materials**

Markers

Documentation  
for Essentials

6.1

## Standards and Essential Question:

- **9-COLL.A3** Utilize resources (such as Cornell notes and textbook) to gather information
- **9-INQ.B2** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **EQ:** “How can time management support academic achievement?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.

### 3. Agenda Check and Reflection

- ✕ Have students complete their reflection.
- ✕ Have students work with an elbow partner to check agenda usage for two to three minutes.

## Materials/Notes

### Reference

Agenda Checks



*AVID Tutorial Guide*

2.1 Helpful Hints for Using a  
Calendar/Agenda

(Pgs. 44-45)



## Standards and Essential Question:

- **9-CD.A4** Develop understanding about personal learning styles
- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **9-CD.A7** Develop awareness of personal strengths/skills and utilize them to better the school and community
- **EQ:** “How does my learning style connect to classroom success?”

## Lesson

### 1. Learning Style Discussion

- ✕ Break students into groups of four.
- ✕ Have students take out their Learning Style Classroom Observation handout from Day 96.
- ✕ Have groups discuss what they noticed about what happens in most classrooms.
- ✕ Have students review their Self-Awareness tests from Day 93 and Day 96.
- ✕ Instruct each person to create two columns on the right side of a piece of Cornell notepaper. Title the two columns as follows:

What makes it difficult to succeed in school?	What can I do to overcome this obstacle?
✕ Have groups collect the best ideas and generate a poster on chart paper.	
✕ Discuss as a class what strategies could be employed to support academic success.	



### 2. Reflection

- ✕ Option 1: Have student write a reflection about how they can continue to grow as a learner using their knowledge of how they learn.
- ✕ Option 2: Have students think about strategies that they haven’t tried and have them commit to trying the best strategy for three weeks.

## Materials/Notes

Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-COLL.A3** Utilize resources (such as Cornell notes and textbook) to gather information
- **9-INQ.B2** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **EQ:** “How can time management support academic achievement?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.

### 3. Agenda Check and Reflection

- ✕ Have students complete their reflection.
  - Tutors should use rubric strips to grade agendas, as students are completing their reflection.
- ✕ Have students work with an elbow partner to check agenda usage for two to three minutes.

## Materials/Notes

### Reference

Agenda Checks



*AVID Tutorial Guide*

2.1 Helpful Hints for Using a  
Calendar/Agenda  
(Pgs. 44-45)





## Standards and Essential Question:

- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-CR.A1** Prepare for guest speaker presentations by creating questions for the speakers prior to their visit
- **9-CR.A2** Greet and escort guest speakers to the classroom
- **9-CR.A4** Gather insight from a variety of guest speakers, who discuss various aspects of their careers
- **EQ:** “What tips can I gather from our guest speaker about having successful interactions in the work place?”

## Lesson

### 1. Cornell Note Quantity Check

- ✕ As students are listening to the Guest Speaker, have students place their binder/Cornell Notes on your desks.
- ✕ Remind students that the expectation for freshman is that they take 10 to 18 pages of quality Cornell notes per week. Depending on the class expectations you set.
- ✕ 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.
- ✕ This can also be done by peer partners and then randomly collect to spot check, or if a guest speaker is not available, you can do a more through note check and binder cleanup.

### 2. Guest Speaker Protocol

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

### 3. Guest Speaker

*Note: Have water and an extra copy of the Guest Speaker Guide handout available for the guest speaker.*

- ✕ Introduce the speaker, giving some general information about them.
- ✕ Turn the class over to the speaker.
- ✕ If you do not have tutors to grade your binder, bring randomly chosen binders to your desk to grade, but be sure to monitor student behavior.
- ✕ When the speaker has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).
- ✕ If the guest speaker leaves early, the students can begin signing the thank-you card. If not, bring the card in for Day 101.

## Materials/Notes

### Reference

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



### Materials

Bottle of Water  
Thank-You Card

Documentation  
for Essential

**3.3**

## Standards and Essential Question:

- **9-REA.B1** Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.A2** Understand and identify the audience, purpose, and form for writing assignments
- **EQ:** “What key differences exist in the ways to respond to a quotation?”

## Lesson

### 1. Responding to a Prompt

- ✕ Pass out the Ways to Respond to a Quotation handout.
- ✕ Discuss key differences between responding for various writing tasks.
- ✕ Remind students of the three-part essay:
  - Introduction
    - Opening Sentences
    - Thesis
  - Body
    - Topic Sentence
    - Analysis
    - Evidence
    - Anchor
  - Conclusion
    - Summary
    - Intensified Insight

### 2. Timed Writing

- ✕ Pass out the Timed Writing Prompt handout.
- ✕ Tell students that they have 30 minutes to write toward the prompt. (Add more time if you have longer class periods, and then adjust planning and revising time accordingly.)
  - Remind students to spend approximately one-fifth of the time (six minutes) analyzing the prompt and planning/outlining their essay.
  - Tell students to use the three-part essay outline to plan their essay. (Inform them that the three-part essay is how the prompt will be graded.)
- ✕ Warn students about eight or nine minutes into the activity that they should try to write their conclusion and begin the editing/revising/proofing stage in the next few minutes.
- ✕ Collect the essays.

### 3. Time Log

- ✕ Pass out the Time Log handout.
- ✕ Have students track their daily activities over the next week.

### 4. Homework

- ✕ Tell students to bring in highlighters for Day 103.

## Materials/Notes

### Class Set

#### *High School Writing*

8.1a Ways to Respond to a Quotation (Pg. 413)



#### *High School Writing*

3.1 Overview of the Three-Part Essay (Pg. 89)



### Timed Writing Prompt



#### *Strategies for Success*

7.1 Time Log (Pg. 82)



Documentation  
for Essential

**6.1**

## Standards and Essential Question:

- **9-COLL.A3** Utilize resources (such as Cornell notes and textbook) to gather information
- **9-INQ.B2** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **EQ:** “How can time management support academic achievement?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.

### 3. Agenda Check and Reflection

- ✕ Have students complete their reflection.
- ✕ Have students work with an elbow partner to check agenda usage for two to three minutes.

## Materials/Notes

### Reference

Agenda Checks



*AVID Tutorial Guide*

2.1 Helpful Hints for Using a  
Calendar/Agenda  
(Pgs. 44-45)



## Standards and Essential Question:

- **9-WRI.A7** Reflect on one's own writing to encourage continual growth
- **9-WRI.B1** Understand strategies to write effective three-part essays
- **9-INQ.C3** Utilize critical reading strategies to identify author claims and formulate questions to explore meaning, as preparation for a Socratic Seminar
- **9-REA.A2** Incorporate new words garnered from reading into academic speech and writing
- **EQ:** "What areas should I focus on to improve my writing under timed conditions?"

## Lesson

### 1. Taking Apart a Practice Essay

- ✕ Pass back each student's Timed Essay from Day 101.
- ✕ Ensure that every student has three or four highlighters in various colors.
- ✕ Have students pair up (potentially with WICOR partners) and trade essays with their partners.
- ✕ Walk through the various parts of the essay, having each person highlight their partners paper:
  - Blue – Thesis (discuss where they find this and its purpose)
  - Yellow – Topic sentences
  - Green – Analysis/explanation
  - Pink – Evidence for each topic sentence
- ✕ Have students explain what they marked and why to their partners.
- ✕ Grade and have students place this Timed Essay in their portfolio.

### 2. Writing in the Margins – We Wear the Mask\*

- ✕ *Note: The marking of the text can be done at home if you are short on time.*
- ✕ Inform students that they will be reading the poem, "We Wear the Mask," for a Socratic Seminar on Day 105.
- ✕ Pass out the class set of We Wear the Mask.
- ✕ Have students number the paragraphs (1-3).
- ✕ Instruct students to read the poem and circle any unknown vocabulary terms. Possible terms include the following:
  - Guile, Subtleties, Myriad, Tortured, and Vile
- ✕ Collectively define terms and add any that you'd like to the class word wall.
- ✕ Have students underline key ideas that answer the following questions:
  - Why does the author wear the mask?
  - How does the author feel about wearing the mask?
- ✕ Have students write two questions about the poem in the margin.
  - These questions will be used on Day 105 to start the Socratic Seminar.
- ✕ Discuss the role of the student leader during the Socratic Seminar.
  - Choose a student leader for Day 105.

### 3. Homework

- ✕ Finish marking the text and/or generating questions.

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

## Materials/Notes

### Reference

*High School Writing*

Activity 2: Taking Apart a Practice Essay (Pg. 404)



The Critical Reading Process



### Class Set

We Wear the Mask



*Strategies for Success*

The Role of the Leader  
(Pg. 161)



### Materials

Multiple Colored  
Highlighters

Documentation  
for Essentials

**6.2, 6.5**

## Standards and Essential Question:

- **9-COLL.A3** Utilize resources (such as Cornell notes and textbook) to gather information
- **9-INQ.B2** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **9-ORG.A3** Utilize a planner/agenda to balance social and academic commitments; color code planner to identify different topics (academic, social, extracurricular, etc.)
- **EQ:** “How can time management support academic achievement?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.

### 3. Agenda Check and Reflection

- ✕ Have students complete their reflection.
  - Tutors should use rubric strips to grade agendas, as students are completing their reflections.
- ✕ Have students work with an elbow partner to check agenda usage for two to three minutes.

## Materials/Notes

### Reference

Agenda Checks



*AVID Tutorial Guide*

2.1 Helpful Hints for Using a  
Calendar/Agenda  
(Pgs. 44-45)



## Standards and Essential Question:

- **9-INQ.C3** Utilize critical reading strategies to identify author claims and formulate questions to explore meaning, as preparation for a Socratic Seminar
- **9-INQ.C4** During the seminar, ask additional questions to continue deeper exploration of the text and one another's thinking and expressions
- **9-INQ.C5** Reflect on the Socratic discussion and identify areas for future improvement
- **EQ:** "Why are some people forced to hide behind masks?"

## Lesson

### 1. Note/Binder Check

- X Have tutors check organization and the appropriate quantity of notes.

### 2. Socratic Seminar: We Wear the Mask

- X Students should bring a copy of We Wear the Mask and any related notes.
- X Follow directions for Socratic Seminar as outlined on Days 18 and 20.
- X Remind students of their class goal from Day 80.
- X During this Socratic Seminar, focus on the role of "the leader."
  - The leader should have been chosen on Day 103.
- X Possible questions and notions to raise include the following:
  - In the early stages (possibly Day 103) make sure students understand the meaning of guile, myriad, subtleties, and vile.
  - What purpose do you think the mask serves?
  - What is the debt we pay to human guile?
  - Why does the author contrast the following: "We sing, but oh the clay is vile"?
  - Do we have a mask that we show the world and a "true" us?
- X End the Socratic Seminar with 15 to 20 minutes left in class.
- X Have students debrief We Wear the Mask by posing a question and moving around the circle.
  - Possible questions include the following:
    - "What types of things do you think the author hides?"
    - "What was an interesting point that you heard in the Socratic Seminar?"

### 3. Reflect on Socratic Seminar Process

- X Have students reflect on the Socratic Seminar discussion.
  - What went well?
  - What could improve next time?
- X As the teacher: Record this goal and store it for Day 130.

### 4. Homework: Mask and Reflective Writing

- X Pass out one mask per student.
  - Have them draw pictures of how the world sees them on the mask.
  - Have them draw pictures of the "real" person on the other.
    - Have students reflect on the prompt: "When would you (or others) need to hide your true self from the world?"

## Materials/Notes

### Class Set

We Wear the Mask



### Paper Masks



### Reference

*Strategies for Success*

The Role of the Leader  
(Pg. 161)



Documentation  
for Essential

**7.3**

## Standards and Essential Question:

- **9-WRI.C2** Develop and strengthen writing through the creation of a Mandala essay
- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **EQ:** “What are the core values in my life?”

## Lesson

*Note: If you are off pace at this point in the year, you can combine Day 106 and Day 108 into a single lesson.*

### 1. What is a Mandala?\*

- X Have students define, “What is a Mandala?” Then, have them record ideas and show an example.
- X Have students define, “What is a symbol?”
  - If students are unable to correctly identify the meaning of a symbol, follow step 3 at the beginning of the Mandala Autobiography section.
- X Break students into groups of three and ask, “What are some things a circle can symbolize or represent?”
  - Record ideas on the board or chart paper.

### 2. Guided Visualization and Quickwrite\*

- X Look over the list below and select two or three scenarios that you would like to use in class. Adapt/adjust them to suit the needs of your students.
  - Think about a significant day in your life: Who was there? Where were you? What was happening? Why is the day important to you?
  - Think about a series of favorite locations from throughout your childhood. These places might range from dad’s lap, to grandma’s kitchen stool, to a secret hiding place beneath a willow tree, to a national monument. As you think of these favorite locations, try to determine why each place was special and what each one represented. (You might want to offer a personal example to get students thinking.) Envision the people closest to you/most special to you. Who are they? See their faces. View their actions. What have they done or what do they do that makes them special?
  - Think about the objects in your life that are most important to you. What are they? Feel yourself holding them. How do they make you feel? Where did you get them? Why are they special?
  - Think about a difficult time in your life. What was going on? Why were you struggling? Who was there to help you up? How did you respond to the challenge?
  - See your life as a journey. What does it look like—a bumpy road, a river, etc.? Where did the journey begin? Where has it led you? Where is it heading? How has the trip been? What part of the journey might be particularly important, maybe a defining moment?

## Materials/Notes

### Reference

*High School Writing*  
5.1 Mandala  
Autobiography  
(Pgs. 217-238)



### Class Set

Mandala Rough Draft  
Template



Documentation  
for Essential

6.2

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

## Lesson Plan, Day 106

*AVID – 9<sup>th</sup> Grade*

- X Have students close their eyes. Guide students through the scenario, setting the mood/tone with music, lighting, etc.
- X Have students open their eyes, while remaining silent, and create a picture or graphic display of their thoughts.
- X Have students do a quickwrite about their picture/graphic display.
- X Give students the opportunity to share their visual and quickwrite with a partner or in a triad/small group.
- X Have students store their quickwrite in a location where they can access it on Day 108.



## Standards and Essential Question:

- **9-CD.B5** Create short-, mid-, and long-term goals that support academic and personal growth
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How can I support the success of my tutorial group?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ Pass out Group Member Observation Strips.
- ✕ Instruct students to observe what all of the group members are doing throughout the tutorial session.
- ✕ Fill out the strips at the end of the tutorial session.

### 3. Group Member Participation and Reflection

- ✕ End tutorial early enough to allow around 10 to 15 minutes of discussion time.
  - Have students go through this reflective activity instead of the normal tutorial reflection.
- ✕ Have students complete their Group Member Observation Strips.
  - Have tutors lead small group discussions about what worked well and where their group could improve.
- ✕ Have students share their observations about all group members and encourage them not to name specific people.
- ✕ Have the tutor distribute the Group Member Reflection handout.
- ✕ Based on the group’s discussions, have the tutor select one reflective question.
  - Have students keep these sheets in their binder for the next three weeks.
- ✕ Based on their discussion and reflection, have the students write a goal (under the **Goal** heading) for the week to improve their performance as a group member.
  - Have students file this for Day 109.

## Materials/Notes

### ½ Class Set

Group Member Observation Strips



### Full Class Set

AVID Tutorial Guide

4.9b Group Member Reflection (Pg. 321)



AVID Tutorial Guide

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



## Standards and Essential Question:

- **9-WRI.C2** Develop and strengthen writing through the creation of a Mandala essay
- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **EQ:** “How do the symbols of my life connect?”

## Lesson

### 1. List and Share Symbols

- X Have students take out their quickwrites from Day 106.
  - If students have not completed the selected scenarios, continue the visualization steps.
- X Pass out The Symbols of My Life handout.
- X In the left column, list the things that are most important in your life.
  - For example, people, experiences, beliefs, objects, places, etc.
- X Work with a partner (or small group) and draw or describe at least one symbol to represent each of the items on the left.
- X These symbols should then be recorded in the middle column.
  - As examples, dove represents peace, heart represents love, etc.
- X Collaborate with your partner/group to find deeper meaning behind the symbols.

### 2. Model a Mandala

- X Model a sample Mandala on the board or overhead projector using five personal symbols.
  - It can be either your own Mandala or a former student’s Mandala.
- X Place one main symbol in the center and four symbols around it.
- X Discuss or show the connecting design that holds the symbols together.
- X Discuss how the connecting design can create a unifying theme, solidify the overall message, and/or create a mood/tone.
  - For example, students might use water droplets as a connecting design throughout the Mandala because the drops represent tears and “washing away.”
  - Connecting designs might also help students later in their writing as they look for ways to transition between ideas/symbols.

### 3. Create Mandala

- X Help students narrow their list by asking them the following questions:
  - If you could only highlight one symbol on your list, which would it be? This symbol should be the largest in terms of meaning. It should encompass your essence and/or the most significant thing about you.
  - What symbols, when grouped together, define the most essential elements of your life?
  - What symbol offers special/unique insights about your life?
- X Have students select five symbols from their list to create their Mandala. They should think about how the different symbols work individually, yet flow together.

## Materials/Notes

### Reference

*High School Writing*

Mandala Essay

(Pgs. 219-221)



### Class Set

*High School Writing*

5.1b The Symbols of My Life

(Pg. 232)



Mandala Template (copied on cardstock)



Presentation Rubric Strips



### Materials

Colored Pens or Pencils

Documentation  
for Essential

6.5

## Lesson Plan, Day 108

AVID – 9<sup>th</sup> Grade

- X Using unlined paper, students draw a circle and make a rough sketch of their Mandala, putting the most important symbol in the middle.
  - This should be done quickly, and students should not focus on artwork.
- X Remind students about the connecting design in the model Mandala.
- X Working in small groups, complete the following:
  - Students should share their rough sketch, explaining their symbols and clarifying how it “tells their story.”
  - Peers offer feedback about the symbols and order.
  - All group members brainstorm ideas for a connecting design.
  - Following the discussion, the student selects his/her design.
- X Distribute pencils, colored markers, and scissors.
- X Provide each student with the Mandala Template on the cardstock.

### 4. Homework

- X Tell students that they will present their Mandalas in a one- or two-minute speech to the class on Day 110.
  - Encourage students to think about focusing on their voice and purposeful movement during the speech
  - Assign ordering, as necessary.
  - Pass out Presentation Rubric Strips and inform students that they will be working on eye contact and volume during this presentation.

### 5. Technology Extension\*

- X Have students use a site such as [www.storybird.com](http://www.storybird.com) to write and illustrate their essays.

## Standards and Essential Question:

- **9-CD.B5** Create short-, mid-, and long-term goals that support academic and personal growth
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “What progress have I made with supporting my group members?”

## Lesson

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ Instruct students to observe what all of the group members are doing throughout the tutorial session.
- ✕ Fill out the strips at the end of the tutorial session.

### **3. Group Member Participation and Reflection**

- ✕ In addition to the normal tutorial reflection, have students complete the monthly goal-setting reflection.
- ✕ Have students take out the Monthly Group Goal-Setting Sheet from Day 107.
- ✕ Have students write a reflection about whether they have met their goal.

## Materials/Notes

### **Resource**

Group Member Observation Strips



### **Reference**

*AVID Tutorial Guide*

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



## Standards and Essential Question:

- **9-COMM.A1** Effectively integrate speaking terminology into speeches
- **9-COMM.A2** Role play varying word choice, tone and voice when speaking to an assigned audience
- **9-COMM.A3** Practice purposeful movement during speeches
- **9-COMM.B1** Give feedback on student presentations and delivery
- **9-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal-setting
- **EQ:** “What skills will support effective presentations?”

## Lesson

### 1. Quality Cornell Note Check

- ✕ Use the dice strategy to randomly select a page of notes for checking the quality of students’ notes.

### 2. Student Presentations

- ✕ Pass out several Presentation Rubric Strips to each student.
- ✕ Have volunteers (or assigned students) come to the front for a brief one- or two-minute presentation of their Mandala.
- ✕ Remind students about focusing on insuring they are projecting their voice and are using purposeful movement during their speech
- ✕ Have the students in the audience complete the following:
  - Write the presenter’s name on a rubric strip.
  - Mark the appropriate box on the rubric.
  - Write a positive comment or two about the presentation.
  - Continue having students present until all students have presented.
  - It is important to keep this process moving quickly because otherwise it can drag along slowly.

## Materials/Notes

### Resource

Cut Presentation Rubric Strips



### Class Set

*Strategies for Success*  
14.7 Presentation Rubric  
(Pg. 198)



Documentation  
for Essential

**7.4**

## Standards and Essential Question:

- **9-COMM.A7** Present information, findings, and supporting evidence concisely and logically
- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.A2** Understand and identify the audience, purpose, and form for writing assignments
- **9-WRI.A6** Utilize rubrics to self-evaluate and peer-evaluate work, especially those similar to AP exam rubrics
- **9-WRI.C2** Develop and strengthen writing through the creation of a Mandala essay
- **EQ:** "What theme connects the central aspects of my life?"

## Lesson

### 1. Explain Assignment/Rubric

- ✕ Distribute the Mandala Autobiography: Assignment Description handout.
- ✕ With the class, read through the prompt, taking time to answer questions, explain, and clarify.
- ✕ Help students dissect the prompt.
- ✕ Break students into groups of four.
- ✕ Distribute the Mandala Autobiography: Rubric handout.
- ✕ Have each student in the group choose two rows of the rubric to read and determine the key differences.
  - One student will need to read three rows.
  - Have students share the general theme of the row and the key differences.

### 2. Jigsaw Grading – Mandala Essays

- ✕ Distribute one packet of the four Student Samples: Mandala Essays to each group.
- ✕ Have each student choose one essay.
- ✕ Establish expert groups in each corner of the room (Essay A in one corner, Essay B in another corner, etc.).
- ✕ Have students quietly read their essay in their expert groups, and then have students use the rubric to grade the sample essay.
- ✕ Allow expert groups to discuss positives and negatives about the essay. (What did the author do well? Where could the author improve?)
- ✕ Have students return to their home groups.
- ✕ Give each student three minutes to discuss the strengths and weaknesses of the essay that they read.

### 3. Mandala Essay Planning/Outlining

- ✕ Ask students how they might organize a piece of writing based on their Mandalas.
  - Help students see that each symbol could easily become a body paragraph.
  - Have students develop an outline for their autobiographical paper.

## Materials/Notes

### Class Set

*High School Writing*

5.1c Mandala Autobiography:  
Assignment Description (Pg. 233)



*High School Writing*

5.1a-d Student Samples:  
Mandala Essays (Pgs. 235-238)



### Class Set (two per student)

*High School Writing*

5.1d Mandala Autobiography:  
Rubric (Pg. 234)



### Reference

*High School Writing*

Mandala Essay (Pgs. 221-222)



Documentation  
for Essential

6.2

## **Standards and Essential Question:**

- **9-CD.B5** Create short-, mid-, and long-term goals that support academic and personal growth
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How can I support the success of my tutorial group?”

## **Lesson**

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ Distribute the Group Member Collaborative Inquiry Protocol handout.
- ✕ Briefly discuss how group members can help drive the thinking and conversation during tutorials.
- ✕ Instruct students to observe what all of the group members are doing throughout the tutorial session.
- ✕ Fill out the strips at the end of the tutorial session.

## **Materials/Notes**

### **Class Set**

*AVID Tutorial Guide*

3.11g Group Member

Collaborative Inquiry

Protocol (Pgs. 224, 228)



## Standards and Essential Question:

- **9-WRI.A3** Revise drafts multiple times to improve and clarify
- **9-WRI.B4** Include descriptive sentences in pieces of writing
- **9-WRI.C2** Develop and strengthen writing through the creation of a Mandala essay
- **EQ:** “What do I want my reader to know about me that I can convey through this essay?”

## Lesson

*Note: If possible, reserve the school's computer lab for the writing of this essay.*

### 1. Essay Drafting

- ✕ Have students take out their outline and Mandala.
- ✕ Have students type up a draft of their Mandala essay.
  - Remind students that this is a first draft, and they should not be concerned about producing a finished, polished piece of writing.
  - Even though this is a quick, tentative, and exploratory first draft, students should write a *complete* draft.
- ✕ Questions that can guide students who are stuck on the introduction include:
  - What must I know about you or your life to understand/be introduced to the rest of the paper?
  - What story would introduce me to the symbols in your Mandala?
  - What message do you want to leave in my mind when I finish your paper? How can you establish that message (theme) here?
  - How do you want me to feel at the end of your paper? How can you establish that feeling here?
  - How might your connecting design set up an introduction idea?
  - What is your paper really about? Is it a struggle? Triumph? Hope? Despair?
  - Do you have a unifying theme or message in mind?
- ✕ Questions and ideas that can guide students who are stuck on their body paragraphs include:
  - What is your major idea for this symbol? What is important about it? Why did you choose it?
  - Read your last paragraph aloud, and then start writing the next paragraph.
  - Tell me what you're trying to say in this paragraph. (Scribe while student speaks.)
- ✕ Questions that can guide students stuck on the conclusion include:
  - How do all of the symbols in your Mandala come together to create a whole story?
  - What growth/development did you experience?
  - What is the message behind the symbols? How can you make it explicit?

### 2. Homework

- ✕ Every student must have a printed essay for Day 116.

## Materials/Notes

### Reference

*High School Writing*

5.1a-d Student Samples:  
Mandala Essays (Pgs. 235-238)



### Class Set

Guiding Questions





## Standards and Essential Question:

- **9-CD.B5** Create short-, mid-, and long-term goals that support academic and personal growth
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** "What progress have I made with supporting my group members?"

## Lesson

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ Instruct students to observe what all of the group members are doing throughout the tutorial session.
- ✕ Fill out the strips at the end of the tutorial session.

### **3. Group Member Participation and Reflection**

- ✕ In lieu of the normal tutorial reflection, have students complete the goal-setting reflection.
- ✕ Have students take out the Monthly Group Goal-Setting Sheet from Day 112.
- ✕ Have students write a reflection about whether they have met their goal.

## Materials/Notes

**½ Class Set**

Group Member Observation  
Strips



### **Reference**

*AVID Tutorial Guide*

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



## Standards and Essential Question:

- **9-WRI.D1** Write summaries of information in various contexts
- **9-COLL.A4** Participate in team-building lessons to learn about valuing and effectively working with others
- **9-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal-setting
- **EQ:** “How can I improve my ability to organize myself?”

## Lesson

### 1. Two Truths and a Lie

- ✕ Distribute one 3x5 Index Card to each student.
- ✕ Have the students write their name on the top of the card.
- ✕ Tell each student to write two interesting things about themselves (that people in the class wouldn’t know) and one statement that is a lie (but something that people would think could be true).
  - It might be helpful to model this activity first with your own two truths and a lie. (For example, I have bungee-jumped, I ran a marathon [false], and I broke a rib snowboarding.) Have students guess your lie.
  - Make sure the two truths and a lie are something that the students would not mind sharing with the class.
- ✕ Have students write their two truths and their lie on the Index Card.
- ✕ Collect all of the students’ cards.
- ✕ Randomly select a card, state the student’s name, read their three statements, and have the other students in the class guess which statement is false.
- ✕ Read 10-12 cards, but make sure that you stop before the icebreaker becomes boring or repetitive.
- ✕ Place the unread cards in a safe place, bring them out from time-to-time, and read one or two additional cards.

### 2. Binder/Note Check and Binder Clean-Up

- ✕ Have students line up silently according to their birthday. Students cannot talk or mouth any words and must arrange themselves in a line from January 1 to December 31.
- ✕ Once students are in a line, have students say their birthdays and have them move, if necessary.
- ✕ Have each student partner with the person next to them.
- ✕ Tell students to take their binders and sit next to their partner.
- ✕ Give students five minutes to independently clean up their binders, organize, and remove older materials.
- ✕ Have students grade their partner’s binder.
  - Do spot checks of your own, as necessary.
- ✕ Once binders have been graded, have students select the best page of Cornell notes that they have taken from the week.

## Materials/Notes

### Reference

Newly Friend Game



### Materials

3x5 Index Cards

Documentation  
for Essential

**3.3**

## Lesson Plan, Day 115

AVID – 9<sup>th</sup> Grade

- Have the partner look over their notes, and then write two things that they like about the notes and two potential areas of improvement.

*Note: If students have not completed a first draft of their Mandala, provide them with time in class to finish a complete draft for Day 116.*

### 3. Newly Friend Game

- X Randomly break the students into groups of five to seven.
- X Have students select the student from their group that they believe they know the most about.
- X Have the selected students leave the room.
- X Ask the students five of the questions from the Newly Friend Game and have the team write their answer on a blank sheet of paper.
- X Once the teams have answered the five questions about the selected students, have the chosen students return to the classroom.
- X Ask the chosen students the same five questions.
- X If the team wrote the same answer as the chosen student, the team gets one point.
- X If there is time, have the teams select a second student and ask the remaining five questions.

### 4. Homework

- X Students must have a completed first draft of their Mandala for Day 116. Tell them that it needs to be typed.
  - Important: If any students don't bring in a draft for Day 116, they need a typed draft for Day 118, so keep after them to get the draft in on time.

## Standards and Essential Question:

- **9-ORG.B3** Utilize notes during the tutorial process to support questioning and gathering of key learning
- **9-WRI.A3** Revise drafts multiple times to improve and clarify
- **9-WRI.A7** Reflect on one's own writing to encourage continual growth
- **9-WRI.B4** Include descriptive sentences in pieces of writing
- **EQ:** "How does word choice affect the image conveyed in a paper?"

## Lesson

### 1. Visual Vocabulary

- X Prior to the lesson, select a passage with powerful, vivid, upgraded, or academic vocabulary. (Try to find a passage from a source that students are reading in one of their academic classes.)
- X Say to the class, "I am going to read you a passage. As I do so, I would like you to close your eyes and concentrate on the words that you hear. When I am finished, I will ask you to share some of the words that captured your attention, and I will ask you to consider how the vocabulary adds to/detracts from the overall passage."
- X Read the selected passage.
- X Have students share the words from the reading that caught their attention and write them on the board. Discuss the following:
  - What makes these words powerful and effective?
  - What makes them challenging to understand?
  - What do they add to the passage?
- X Looking at the words, have students identify simpler synonyms.

### 2. Upgrading Vocabulary

- X Arrange students into triads and distribute the Student Handout: Sample Passage.
- X Have triads work to upgrade the underlined vocabulary in the sample passage.
- X Have students share their ideas. Discuss as a class and come to a quick consensus as to substitutions. Write the class choices on the overhead.
- X Have a volunteer read the class version with the upgrades.

### 3. Upgrading Mandala Vocabulary\*

- X Have students take out their Mandala essays and work to upgrade their vocabulary.
  - Students can either work on upgrading their own paper's vocabulary or switch with a partner.

### 4. Homework

- X Students can upgrade the vocabulary in their essay as homework.
- X Have a completed/printed draft of the Mandala essay for Day 118.

### 5. Technology Extension\*

- X Have the students log on to [www.wordle.net](http://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.

## Materials/Notes

### Resource

*High School Writing*

4.5 Upgrading Vocabulary  
(Pgs. 111-117)



### Class Set

*High School Writing*

4.5 Student Handout:

Sample Passage (Pg. 114)



### Display

*High School Writing*

4.5 Overhead Transparency:

Sample Passage

(Pgs. 115-117)



## Standards and Essential Question:

- **9-CD.B5** Create short-, mid-, and long-term goals that support academic and personal growth
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How can I support the success of my tutorial group?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ Instruct students to observe what all of the group members are doing throughout the tutorial session.
- ✕ Fill out the strips at the end of the tutorial session.

### 3. Group Member Participation and Reflection

- ✕ End tutorial early enough to allow 10-15 minutes of discussion time.
  - Have students go through this reflective activity instead of the normal tutorial reflection.
- ✕ Have tutors lead small group discussions about what worked well and where their group could improve.
- ✕ Have students share their observations about all group members, encouraging them not to name specific people.
- ✕ Have the tutor ask one of the Group Member Reflection questions to help drive students’ reflection time.
- ✕ Have students reflect on the given reflection question, in lieu of the regular reflection.

## Materials/Notes

### Reference

*AVID Tutorial Guide*  
4.9b Group Member  
Reflection (Pg. 321)



## Standards and Essential Question:

- **9-ORG.C2** Utilize technology to complete final drafts of assignments and conduct research
- **9-WRI.A3** Revise drafts multiple times to improve and clarify
- **9-WRI.A5** Use common editing marks during the editing process
- **9-WRI.C2** Develop and strengthen writing through the creation of a Mandala essay
- **EQ:** “How can editing skills be used to improve effective communication?”

## Lesson

*Note: If students did not bring in typed copies of their paper, have them work in the back of the room on their paper.*

### 1. Model Using Student Reader Response

- ✕ Project the student sample of the Mandala and have students comment on the connections between the samples.
- ✕ Project the introduction to the sample Mandala essay.
- ✕ Choral (or have a student volunteer) read the introduction.
- ✕ Remind students that we will be critiquing the introduction, but that this should be constructive (not destructive) in nature. Students should frame suggestions positively, and the goal of this process is to improve everyone.
- ✕ Have students read through and suggest improvements for the following:
  - Vocabulary Upgrade (Day 116)
  - Showing Writing (Day 65)
  - Comma Usage (Day 46) and Other Grammar and Punctuation Usage
  - Revising the Thesis (Day 26)
- ✕ Have students edit directly on the overhead or copy of the paper (using a document camera).

### 2. Expert Group Editing

- ✕ Randomly divide the class into groups of five.
- ✕ Instruct each student to have their rough draft of their Mandala essay and Mandala picture on their desk.
- ✕ Have multiple pens on every desk for students to use.
- ✕ Have students pass their papers clockwise, take the same colored pen (e.g., blue), and then give them time to make “upgrading vocabulary” edits to the paper.
- ✕ Once vocab edits are complete, have them pass their papers counterclockwise again, with every student using the black pen to edit the new paper for “showing writing.”
- ✕ All students should make the same edits at the same time:
  - Blue – Edits for Upgrading Vocabulary
  - Black – Edits for Showing Writing
  - Red – Edits for Comma Usage
  - Green – Edits to the Thesis

## Materials/Notes

### Reference

*High School Writing Revising*  
(Pgs. 225-227)



### Class Set

*High School Writing*  
Stage 5: Editing (Individual and Collaborative) (Pg. 64)



### Materials

Four Different Colored Pens or Markers (suggest: blue, black, green, and red)

Documentation  
for Essential

6.2

## Lesson Plan, Day 118

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AVID – 9<sup>th</sup> Grade

- ✕ Give students three to five minutes to edit for their revision task. Warn students when time is running low.
- ✕ Tell students that they will need to have a final published essay for Day 120.
  - Remind students that the edits are simply suggestions on how to improve their paper. They can either incorporate the changes or choose not to use the ideas.

### 3. Homework

- ✕ For Day 120, have students bring in the following:
  - Two copies of the final version of their Mandala essay
  - Mandala drawing
  - All previous drafts, with numbers at the top of the page
  - All pre-writing

## Standards and Essential Question:

- **9-CD.B5** Create short-, mid-, and long-term goals that support academic and personal growth
- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “What progress have I made with supporting my group members?”

## Lesson

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ Instruct students to observe what all of the group members are doing throughout the tutorial session.
- ✕ Fill out the strips at the end of the tutorial session.

### **3. Group Member Participation and Reflection**

- ✕ In lieu of the normal tutorial reflection, have students complete the goal-setting reflection.
- ✕ Have students take out the Monthly Group Goal-Setting Sheet.
- ✕ Have students write a reflection about whether they have met their goal.

## Materials/Notes

### **½ Class Set**

Group Member Observation  
Strips



### **Reference**

*AVID Tutorial Guide*

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





## Standards and Essential Question:

- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement to show evidence of growth and use for college and scholarship applications
- **9-WRI.C2** Develop and strengthen writing through the creation of a Mandala essay
- **EQ:** “How have I improved as a student since the beginning of the year?”

## Lesson

### 1. Cornell Note Quantity Check

- ✕ As students are working on the Mandala Project, have students place their binder/Cornell Notes on their desks.
- ✕ Remind students that the expectation for freshman is that they take 10 to 18 pages of quality Cornell notes per week. Depending on the class expectations you set.
- ✕ 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.
- ✕ This can also be done by peer partners and then randomly collect to spot check

### 2. Mandala Literature Circles

- ✕ Have students arrange their desks into a circle.
- ✕ Have students take out their Mandala drawing and the final draft of their essay.
- ✕ Allow students to volunteer to read their autobiographies (or read excerpts) and show their Mandala drawings to the group.
  - Try to limit this to 10-12 students, which will allow time for the other activities.

### 3. Mandala Reflection

- ✕ Select three questions from the Reflection and Self-Evaluation Questions handout.
  - **Option 1:** Write the selected questions into a learning log format.
  - **Option 2:** Have students take out a page of lined paper.
- ✕ Have students write to the selected three questions for 10 minutes.

### 4. Publishing

- ✕ Have students take out their Mandala drawing and one copy of their Mandala essay.
- ✕ Distribute one page of 11x17" cardstock/construction paper to each student.
- ✕ Have students paste their Mandala to the 11x17" paper and create a pocket using blank paper, for their Mandala essay.
- ✕ Have the students place their construction paper in one spot.
  - Later, use ribbon or paper rings to form a Mandala book.
  - Collect the reflection, the final draft, all previous drafts with numbers at the top of the page, and all pre-writing.

## Materials/Notes

### Reference

*High School Writing*  
Publishing and Self-Evaluation/Reflection  
(Pgs. 228-229)



*High School Writing*  
2.11 Reflection and Self-Evaluation Questions  
(Pg. 78)



*Strategies for Success*  
17.1 Portfolio Guiding Questions (Pg. 217)



### Materials

11x17" Various Colored Cardstock or Construction Paper

Documentation  
for Essential

9.6

## Lesson Plan, Day 120

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AVID – 9<sup>th</sup> Grade

### 5. Portfolio Collection

✕ Have students take out their portfolios and ask them to collect the following:

- Best pages of Cornell notes in all subjects
- Best example of a tutorial
- Best learning log
- Quickwrite sample
- A content-area project that exemplifies the use of WICOR strategies

*Note: Once Mandala essays are graded, show them to the students and have them place them in their portfolio.*

## Standards and Essential Question:

- **9-ORG.D1** Identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in test preparation
- **9-ORG.D2** Identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in test preparation
- **EQ:** "How can I improve my performance on tests?"

## Lesson

### 1. "How Did I Do last year?"\*

- ✕ Option 1: create copies of last year's state exams for each student. Pull these from student files.
- ✕ Option 2: have students take out 4 -5 chapter/unit tests from their various content classes.
- ✕ Have students examine their data from last year, and reflect on the questions:
  - "Where were my strongest areas on last year's test?"
  - "Where were my weakest areas?"
  - "What will I do this year to change how I approach the test and increase my score?"

### 2. Before, During, and After

- ✕ Tell students, "We will be working on how to generate and execute a test taking strategy for any test."
- ✕ Before the test (record the following subject and the brainstormed ideas)
  - Know the test – SAY: "What types of questions generally show up on tests?" (I.E. Multiple Choice, True/False, Essay, Short Response, etc.)
  - What do you need – Make sure you know what you can/should bring to the test: notes, books, study card, calculators, pencils.
  - Study effectively – Make sure to study a little each day, rather than cramming the night before the test. Insure you have a good night's sleep the night before the test, and a good breakfast the day of the test.
    - Remind students of the Forgetting Curve
  - Develop a plan – Use the information about number of questions, amount of time for the test, and personal learning style to develop a plan. Consider using stars on the booklet to note questions you skip or questions that were very hard and might be wrong.

## Materials/Notes

### Reference

*Strategies for Success*

13 Test-Taking

(Pgs. 173-174)



### Project

*Supporting Math in the AVID Elective*

2.8a The Curve of Forgetting  
(Pg. 78)



Documentation  
for Essentials

9.4

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

- X During the Test
- X Scan and review – Make sure you scan the test sections and read the directions to be sure the test is what you expected.
- X Pace yourself – Take the amount of time for the section and divide by the number of questions to generate the amount of time per question. Use a watch to help pace yourself.
- X Use Strategies (Note to teacher – have students generate a list of potential strategies to use, i.e. elimination, plug in answer, etc.)
- X After the Test
  - Reflect on the experience – This should be done before you receive the results. Write a reflective Learning Log, recording your thoughts on the test.
- X Analyze your results – Look for patterns and areas of strength/weakness and focus study habits on those areas for the next test.

## Standard and Essential Question:

- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “What resources are needed to successfully contribute to today’s tutorial?”

## Lesson

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

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 122 through 134 is having and utilizing necessary resource materials.**
- ✕ Make sure students focus on having all of their materials open and ready on their desk. These materials might include:
  - Section of notes being studied
  - Book
  - Handouts
  - TRF and taking notes in two columns
  - Past tests
- ✕ Use Preparing for Tutorials in the AVID Classroom as a guide to help ensure that students are fully prepared for their tutorials.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection.
- ✕ Have tutors debrief with students about how well they had materials ready and accessible.
  - Tutors should discuss with you any specific areas of concern with students.

### 4. Grade Tutorial Analysis

- ✕ Pass out the Tutorial Analysis Grade Reflection (Parts A and B) handout.
- ✕ Have students complete the Grade Analysis **by Day 125**.
- ✕ Inform students that this is how they will help determine the subject in which they will focus their efforts.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

2.18a Preparing for Tutorials in the AVID Classroom (Pg. 155)



*AVID Tutorial Guide*

3.5a Tutorial Analysis Grade Reflection – Parts A and B (Pgs. 182-183)



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**8.4**

## Standards and Essential Question:

- **9-ORG.B7** Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions
- **9-ORG.D4** Learn to effectively manage test anxiety
- **9-ORG.D5** Check all answers/responses prior to submitting test and change responses when sure of necessity
- **EQ:** "How can I improve my test-taking abilities?"

## Lesson

### 1. Test-Taking Problems

- ✕ Brainstorm the types of problems that they have experienced on various tests.
- ✕ Distribute the Test-Taking Problems handout.
- ✕ Have students check the examples where they have struggled the most and write an explanation about recent experiences.
- ✕ Randomly create groups of four and have group members brainstorm possible strategies to confront their different types of test problems.
- ✕ Distribute the Reducing Test Anxiety handout and have groups rank the strategies that they believe are most effective to least effective.
- ✕ Have groups share out the five strategies that they ranked as the most effective.
- ✕ Distribute chart paper to each group and have groups brainstorm other effective test-taking strategies that can improve test performance.
- ✕ Post charts and have groups share out or do a gallery walk.

### 2. Test-Taking Tips\*

- ✕ Have students pair up (with one student as A and the other as B).
- ✕ Distribute the Test-Taking Tips handout, with Student A receiving multiple choice and Student B receiving vocabulary.
- ✕ Have students underline any key pieces of information.
- ✕ Have partners share the main ideas for three minutes, and then switch.

### 3. Did I Capture it in my Notes?\*

- ✕ Have students take out any previous test, potentially one they did not do well on
- ✕ Have students take out any notes that they took in preparation for that test
- ✕ Allow students to work, possibly in pairs, to identify and highlight where any missed questions occurred in their notes
- ✕ Tell students to record on a new page of Cornell Paper any information that was not recorded
- ✕ Have students reflect on if they are more apt to miss questions because the information was not in their notes, or because they did not study their notes.
- ✕ Have students form groups of four, and discuss whether they need to improve their recording of notes, or how they study notes
- ✕ Have groups share out where they have more problems
- ✕ Allow groups to discuss how they can improve on future tests

## Materials/Notes

### Class Set

*Strategies for Success*

13.1 Test-Taking Problems (Pg. 185)



*Strategies for Success*

Test-Taking Tips (Pgs. 178-179)



Reducing Test Anxiety



## Standard and Essential Question:

- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “What resources are needed to successfully contribute to today’s tutorial?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 122 through 134 is having and utilizing necessary resource materials.**
- ✕ Make sure that students focus on having all of their materials open and ready on their desk. These materials might include:
  - Section of notes being studied
  - Book
  - Handouts
  - TRF and taking notes in two columns
  - Past tests
- ✕ **As the teacher:** Use the Observing Student Performance handout as a means to record student performance in areas. Pay special attention to references to resources, such as notes and the text. Tally the number of times that students reference resources and note specific students who are excelling or areas of concern.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection.

### 4. Tutor Debrief

- ✕ Before the next tutorial, debrief your observations with your tutors, noting specific areas of excellence and concern. Discuss what can be done to address any areas of concern.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

3.11h Observing Student Performance (Pg. 225)



Documentation  
for Essential

**8.2**

## Standards and Essential Question:

- **9-WRI.A2** Understand and identify the audience, purpose and form for writing assignments
- **9-COLL.A4** Participate in team-building lessons to learn about valuing and effectively working with others
- **EQ:** "What resources are needed to successfully contribute to today's tutorial?"

## Lesson

### 1. Team-Builder – "Let's Collab-o-write"

- ✕ Before class, choose six random story starters and type them into the Collab-o-write Writing Prompt. Print one set for every group of four students.
  - Feel free to swap out the sentence starters with others (i.e., "Once upon a time...", "That's when the ship...", "Our plans were suddenly changed...", "They both gasped in relief...", etc.).
- ✕ Break the class into groups of four students and have each student randomly take one writing prompt.
- ✕ Have every person write to their prompt for four minutes.
- ✕ Call time and have each person pass their story to the group member on their right.
- ✕ Give the new person two minutes to read the story and three minutes to write.
- ✕ Repeat this process two more times.
- ✕ Pass the story to the original author and have them read the story.

### 2. Team-Builder – "I Love My Neighbor, Especially Those Who..."

- ✕ Have students arrange their chairs in a circle, making sure that there is one less seat than there are students.
- ✕ Have one student stand in the middle of the circle. That student's job is to fill in the phrase, "I love my neighbors, especially those \_\_\_\_\_." (For example, one might say, "...who are wearing blue.")
- ✕ Everyone in the class that is wearing blue must then stand up and move to a new chair at least two chairs away. The student in the middle also tries to find a seat.
- ✕ The student without a seat becomes the person in the middle and fills in the phrase, "I love my neighbors, especially those \_\_\_\_\_."
- ✕ **IMPORTANT NOTES:**
  - Make sure that students are carefully going to a new seat and are avoiding behavior that could cause injury.
  - Discuss the idea of increasing in positive risk. Moving from "wearing blue," "has Converse sneakers on," and "wears glasses..." to things such as "lived out of the state," "loves math," "born in another country," etc. Make sure that you talk to them about inappropriate questions, which will cause the game to end immediately.

## Materials/Notes

### Class Set

Collab-o-write Writing Prompt



Documentation  
for Essential

**3.3**



## Standards and Essential Question:

- **9-ORG.B2** Understand how to use notes to study, including the fold-over method
- **9-ORG.B6** Begin writing higher-level thinking questions in the left column that correspond to chunks of information in the right column of Cornell notes
- **EQ:** “How can I improve my note-taking skills?”

## Lesson

### 1. Numbered Heads – Cornell Notes

- ✕ Have your students create groups of four.
- ✕ Have each group member number off from 1 to 4.
- ✕ Read off some of the following questions (and create your own) about Cornell notes:
  - How has taking Cornell notes helped you this year?
  - What do you struggle with when taking notes?
  - What is one area where you think you are doing well?
- ✕ Have students put their heads together and discuss the chosen question.
- ✕ Randomly call out a number from 1 to 4 and have that student tell the class what their group discussed.

### 2. Creating Higher-Order Thinking Questions

- ✕ Have students take out several pages of Cornell notes from the past week (from every academic subject).
- ✕ Distribute the Step 4: Cornell Note Questions handout.
- ✕ Have students take out a page of the same subject (i.e., everyone takes out a page of science notes).
- ✕ Walk students through Steps 1 through 5.
  - Remind students that the questions need to connect with the information on the right side.
- ✕ Distribute the Levels of Thinking handout and have students take several lower-order thinking questions and generate good higher-order thinking questions.
- ✕ Have students pair up and share the questions that they have created.
- ✕ Have students continue the refining note process for each academic area.

### 3. Studying Using the Fold-Over Method

- ✕ Have students practice studying using the fold-over method.
  - Students should fold over the left column so that only the questions are visible, and then self-quiz.
  - Students can also cover the right side with a piece of blank paper and rework problems, or alternatively, collaborate and quiz each other.
- ✕ Ensure that the notes are graded.

## Materials/Notes

### Class Set

*Focused Note-Taking*

Step 4: Cornell Note

Questions



*Focused Note-Taking*

Levels of Thinking



### Materials

Post-it Notes

Documentation  
for Essential

**6.3**

## Standard and Essential Question:

- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “What resources are needed to successfully contribute to today’s tutorial?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 122 through 134 is having and utilizing necessary resource materials.**
  - Make sure that students focus on having all of their materials open and ready on their desk. These materials might include:
    - Section of notes being studied
    - Book
    - Handouts
    - TRF and taking notes in two columns
    - Past tests
- ✕ Use Preparing for Tutorials in the AVID Classroom as a guide to help ensure that students are fully prepared for their tutorials.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection.
- ✕ Have tutors debrief with students about how well they had materials ready and accessible.
- ✕ Tutors should discuss with you any specific areas of concern with students.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

2.18a Preparing for Tutorials in the AVID Classroom (Pg. 155)



Documentation  
for Essential

**8.4**

## Standards and Essential Question:

- **9-REA.B1** Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- **9-REA.B4** Use multiple reading strategies, including marking the text and annotating text to identify claims and connect ideas
- **9-INQ.C2** Analyze a seminal U.S document of historical and literary significance (e.g., the Gettysburg Address, Washington's Farewell Address) in a Socratic Seminar or Philosophical Chairs discussion
- **EQ:** "What can I take from my learning about the Gettysburg Address and apply to life today?"

## Lesson

### 1. Pre-reading Strategy: "KWL"

- ✕ Create a K, W, and L poster on separate pieces of chart paper.
- ✕ Have students write down what they "know" and what they "want to know" about the Civil War on Post-it notes.
- ✕ Have students post their K and W notes on the corresponding poster.
- ✕ Discuss the historical context of the Civil War and provide background on Abraham Lincoln and the Gettysburg Address.
- ✕ Distribute the following handout: The Gettysburg Address.
- ✕ Have students number the paragraphs and pre-read The Gettysburg Address handout, circling any key (or unfamiliar) words.

### 2. Writing in the Margins

- ✕ Students re-read the text with the intent of writing questions in the margins. Use Writing in the Margins: Questioning as a guide to assist students with determining the appropriate type of questions to ask. Potential areas of focus include: summarizing the author's points and questioning.
- ✕ These questions can serve as a jumping-off point for the Socratic Seminar on Day 130.

### 3. Homework

- ✕ Bring in The Gettysburg Address for the Socratic Seminar on Day 130.
- ✕ Students should come in with two or three questions prepared for Day 130.

## Materials/Notes

### Class Set

The Gettysburg Address



or

### Reference

*Critical Reading*

1.2 Instructional Model for Reading Tasks (Pg. 9)



*Critical Reading*

7.7 Writing in the Margins: Questioning (Pg. 91)



Documentation  
for Essential

6.5

## Standard and Essential Question:

- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How have my notes and text supported my tutorial group?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 122 through 134 is having and utilizing necessary resource materials.**
  - Make sure that students focus on having all of their materials open and ready on their desk. These materials might include:
    - Section of notes being studied
    - Book
    - Handouts
    - TRF and taking notes in two columns
    - Past tests
- ✕ **As the teacher:** Use Observing Student Performance as a means to record student performance in areas. Pay special attention to references to resources, such as notes and text. Tally the number of times that students reference resources and note specific students who are excelling or areas of concern.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection.

### 4. Tutor Debrief

- ✕ Before the next tutorial, debrief your observations with your tutors, noting specific areas of excellence and concern. Discuss what can be done to address any areas of concern.

## Materials/Notes

### Teacher Copy

*AVID Tutorial Guide*

3.11h Observing Student  
Performance (Pg. 225)



Documentation  
for Essential

**8.2**

## Standards and Essential Question:

- **9-INQ.C2** Analyze a seminal U.S document of historical and literary significance (e.g., the Gettysburg Address, Washington's Farewell Address) in a Socratic Seminar or Philosophical Chairs discussion
- **9-INQ.C4** During the Socratic Seminar, ask additional questions to continue deeper exploration of the text and one another's thinking and expressions
- **9-INQ.C5** Reflect on the Socratic Seminar discussion and identify areas for future improvement
- **EQ:** "What unfinished work could I continue?"

## Lesson

### 1. Note/Binder Check

- ✕ Have tutors check organization quality of notes.

### 2. Socratic Seminar: The Gettysburg Address

- ✕ Students should bring copies of The Gettysburg Address and any notes.
- ✕ Follow directions for Socratic Seminar, as outlined on Days 18 and 20.
- ✕ Reference the Socratic Seminar Goal from Day 105 and remind students of the goal that was set.
- ✕ Have students popcorn the questions that they recorded from Day 128:
  - This is also an excellent opportunity to use the "Wing Man" protocol. (See On Demand Module.)
- ✕ Possible items to address and questions to raise include:
  - In the early stages (possibly Day 103), make sure that students understand the meaning of four score, conceived, consecrate, and hallow.
  - How did the brave men consecrate the ground?
  - Do we still need to "be dedicated here to the unfinished work" today?
  - What does that unfinished work entail?

#### **Optional Extension\***

- ✕ Pause the Socratic Seminar with 15 to 20 minutes left in class and project the Civil War Photos PowerPoint.
  - **NOTE:** Some of the pictures contain graphic images, so it is very important to preview the PowerPoint before referencing it in class. All images were taken from the Library of Congress and can be substituted.
- ✕ Have students discuss how the images tie into what they know about Lincoln's "Gettysburg Address." Does their perception of the Civil War/Gettysburg Address change? How does it change?

### 3. Reflect on Socratic Seminar Process

- ✕ Have students reflect on the Socratic Seminar discussion.
  - What went well?
  - What could improve next time?
- ✕ **As the teacher:** Record this goal and store for Day 155.

## Materials/Notes

### Class Set

The Gettysburg Address



### Reference

*Strategies for Success*

12 Socratic Seminar  
(Pgs. 155-172)



### Project

Civil War Photos



Documentation  
for Essential

**7.3**

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

## Standard and Essential Question:

- **9-CR.C2** Continue developing a basic understanding of college vocabulary
- **EQ:** “What knowledge do I need in order to make an educated college choice?”

## Lesson

### 1. KWL Chart About College

- ✕ Have students create a KWL chart.
- ✕ Give students about two minutes to complete the “know” and “want to know” columns.
- ✕ Share student responses and create a class KWL chart.

### 2. College Terms – Fill in the Blank\*

- ✕ Distribute the “College Terms – Fill in the Blank” handout.
  - Note: Each student will have four different squares with the information filled in appropriately.
- ✕ Tell students, “Each student has different information in their squares. When I say, ‘Go,’ you need to copy the different info from the other students until all 16 squares are filled in with the information. The first student (or first three students) finished will win a prize. But, you can only copy one box per student, and the student must initial the box.”
- ✕ Have student start filling in information. (This may be a bit chaotic.)
- ✕ When the first student (or first three students, if you are giving out multiple prizes) has finished, have students return to their seats.
- ✕ Have the winners share out the information. As a teacher, talk (briefly) about any boxes that might need more explanation.

### 3. Direct Instruction of Basic College Information

- ✕ Begin discussion by going over the Educational Options handout, specifically the pyramid. Highlight the correlation between type of institution and degrees offered.
- ✕ Continue by going over the glossary of college-related terms.
- ✕ Tell students that they will need to have a basic understanding of these terms in order to complete their next writing assignment.

### 4. Return to KWL Chart

- ✕ Students return to their individual KWL charts to enter items in the “learned” column and add or adjust items in the “want to know” column.
- ✕ Have students highlight or otherwise note the three most important or interesting things that they learned.
- ✕ Share out highlighted items.

## Materials/Notes

### Class Set

#### *Preparing for College*

#### 1.1 Educational Options

(Pgs. 4-6)



#### College Terms – Fill in the Blank



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

## Standard and Essential Question:

- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “What resources are needed to successfully contribute to today’s tutorial?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 122 through 134 is having and utilizing necessary resource materials.**
  - Make sure students focus on having all of their materials open and ready on their desk. These materials might include:
    - Section of notes being studied
    - Book
    - Handouts
    - TRF and taking notes in two columns
    - Past tests
- ✕ Use the Preparing for Tutorials in the AVID Classroom handout as a guide to help ensure students are fully prepared for their tutorials.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection
- ✕ Have tutors debrief with students about how well they had materials ready and accessible.
- ✕ Tutors should discuss with you any specific areas of concern with students.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

2.18a Preparing for Tutorials in the AVID Classroom (Pg. 155)



Documentation  
for Essential

**8.4**

## Standards and Essential Question:

- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.A2** Understand and identify the audience, purpose and form for writing assignments
- **9-WRI.C1** Develop and strengthen writing through the creation of a college research essay
- **EQ:** “How do I analyze the prompt to complete a successful college research essay?”

## Lesson

### 1. Quickwrite

- ✕ Give the following quickwrite prompt to students: “What strategies do you use when you are given a writing prompt and have to begin writing?”
- ✕ Give students two or three minutes to write responses.
- ✕ Pair-share student responses, and then conduct a class share-out.

### 2. Introduce College Research Essay Assignment

- ✕ Distribute the College Research Essay Prompt and College Research Essay Rubric.
- ✕ Read the prompt to the class.
- ✕ Ask students to highlight, or otherwise note, what they feel to be key words or phrases that would help guide them in creating the essay.

### 3. Analyzing the Prompt

- ✕ Discuss the importance or understanding exactly what is being asked of the writer when responding to a prompt.
- ✕ Distribute “Responding to a Writing Prompt”.
- ✕ Go over each of the listed categories using the “Analyzing a Writing Prompt” Quick Reference. Use general terms to discuss prompts broadly, without referring to the specific college essay prompt.
- ✕ In pairs, have students complete the “Responding to a Writing Prompt” handout for the college essay prompt.
- ✕ When the pairs have finished, share results with the class to come to consensus on requirements for the essay.

### 4. Examining the Rubric\*

- ✕ Divide the class into 10 groups.
- ✕ Assign each group to one of the rows on the rubric.
- ✕ As a group, they should prepare a brief explanation of the row and give advice to fellow students on what to do and what to avoid in order to score well on the essay.
- ✕ Have groups share their explanations with the class.

### 5. Logistics

- ✕ Go over the due date for the essay.
- ✕ Let students know that they will have approximately five class days to work on the research and the paper.

## Materials/Notes

### Class Set

College Research Essay

Prompt



College Research Essay

Rubric



*Critical Reading*

9.1 Analyzing a Writing

Prompt and Responding to a

Writing Prompt

(Pgs. 118-119)



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



## Standard and Essential Question:

- **9-INQ.B3** Utilize resources (such as Cornell notes and textbook) to gather information
- **EQ:** “How have my notes and text supported my tutorial group?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 122 through 134 is having and utilizing necessary resource materials.**
  - Make sure students focus on having all of their materials open and ready on their desk. These materials might include:
    - Section of notes being studied
    - Book
    - Handouts
    - TRF and taking notes in two columns
    - Past tests
- ✕ **As the teacher:** Use Observing Student Performance as a means to record student performance in areas. Pay special attention to references to resources, such as notes and text. Tally the number of times that students reference resources and note specific students who are excelling or areas of concern.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection.

### 4. Tutor Debrief

- ✕ Before the next tutorial, debrief your observations with your tutors, noting specific areas of excellence and concern. Discuss what can be done to address any areas of concern.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

3.11h Observing Student Performance (Pg. 225)



Documentation  
for Essential

**8.2**

## Standards and Essential Question:

- **9-CR.A1** Prepare for guest speaker presentations by creating questions for the speakers prior to their visit
- **9-CR.A2** Greet and escort guest speakers to the classroom
- **9-CR.A4** Gather insight from a variety of guest speakers, who discuss various aspects of college choice and experience
- **EQ:** “What tips can I gather from our guest speaker about choosing the right college for me?”

## Lesson

### 1. Guest Speaker Selection

- ✕ If possible, focus on choosing a guest speaker that can give insight into how to, or how not to, choose the right college and will share personal experiences in their struggle to select the right college.
- ✕ A panel of college representatives may also be beneficial, if logistics allow for such a presentation.

### 2. Guest Speaker Protocol

- ✕ Remind students of the Guest Speaker and about SLANT
  - Sit Up, Lean Forward, Ask Questions, Nod your head, Take Notes

### 3. Guest Speaker

- ✕ **NOTE:** Have water and an extra copy of the Guest Speaker Guide available for the guest speaker.
- ✕ Introduce the speaker, giving some general information about him or her.
- ✕ Turn the class over to the speaker.
- ✕ If you do not have tutors to grade binders, bring randomly chosen binders to your desk to grade, but be sure to monitor student behavior.
- ✕ When the speaker has finished talking, have the class give him or her an AVID clap (fireworks, whoosh, etc.).

## Materials/Notes

### Reference for Guest Speaker

*Strategies for Success*

15.2 Guest Speaker Guide  
(Pg. 202)



Documentation  
for Essential

**3.3**

## Standards and Essential Question:

- **9-CR.C1** Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice
- **9-CR.E2** Identify schools of interest and examine cost of attendance
- **EQ:** “What factors are most important to me when selecting colleges of interest?”

## Lesson

### 1. Quickwrite

- ✕ Give the following quickwrite prompt to students: “If you were to choose a college today, which one would you pick and why?”
- ✕ Give students two or three minutes to write responses.
- ✕ Pair-share student responses.
- ✕ Ask for student volunteers to share their responses with the class.

### 2. Thinking About the Best College

- ✕ Distribute the Thinking about the Best College handout to students.
- ✕ Students complete this worksheet independently.
- ✕ When all students have finished, allow students to pair or form triads to share responses.
- ✕ After giving time to share, ask students to consider what factors they might not have considered prior to looking at the worksheet and which factors they think may be the most important to them.
- ✕ Ask student volunteers to share insights.

### 3. The Ideal College

- ✕ Distribute The Ideal College handout.
- ✕ Students complete this worksheet independently.
- ✕ Let students know that many of these questions, or questions like them, are typical of searches that are designed to aid in college choices, like the ones they will be using to complete the research portion of the essay assignment.
- ✕ If time permits, have students share in pairs or triads.

### 4. Return to Quickwrite

- ✕ The following prompt offers a continuation of the quickwrite: “Would you still choose the same college you did in the first quickwrite? If so, explain how this college fits your personality and goals. If not, tell why this college does not fit you.”

## Materials/Notes

### Class Set

*College and Careers*

4.6 Thinking about the Best College (Pgs. 134-135)



*College and Careers*

4.7 The Ideal College (Pgs. 136-137)



## Standard and Essential Question:

- **9-WRI.D2** Differentiate between a summary and a reflection
- **EQ:** “How can I use today’s information in a new or novel way?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 137 through 149 is clarifying their reflections.**
- ✕ As the teacher, circulate the room, ensuring that students are on task with their resources out.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, allowing the tutors to select one of the reflection prompts (from the five options).
- ✕ Allow tutors the time to read and suggest corrections to the reflections, in addition to your reading/correcting later.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

4.3b Think About It (Pg. 302)



## Standards and Essential Question:

- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources
- **9-COLL.A2** Utilize technology to complete final drafts of assignments and conduct research
- **9-CR.C1** Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice
- **EQ:** "How can I use technology to assist in finding a college that is the right fit for me?"

## Lesson

### 1. Introduce College Research

- ✕ Distribute one Finding Colleges That Fit handout and two or three copies of the College Research Worksheet to each student.
- ✕ Explain to students that they will be using technology, in this case an Internet search, to begin to narrow down a list of colleges of interest.
- ✕ They are to follow the directions on the Finding Colleges That Fit handout to complete a college search.
- ✕ Using that search, each student should complete preliminary research on two or three colleges of interest. That research should be recorded on the College Research Worksheet.

### 2. Independent Research

- ✕ Give students the rest of the class period to complete the required research.

## Materials/Notes

### Class Set

*College and Careers*

4.9 College Research  
Worksheet (Pg. 139)



Finding Colleges That Fit



## Standard and Essential Question:

- **9-WRI.D2** Differentiate between a summary and a reflection
- **EQ:** "How can I use today's information in a new or novel way?"

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 137 through 149 is clarifying their reflections.**
- ✕ As the teacher, circulate the room, ensuring that students are on task with their resources out.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, allowing the tutors to select one of the reflection prompts (from the five options).
- ✕ Allow tutors the time to read and suggest corrections to the reflections, in addition to your reading/correcting later.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

4.3b Think About It (Pg. 302)



Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-CP.B1** Participate in field trips to include one or two college/university visits that are different from previous year
- **9-CP.B2** Engage in at least one "e-trip" that has an interactive component
- **9-CP.B3** Use skills of listening and note-taking during field trip experiences
- **9-CP.B4** Draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)
- **9-CP.C1** Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice
- **9-CP.E2** Identify schools of interest and examine cost of attendance
- **EQ:** "What kind of information can I gather about a school without actually visiting the campus?"

## Lesson

### 1. Cornell Note Quantity Check

- ✕ As students are working on their e-tour, have students place their binder/Cornell Notes on their desks.
- ✕ Remind students that the expectation for freshman is that they take 10 to 18 pages of quality Cornell notes per week. Depending on the class expectations you set.
- ✕ Place a stamp or check mark on the notes so that students can't use them again for future checks.

### 2. E-Tours

- ✕ Tell students that many colleges and universities are utilizing technology to market their campuses to students who may not be able to actually physically visit the campus. These efforts are becoming known as e-tours or virtual visits.
- ✕ Each student should visit the websites of the schools for which they completed their College Research Worksheets. They should try to find the links for a virtual or e-tour at each campus. If none of the schools selected have such a tour available, they might have to look a little further down their lists to find one or two that do.
- ✕ In preparation for individual e-tours, make sure that students have access to headphones and that the computers which you are utilizing have the necessary components to show the tours (such as Adobe Flash capability).
- ✕ Give the students the rest of the period to complete several e-tours.
- ✕ They should take Cornell notes on the e-tours, paying particular attention to what the writing prompt is asking of them, should they choose to write about that particular college.

### 3. Alternate: Fieldtrip

- ✕ Conduct a fieldtrip to a different college than day 50.
- ✕ Have students write a written reflection of the experience and store in their portfolios.

## Materials/Notes

## Standards and Essential Question:

- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources
- **9-ORG.C2** Utilize technology to complete final drafts of assignments and conduct research
- **9-CP.C1** Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice
- **9-CP.E2** Identify schools of interest and examine cost of attendance
- **EQ:** “What information can I find about my college of interest?”

## Lesson

### **1. Introduce Source Note-Taking**

- ✕ Explain to students the importance of taking concise, detailed, and accurate notes from a source when completing research.
- ✕ When taking such notes, they should always keep in mind what the prompt is asking of them and what type of information will help in crafting the essay.
- ✕ Distribute two or three copies of the Focused Note-Taking for a Single Source handout to each student. Briefly go over the worksheet and tell them that they should use these worksheets to gather information for their paper.

### **2. Individual Research**

- ✕ By this point, students should be able to select one college as the focus/topic for their research paper.
- ✕ They have this entire class period to collect the research. In addition to looking at the school website and the Princeton Review information, they should consider other college review sites and outside, non-biased sources.
- ✕ If students do not obtain enough information during this period, they will have to find additional material outside of class time.

## Materials/Notes

### **Class Set**

#### *Critical Reading*

9.2 Focused Note-Taking for a Single Source  
(Pgs. 123-124)





## Standard and Essential Question:

- **9-WRI.D2** Differentiate between a summary and a reflection
- **EQ:** “How can I use today’s information in a new or novel way?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 137 through 149 is clarifying their reflections.**
- ✕ As the teacher, circulate the room, ensuring that students are on task with their resources out.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, allowing the tutors to select one of the reflection prompts (from the five options).
- ✕ Allow tutors the time to read and suggest corrections to the reflections, in addition to your reading/correcting later.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

4.3b Think About It (Pg. 302)



Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-WRI.B2** Develop a clear and concise thesis for expository writing
- **9-WRI.C1** Develop and strengthen writing through the creation of a college research essay
- **9-COMM.A6** Use factually reliable evidence to support topic
- **EQ:** “How do I use my research as evidence to support my position in my college research essay?”

## Lesson

### 1. Introduce Citing Sources

- ✕ Discuss the importance of having sources to use as evidence to support claims/position in writing.
- ✕ Discuss the importance of citing those sources and “giving credit where credit is due.”
- ✕ Discuss that there are multiple citation methods that are used and that students should always be careful to observe the method that is requested by the individual instructor. The method can vary based on type of class, type of paper, and preference of the instructor.

### 2. Explain and Model Citing Sources

- ✕ Distribute the Providing Information About a Source and Introducing the Source and the Author handouts.
- ✕ Go over each handout with the class giving basic instructions.
- ✕ Ask for a student volunteer to share a piece of evidence and a source.
- ✕ Model for the class the various ways that the evidence could be used and the source cited.
- ✕ Repeat for one or two other volunteers, so students can see the variety of ways that a source can be worked fluidly into writing.

### 3. Individual Writing Time

- ✕ Give students an opportunity to begin working on the text of the college research essay, paying specific attention to using and citing sources to support positions.
- ✕ The students must have an initial completed draft ready for class by Day 145.

## Materials/Notes

### Class Set

#### *Critical Reading*

11.2 Providing Information  
About a Source (Pgs. 167-168)



#### *Critical Reading*

11.5 Introducing the Source  
and the Author (Pg. 174)



## Standard and Essential Question:

- **9-WRI.D2** Differentiate between a summary and a reflection
- **EQ:** “How can I use today’s information in a new or novel way?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 137 through 149 is clarifying their reflections.**
- ✕ As the teacher, circulate the room, ensuring that students are on task with their resources out.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, allowing the tutors to select one of the reflection prompts (from the five options).
- ✕ Allow tutors the time to read and suggest corrections to the reflections, in addition to your reading/correcting later.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

4.3b Think About It (Pg. 302)



Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-ORG.C1** Utilize technology to complete final drafts of assignments and conduct research
- **9-WRI.A3** Revise drafts multiple times to improve and clarify
- **9-WRI.A5** Use common editing marks during the editing process
- **9-WRI.C1** Develop and strengthen writing through the creation of a college research essay
- **EQ:** “How can editing skills be used to improve effective communication?”

## Lesson

### 1. Review of Editing Process and Goals

- ✕ Explain that they will peer-edit the college research essay in the same way that they edited the Mandala writing project.
- ✕ Remind students that we will be critiquing essays, but that this should be constructive (not destructive) in nature. Students should frame suggestions positively, and the goal of this process is to improve everyone.
- ✕ They will read through each essay and suggest improvements for the following:
  - Vocabulary Upgrade (Day 116)
  - Showing Writing (Day 65)
  - Comma Usage (Day 46) and Other Grammar and Punctuation Usage
  - Revising the Thesis (Day 26)
  - Citing Sources (Day 143)

### 2. Expert Group Editing

- ✕ Randomly divide the class into groups of five.
- ✕ Seat groups in circles, facing inwards.
- ✕ Have one person from each group come to the front to get one of each colored pen.
- ✕ Have students take a different colored pen.
- ✕ Assign an editing task to each colored pen. For example:
  - Blue – Edits for Upgrading Vocabulary
  - Black – Edits for Showing Writing
  - Red – Edits for Comma Usage
  - Green – Edits for Thesis
  - Purple – Edits for Source Integration and Citation
- ✕ Students take out their college research essays, and then pass them one position clockwise.
- ✕ 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 Red – Comma Usage, they need to change to a blue, black, green, or purple pen).

## Materials/Notes

### Reference

*High School Writing*

Expert Group Editing (Pg. 64)



## Lesson Plan, Day 145

AVID – 9<sup>th</sup> Grade

- ✕ Give students another five minutes to edit for their new editing task. Then, rotate the edited paper clockwise twice more (this will be the third and fourth edit) and have students trade for a color that has not been used on the paper.
- ✕ Edit for the third and fourth time, specifically looking at the task assigned to that color.
- ✕ Pass the paper back to the author and have them grade their own paper for the final color/editing task.

### 3. Rubric Review

- ✕ Have students take out the College Research Essay – Prompt and Rubric handout.
- ✕ Since all members of the group have read each paper, they should have a good feel for each paper as a whole.
- ✕ The group should spend several minutes providing feedback for each essay as evaluated against the rubric.
- ✕ Students should point out which areas of the rubric have been satisfied well by the draft and which areas still need to be addressed.

### 4. Reminder of Due Date

- ✕ Tell students that they will need to have a final published essay ready by Day 146.
- ✕ 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.

## Standard and Essential Question:

- **9-COMM.A1** Effectively integrate speaking terminology into speeches
- **EQ:** “What skills are important for speakers or presenters to build?”

## Lesson

### 1. Defining Public Speaking

- ✕ Ask students to define “public speaking.”
- ✕ Use inquiry to challenge students to consider the broader implications of speaking in public:
  - Is “public speaking” more than just talking in front of people?
  - Can a deaf student who signs “speak” publicly?
- ✕ Gauge students’ comfort level when it comes to public speaking:
  - Fist to five...
  - Raise your hand if...

### 2. Public Speaking Terminology PowerPoint Presentation

- ✕ Instruct students to take Cornell notes over the following terms. Clarify and answer questions as you go along.
- ✕ AET: Use this presentation to help model for students what a good public speaker looks like, both through your message and delivery. It will be helpful if you preview the slideshow prior to presenting. Use the note section of each slide, defining each term.
- ✕ Following the presentation, ask students to look back through the terms and identify what you did well as the “presenter.” Have students place a “checkmark” by each term that applies. Then, share out a couple with the class.
- ✕ Next, ask students what they felt you could improve upon. Have students place an asterisk (\*) by each term. Then, share with a shoulder partner. Have a few students identify what terms they discussed with in their partnership.
- ✕ Finally, ask students to number each term based on their level of importance to each individual student. Ask students if the terms that they identified as most important are also the skills that are easiest for them as individuals. Discuss why this might be. Then, talk about the idea of focusing on what we are not most comfortable with and its importance.

### 3. Closing Activity – Tongue Twisters

- ✕ Time permitting, challenge students to repeat a few of the tongue twisters after you model them first.
- ✕ What aspects of public speaking will this exercise help improve?

## Materials/Notes

### References

*Strategies for Success*

14 Public Speaking Unit Plan  
(Pgs. 189-198)



*Strategies for Success*

14.3 Tongue Twister Stations  
(Pg. 194)



### Project

Public Speaking Terminology  
PowerPoint



## Standard and Essential Question:

- **9-WRI.D2** Differentiate between a summary and a reflection
- **EQ:** “How can I use today’s information in a new or novel way?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 137 through 149 is clarifying their reflections.**
- ✕ As the teacher, circulate the room, ensuring that students are on task with their resources out.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, allowing the tutors to select one of the reflection prompts (from the five options).
- ✕ Allow tutors the time to read and suggest corrections to the reflections, in addition to your reading/correcting later.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

4.3b Think About It (Pg. 302)



Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-COMM.A1** Effectively integrate speaking terminology into speeches
- **9-COMM.A2** Role play varying word choice, tone and voice when speaking to an assigned audience
- **9-COMM.B1** Give feedback on student presentations and delivery
- **EQ:** "What is the relationship between the public speaking terminology and my grade?"

## Lesson

### 1. Presentation Rubric (Generic)

- ✕ Note: This rubric can be utilized to grade the college research presentation; however, it is very general. Feel free to adapt the rubric.
- ✕ Ask students to retrieve their notes over "Public Speaking Terminology."
- ✕ Next, ask them to join up with a shoulder partner.
  - First, compare notes and make any additions to Cornell notes that their partner included that they might not have already. This time is to verify that the students both recall the terms and understand them.
  - Then, ask both partners to review the Presentation Rubric handout together. What is being graded in each of the seven categories?
  - To show the connection between the previously learned terminology and the expectation of the rubric, ask students to highlight all of "Public Speaking Terms" that appear on the rubric.
  - Clarify any questions that students might have at the conclusion of this activity, in order to clarify how they will be graded.

### 2. Presentation Rubric Application Practice (Alt 1)

- ✕ Allow the students to actually apply this rubric to a presentation.
- ✕ Encourage students to focus on adjusting word choice and tone during their speech
- ✕ Mock presentation ideas include the following:
  - AVID Elective teacher does a presentation over their alma mater
  - AVID administrator does a presentation over school policies
  - AVID counselor does a presentation over enrollment
  - AVID tutor does a presentation over tutorial expectations
  - A YouTube video/presentation
  - A news segment from a local television station
- ✕ Have student use the rubric to grade the presentation.
- ✕ Following the presentation, ask students to speak to the pluses and deltas of the presentation. Make sure that for each delta, you require students to offer some type of support/intervention/tip for improvement.

### 3. Fishbowl Speeches (Alt 2)

- ✕ Have students generate potential mini-speech topics and write them on strips of paper.
- ✕ Place them in a bag and have students randomly speak to the topic for one minute.

### 4. Technology Extension\*

- ✕ Watch a video such as [www.youtube.com/watch?V=sS5clsusCPAE](http://www.youtube.com/watch?V=sS5clsusCPAE) that shows examples of good and bad presentations.

## Materials/Notes

### Class Set

*Strategies for Success*

14.7 Presentation Rubric  
(Pg. 198)



### Reference

*Strategies for Success*

14.2 Fish Bowl Speeches  
(Pg. 193)



### Materials

Public Speaking Terminology  
Cornell Notes  
Highlighters



## Standard and Essential Question:

- **9-WRI.D2** Differentiate between a summary and a reflection
- **EQ:** “How can I use today’s information in a new or novel way?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Days 137 through 149 is clarifying their reflections.**
- ✕ As the teacher, circulate the room, ensuring that students are on task with their resources out.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, allowing the tutors to select one of the reflection prompts (from the five options).
- ✕ Allow tutors the time to read and suggest corrections to the reflections, in addition to your reading/correcting later.

## Materials/Notes

### Reference

*AVID Tutorial Guide*

4.3b Think About It (Pg. 302)



Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-COMM.A4** Draft, edit, revise, and present an informal and formal speech
- **9-COMM.A7** Present information, findings, and supporting evidence concisely and logically
- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources
- **9-ORG.C2** Utilize technology to complete final drafts of assignments and conduct research
- **EQ:** “What key information needs to be communicated to the audience?”

## Lesson

### 1. Presentation Prep Day

- ✕ AVID Elective teacher: It is important to determine what the mode will be for the college research presentations. It might take more than a day for students to prepare their presentation. Below are some ideas and resources:
  - Poster Presentation Tips
  - PowerPoint Presentation Tips
  - Prezi Presentation Tips

### 2. Small-Group Presentation Option

- ✕ Divide students into tutorial-like groups to present their information.
- ✕ After students have practiced their material, allow them to sign up for 10-minute presentation slots.

### 3. Presentation Rubric

- ✕ Use the presentation rubric for grading and feedback.
- ✕ Have students complete one for each presentation.
- ✕ AVID Elective teacher also completes a rubric.

### 4. Portfolio Collection

- ✕ Have students take out their portfolios and ask them to collect the following:
  - Best pages of Cornell notes in all subjects
  - Best example of a tutorial
  - Best learning log
  - College research final draft
  - Quickwrite sample
  - A content-area project that exemplifies the use of WICOR strategies

## Materials/Notes

### References

*AVID College Readiness*

1.15a Preparing a Research Presentation (Pgs. 145-146)



*AVID College Readiness*

1.15b Creating a Research Poster (Pg. 147)



Prezi Presentation

<http://prezi.com>

### Class Set

*Strategies for Success*

14.7 Presentation Rubric (Pg. 198)





## Standards and Essential Question:

- **9-CD.A3** Develop skills in offering appropriate criticism
- **9-COMM.A4** Draft, edit, revise, and present an informal and a formal speech
- **9-COMM.A7** Present information, findings, and supporting evidence concisely and logically
- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources
- **9-ORG.C2** Utilize technology to complete final drafts of assignments and conduct research
- **EQ:** “What key information needs to be communicated to the audience?”

## Lesson

### 1. Student Presentations

- ✕ Have assigned students present their information.
- ✕ All AVID students should record information on Cornell notes.
- ✕ Following the presentation, students should give kudos and provide areas of growth.
- ✕ Students and the AVID Elective teacher should use rubrics to grade student performance.

### 2. Optional – Assigned Formal Feedback

- ✕ One option is to assign two other AVID students to provide formal feedback to different presenters.

## Materials/Notes

### Class Set

*Strategies for Success*

14.7 Presentation Rubric (Pg. 198)



## Standard and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How did my role as a group member in today’s tutorial support the thinking?”

## Lesson

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

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 152 through Day 164 is Group Member Questioning.**
- ✕ Help students and tutors focus on good questioning skills.
- ✕ Provide students with copies of the Questioning Prompts for the AVID Tutor/Students and Tutorial Member Protocols and Observations.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

### 4. Grade Tutorial Analysis

- ✕ Pass out the Tutorial Analysis Grade Reflection (Parts A and B) handout.
- ✕ Have students complete the Grade Analysis **by Friday**.
- ✕ Inform students that this is how they will help determine the subject in which they will focus their efforts.

## Materials/Notes

### Class Set

*AVID Tutorial Guide*

3.11g Tutorial Member  
Protocols and Observations  
(Pg. 224)



*Supporting Math in the AVID  
Elective*

3.4b Questioning Prompts  
for the AVID Tutor/Students  
(Pg. 107)



*AVID Tutorial Guide*

3.5a Tutorial Analysis  
Grade Reflection – Parts A  
and B (Pgs. 182-183)



Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-CD.A3** Develop skills in offering appropriate criticism
- **9-COMM.A4** Draft, edit, revise, and present an informal and a formal speech
- **9-COMM.A7** Present information, findings, and supporting evidence concisely and logically
- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources
- **9-ORG.C2** Utilize technology to complete final drafts of assignments and conduct research
- **EQ:** “What key information needs to be communicated to the audience?”

## Lesson

### 1. Student Presentations

- ✕ Have assigned students present their information.
- ✕ All AVID students should record information on Cornell notes.
- ✕ Following the presentation, students should give kudos and provide areas of growth.
- ✕ Students and the AVID Elective teacher should use rubrics to grade student performance.

### 2. Optional – Assigned Formal Feedback

- ✕ One option is to assign two other AVID students to provide formal feedback to different presenters.

## Materials/Notes

### Class Set

*Strategies for Success*

14.7 Presentation Rubric

(Pg. 198)



## Standard and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How did my role as a group member in today’s tutorial support the thinking?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 152 through Day 164 is Group Member Questioning.**
- ✕ Help students and tutors focus on good questioning skills.
- ✕ Provide students with copies of the Questioning Prompts for the AVID Tutor/Students and Tutorial Member Protocols and Observations.

### 3. Tutorial Group Scripting

- ✕ **As the AVID Elective teacher:** Script various group conversations, capturing what the presenter, tutor, and group members are saying. Use these scripts to debrief with the tutor (possibly with the entire student group). Give positive feedback and kudos, as well as an area of growth.

### 4. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

## Materials/Notes

### Class Set

*AVID Tutorial Guide*

3.11g Tutorial Member  
Protocols and Observations  
(Pg. 224)



*Supporting Math in the AVID  
Elective*

3.4b Questioning Prompts  
for the AVID Tutor/Students  
(Pg. 107)



## Standards and Essential Question:

- **9-INQ.C5** Reflect on the Socratic discussion and identify areas for future improvement
- **9-COLL.A3** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify own views and understanding and make new connections in light of the evidence and reasoning presented
- **EQ:** “How has war affected the world?”

## Lesson

### 1. Philosophical Chairs – War and Peace

- ✕ Project the Philosophical Chairs Rules of Engagement page and remind students about the differences between a Philosophical Chairs discussion and a Socratic Seminar.
- ✕ Use some or all of the following quotes:
  - **CON War Quotes**
    - “There is nothing that war has ever achieved that we could not better achieve without it.” – Henry Ellis
    - “An eye for an eye only makes the whole world blind.” – Gandhi
    - “An unjust peace is better than a just war.” – Marcus Tullius Cicero
    - “If we don’t end war, war will end us.” – H.G. Wells
  - **PRO War Quotes**
    - “There is no avoiding war; it can only be postponed to the advantage of others.” – Niccolo Machiavelli
    - “War is an ugly thing, but not the ugliest of things. The decayed and degraded state of moral and patriotic feeling which thinks that nothing is worth war is far worse.” – John Stuart Mill
    - “We are going to have peace even if we have to fight for it.” – Dwight D. Eisenhower
    - “A man does what he must – in spite of personal consequences, in spite of obstacles and dangers and pressures – and that is the basis of all human morality.” – Winston Churchill
- ✕ Have students choose a position based on the following options:
  - War is necessary.
  - We shouldn’t go to war.
  - I am neutral on this issue.
- ✕ Allow students to discuss their point of view and rotate between sides.

### 2. Philosophical Chairs Evaluation

- ✕ With 10 to 15 minutes remaining in the class, provide students with one of the Philosophical Chairs Evaluations, as well as time for them to reflect on their thinking.

## Materials/Notes

### Project

*Strategies for Success*  
Philosophical Chairs Rules of Engagement (Pg. 149)



### Class Set

*Strategies for Success*  
11.1-11.3 Philosophical Chairs Evaluations  
(Pgs. 152-154)



### Reference

*Strategies for Success*  
11 Philosophical Chairs  
(Pgs. 147-154)



Documentation  
for Essential

**7.3**



## Standards and Essential Question:

- **9-WRI.D3** Use learning logs to reflect on performance on assessments, where the learning broke down, and where confusion exists
- **9-CR.C3** Research a career of interest, based upon career values
- **9-CR.C4** Participate in career awareness tests and activities to help build awareness of personal strengths
- **EQ:** "What will my ideal future look like?"

## Lesson

### 1. Quickwrite – My Life at 45

- ✕ Quickwrite: Write about your life at the age of 45. Where will you be living? Will you have a family? What will you do for fun? What car will you drive?

### 2. Option 1 – Reality Check

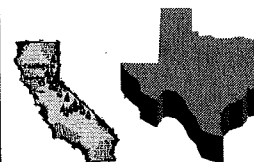
- ✕ Reserve the computer lab for today and Wednesday.
- ✕ Distribute some or all of the Cost of Living handouts. Students will specifically need the Cost of Living (3.14) and Written Reflection – Lifestyle and Cost of Living (3.15) handouts. [Students not using the reality check will also need the Housing (3.9) handout for the housing activity.]
- ✕ Have students log on to either the California or Texas link.
  - Note: If you live in a state other than California, the main difference will be in the cost of housing. Students should examine those pieces independently and record the housing cost on the Housing handout. Students should substitute this housing number in their total calculation on the Written Reflection – Lifestyle and Cost of Living handout. You might also look to see if there is a reality check for your state.
- ✕ Have students use the "Reality Check" link and follow the directions.
  - As they complete sections, they should add the information into the different sections of the Cost of Living worksheets, especially for the Cost of Living (3.14) handout.
- ✕ Allow students to work collaboratively and share their experiences.
- ✕ Ensure that you have at least 15 minutes for the reflection, but if time permits, allow students to explore their career options.
- ✕ Have students use the Written Reflection – Lifestyle and Cost of Living handout to write a reflection on their experiences.
- ✕ Have student volunteers share their reflections aloud.
- ✕ Remind students to bring in these handouts on Wednesday, as they'll need them again.

### 3. Option 2 – Hand Calculations

- ✕ Have students use different websites, such as rent.com and the sites provided here, to fill out the Cost of Living handouts.
- ✕ Students will continue this work on Wednesday.

## Materials/Notes

### Website – Reality



### Class Set

*College and Careers*  
3.9-3.15 Cost of Living  
(Pgs. 107-114)



Documentation  
for Essential

6.1

## Standard and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How did my role as a group member in today’s tutorial support the thinking?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 152 through Day 164 is Group Member Questioning.**
- ✕ Help students and tutors focus on good questioning skills.
- ✕ Provide students with copies of the Questioning Prompts for the AVID Tutor/Students and Tutorial Member Protocols and Observations.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

## Materials/Notes

### Class Set

*AVID Tutorial Guide*

3.11g Tutorial Member  
Protocols and Observations  
(Pg. 224)



*Supporting Math in the AVID  
Elective*

3.4b Questioning Prompts  
for the AVID Tutor/Students  
(Pg. 107)



## Standards and Essential Question:

- **9-CR.C3** Research a career of interest, based upon career values
- **9-CR.C4** Participate in career awareness tests and activities to help build awareness of personal strengths
- **9-WRI.D3** Use learning logs to reflect on performance on assessments, where the learning broke down, and where confusion exists
- **EQ:** “How do the decisions that I make now connect with the events of my future?”

## Lesson

### 1. Option 1 – Career Assignments

*Note: If you used Option 1 on Monday as a quick assessment about future costs, you can use this option to tie to future decision-making. Also note that there are items in the Career Assignments cards that include various topics, such as pregnancy, dropping out of college, and drug use. It is highly advisable that you read through the cards before you use them. Change them as you see fit.*

- ✕ Make sure that students have their Cost of Living worksheets from Monday.
- ✕ Randomly hand students one of the Career Assignments. (Note: There are a few that are gender-specific.)
- ✕ Instruct students that they will be using the reality check website to develop a budget, which will allow them not to overspend.
- ✕ At the end, have students write a reflection on how this experience was different from Monday’s experience.
- ✕ Allow students to share their various experiences. Make sure students notice the differences between those that became doctors and lawyers and those that dropped out of college.
- ✕ Have students that did not graduate from college talk about what they had to cut from their budget.
- ✕ End with a four corners activity.
  - The 4 corners should be: less than \$25,000 a year, between \$25,000 and \$50,000, between \$50,001 and \$100,000, and more than \$100,000 a year.
  - Allow students to talk about how they budgeted for housing, food, etc. Allow students to talk about what they had to cut or what they could add. Was it easy or difficult to determine how to budget? How was education tied to your career?
  - Say that the average American with no high school diploma makes \$33,695, those with a HS diploma earn \$39,225, those with a Bachelor’s degree earn \$56,415, those with a Master’s degree make \$69,235, and those with a professional or Doctorate degree earn \$87,015. (These are from National Center for Educational Statistics.)

### 2. Option 2 – Continue Cost of Living

- ✕ Continue working on the Cost of Living worksheets.

## Materials/Notes

### Website – Reality Check



### Reference

*College and Careers*  
3.14-3.15 Cost of Living  
(Pgs. 113-114)



### Class Set

Career Assignments



Documentation  
for Essential

6.2

## Standard and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How did my role as a group member in today’s tutorial support the thinking?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 152 through Day 164 is Group Member Questioning.**
- ✕ Help students and tutors focus on good questioning skills.
- ✕ Provide students with copies of the Questioning Prompts for the AVID Tutor/Students and Tutorial Member Protocols and Observations.

### 3. Tutorial Group Scripting

- ✕ **As the AVID Elective teacher:** Script various group conversations, capturing what the presenter, tutor, and group members are saying. Use these scripts to debrief with the tutor (possibly with the entire student group). Give positive feedback and kudos, as well as an area of growth.

### 4. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

## Materials/Notes

### Class Set

*AVID Tutorial Guide*

3.11g Tutorial Member  
Protocols and Observations  
(Pg. 224)



*Supporting Math in the AVID  
Elective*

3.4b Questioning Prompts  
for the AVID Tutor/Students  
(Pg. 107)



## Standards and Essential Question:

- **9-ORG.B1** Take 10 to 18 pages of quality Cornell notes per week
- **9-COLL.A1** Develop positive peer-interaction skills through establishing group norms before, and reflective discussions following, collaborative activities
- **9-COLL.A4** Participate in team-building lessons to learn about valuing and effectively working with others
- **EQ:** “What does organization look like beyond the AVID binder and agenda?”

## Lesson

### 1. Cornell Note Quantity Check

- ✕ Before today’s collaborative activity, have students place their binder/Cornell Notes on their desks.
- ✕ Remind students that the expectation for freshman is that they take 10 to 18 pages of quality Cornell notes per week. Depending on the class expectations you set.
- ✕ 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.
- ✕ This can also be done by peer partners and then randomly collect to spot check

### 2. Let’s Get Organized!

- ✕ Warning: This activity requires participants to move around the room. Please encourage everyone to move belongings under tables/desks to clear walkways.
- ✕ Students begin in their chairs.
- ✕ Tell students that they must be able to remember the following instructions for organizing themselves in groups and the actions that are associated with each grouping.
- ✕ Show slides to give a visual perspective of your expectations. It might also be a good idea to include students in some impromptu modeling.
  - **SLANT** = 1 person in a chair, modeling their best **SLANT**
  - **Rigor** = 2 people seated, challenging one another in a contest of arm wrestling
  - **Binders** = 3 people standing back-to-back, bound together by interlocking arms
  - **WICOR** = 5 people standing in a circle, all connected by placing hands on each other’s shoulders, supporting one another
  - **Tutorial** = 7 people standing in a horseshoe or “U” formation
- ✕ Announce to students that you will call out either: SLANT, Rigor, Binders, WICOR, or Tutorial (though in no particular order), and it is their responsibility to find the designated number of people and work together to organize themselves in the appropriate fashion.
- ✕ Students left out of a grouping will join the teacher at the front of the room and aid in keeping everyone honest! The last two students standing will be named the most organized!
- ✕ Remind students that the object of this game is to think fast and to organize.
- ✕ **Debrief:** How did this activity test your organization skills?

## Materials/Notes

### Project

Let’s Get Organized



Documentation  
for Essential

**3.3**

## Standard and Essential Question:

- **9-CP.C2** Continue developing a basic understanding of college vocabulary
- **9-CP.E2** Identify schools of interest and examine cost of attendance
- **EQ:** “What is financial aid?”

## Lesson

### 1. Gauge Background Knowledge

- ✕ Ask students, “What is necessary to get into college?”
- ✕ As students popcorn out ideas, write them on the board. (For example: good grades, money, hard work, reading skills, pass state tests, scholarships, a car, etc.)
- ✕ Once students are satisfied with their list, challenge them to identify which of the items on the list they are able to control. (For example: They can control the grades they receive through their effort and determination regarding course work and learning.)
- ✕ Next, ask them to identify the one item listed that is most out of their control, especially as a high school student. **ANSWER: MONEY** (according to them)!
- ✕ Continue to probe: Why is this? What resources are available to help? When can you begin receiving assistance?

### 2. Critical Reading Activity: Get the Low Down

- ✕ Distribute the Federal Student Aid at a Glance handouts to each student.
- ✕ Read the entire article aloud to the AVID students.
- ✕ Then, have students re-read the article and circle key terms (bolded in text) and underline the three most important words of each definition.
- ✕ Next, require students to re-read the text and place question marks next to information that is difficult for them to comprehend. Also, place exclamation points beside important ideas for them to remember.
- ✕ As a class, clarify questions and share important ideas.
- ✕ Ask the question: Now, do you feel as though financing college is something that you can control? Why? Why not?

### 3. Myths Activity – Closing Activity

- ✕ Refer to one of the websites referenced and quiz the students regarding the myths of financial aid to see what they know! This would be good to use with parents also.

## Materials/Notes

### Reference

*Preparing for College*  
4.2 Financial Aid Facts and  
Reducing the Cost of College  
(Pgs. 64-66)



### Class Set

*Preparing for College*  
4.2a Federal Student Aid at a  
Glance (Pgs. 65-66)



Financial Aid and College  
Anticipation Guide



## Standards and Essential Question:

- **9-CD.D4** Create positive peer-connections through independent study groups
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “How will I effectively manage my time between now and my finals?”

## Lesson

*Note: The week before this lesson, tell tutors that they will be helping their groups create a study plan for finals. They are essentially back-mapping the time required to study for their various finals.*

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.
- ✕ At the beginning of class, remind students that finals are coming up, and the earlier they begin studying for their tests, the less stressed they will be when the test arrives. Today in class, you will be breaking out some additional amounts of time to study for finals between now and the end of the year.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 162, Day 167, Day 172, and Day 177 will be checking in points for student-generated study plans.**
- ✕ Note: Be sure to end tutorials 10 minutes earlier, to allow time for tutors to work with students in the generation of the Finals Study Plan.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

### 4. Creating a Finals Study Plan (Review this with tutors before doing this in class)

- ✕ Distribute the Finals Study Plan handout or help students incorporate the necessary information into their agendas.
- ✕ Tutors should direct students to think about where they will need to spend the greatest amount of time. (This could be due to lower class grades or a harder test.)
- ✕ Students should then break study time out over the next three weeks.
- ✕ Tutors should remind students to include “what” they will be studying. (For example: Chapter 6 Cornell Notes, Chapter 9 Test, etc.)

## Materials/Notes

### Class Set

Finals Study Plan



## Standards and Essential Question:

- **9-CR.C4** Participate in career awareness tests and activities to help build awareness of personal strengths
- **9-CR.E1** Understand the importance of community service and grades as a requirement for scholarships
- **EQ:** “What can I do now to ensure that I am able to compete for scholarships my senior year of high school?”

## Lesson

### 1. Scholarship Pledge

- ✕ Ask students to stand up, raise their right hand, and repeat the following:
  - “I promise, here and now,  
To begin taking all necessary steps  
In order to ensure  
That I am  
Able to compete for scholarships  
Come my senior year of high school.”
- ✕ Ask students: What steps do we need to take in order to fulfill this goal?
- ✕ Next, tell them that in order to identify where we need to go, we first need to look back at where we have been and where we are now.

### 2. Class Resume

- ✕ Tell the class that we are going to build a class resume, which will give us a snapshot of whether or not we are on our way to reaching our goal of becoming competitive for scholarships.
  - A resume is a brief, but detailed, synopsis of your high school activities, your interests, your involvement in your community, and so on.
  - A good resume can, in a couple of minutes, give the reader a sense of how you spend your time and what skills you have developed during high school.
- ✕ Point out the pieces of chart paper posted around the room.
- ✕ Take time to define each label as a class. Have students take notes over each category during the discussion. Tell them to leave space in between each topic to add information.
- ✕ Have students begin to record their own personal information for each category in the space provided in their notes. Remind them that for “Community Service,” they must record the activity and the hours spent volunteering.
- ✕ Next, tell students that they will begin to add their information to the posters around the room in a carousel fashion. It is okay if they do not have something to add to each poster.

### 3. Debrief

- ✕ How did this activity make you feel? Was this activity encouraging or discouraging? Why? How will this motivate you for the future? Do you see scholarships in your future now?

## Materials/Notes

### Reference

*College and Careers*  
3.8 My Extracurricular  
Activities Log (Pgs. 103-106)



### Class Set

*Prep for College*  
2.2 Personal Information  
(Pgs. 31-35)



### Materials

Seven Pieces of Chart Paper  
Labeled:  
-GPA  
-Rigorous Curriculum  
-Community Service  
-Extracurricular Activities  
-Leadership Opportunities  
-Future Career Aspirations  
-Awards



## Lesson Plan, Day 163

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*AVID -- 9<sup>th</sup> Grade*

- Compile the information in resume form and post it in your classroom! This is a great "Points of Pride" artifact to have around the classroom.
- Plus, you will have it to refer to junior year when students are completing their individual resumes and activities charts for their college crates.

## Standard and Essential Question:

- **9-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions following tutorial sessions
- **EQ:** “How did my role as a group member in today’s tutorial support the thinking?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 152 through Day 164 is Group Member Questioning.**
- ✕ Help students and tutors focus on good questioning skills.
- ✕ Provide students with copies of the Questioning Prompts for the AVID Tutor/Students and Tutorial Member Protocols and Observations.

### 3. Tutorial Group Scripting

- ✕ **As the AVID Elective teacher:** Script various group conversations, capturing what the presenter, tutor, and group members are saying. Use these scripts to debrief with the tutor (possibly with the entire student group). Give positive feedback and kudos, as well as an area of growth.

### 4. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

## Materials/Notes

### Class Set

*AVID Tutorial Guide*

3.11g Tutorial Member  
Protocols and Observations  
(Pg. 224)



*Supporting Math in the AVID  
Elective*

3.4b Questioning Prompts  
for the AVID Tutor/Students  
(Pg. 107)



## Standards and Essential Question:

- **9-CD.B3** Examine academic strengths and weaknesses that will aid in course selection patterns
- **9-CR.A1** Prepare for guest speaker presentations by creating questions for the speakers prior to their visit
- **9-CR.A2** Greet and escort guest speakers to the classroom
- **9-CR.A4** Gather insight from a variety of guest speakers, who discuss various aspects of college choice and experience
- **EQ:** “What tips can I gather from our guest speaker about choosing the right college for me?”

## Lesson

### 1. Guest Speaker Selection

- ✕ If possible, focus on choosing a guest speaker that can give insight into how to plan for the future.
- ✕ This could be the school counselor, financial planner, etc.

### 2. Guest Speaker Protocol

- ✕ Remind students about the guest speaker and about SLANT:
  - Sit up, Lean forward, Ask questions, Nod your head, Take notes
- ✕ Ensure that a student is assigned to walk the guest speaker to the classroom.

### 3. Guest Speaker

*Note: Have water and an extra copy of the Guest Speaker Guide available for the guest speaker.*

- ✕ Introduce the speaker, giving some general information about him or her.
- ✕ Turn the class over to the speaker.
- ✕ If you do not have tutors to grade your binder, bring randomly chosen binders to your desk to grade, 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

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



Documentation  
for Essential

**3.3**

## Standards and Essential Question:

- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **9-WRI.A7** Reflect on one's own writing to encourage continual growth
- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement to show evidence of growth and use for college and scholarship applications
- **EQ:** "How do our thoughts and reality today connect with our reality in three years?"

## Lesson

### 1. Time Capsule

- ✕ Readjust points for Time Capsule Project to match class grading policy.
- ✕ Distribute Time Capsule handouts to the class.
  - Inform students that this will be a fairly extensive project and will be given back to them before graduation their senior year.
- ✕ Students will be given two in-class days to create and collect the required artifacts. After those two days, they will need to do the work independently, so they should use the next two days wisely.
- ✕ Students should focus on the writing portions of the capsule first.
- ✕ Set a due date for the project.
  - Plan on a week before the end of the school year.
- ✕ It might be advisable to break the project into smaller chunks. Try combining some of the more formal pieces, such as description of self and what teens worry about, with more entertaining aspects, such as 5-10 slang words, etc.
  - This is also an excellent opportunity to revisit earlier lessons, such as "Showing Writing," for describing your best friend, or source integration from an actual teacher.

## Materials/Notes

### Class Set

Time Capsule



### Materials

Very Large Manila Envelopes

Optional: Scissors and

Magazines

Documentation  
for Essential

**6.4**

## Standards and Essential Question:

- **9-CD.D4** Create positive peer-connections through independent study groups
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “How will I effectively manage my time between now and my finals?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 162, Day 167, Day 172, and Day 177 will be checking in points for student-generated study plans.**
- ✕ Note: Be sure to end tutorials 10 minutes earlier, to allow time for tutors to work with students in the generation of the Finals Study Plan.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

### 4. Review – Finals Study Plan Progress

- ✕ Have tutors debrief with their groups about their progress on their Finals Study Plan. Are they following their plan? Are they having difficulties keeping to the timeline? Does the timeline need revision?
- ✕ Encourage these conversations with the tutor and group to be candid and open.

## Materials/Notes

### Reference

Finals Study Plan



## Standards and Essential Question:

- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **9-WRI.A7** Reflect on one's own writing to encourage continual growth
- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement to show evidence of growth and use for college and scholarship applications
- **EQ:** "How do our thoughts and reality today connect with our reality in three years?"

## Lesson

### 1. Time Capsule

- ✕ Continue working on the Time Capsule.
  - It is advisable to do spot checks of the work so far.

### 2. Homework

- ✕ Have students bring in reading lists, assignments for AP®/honors classes, or any other summer work that needs to be completed for the next tutorial, as well as their student agenda.

## Materials/Notes

### Class Set

Time Capsule



Documentation  
for Essential

6.4

## Standards and Essential Question:

- **9-CD.D4** Create positive peer-connections through independent study groups
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “How will I effectively manage my time between now and my finals?”

## Lesson

### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 169, Day 174, and Day 179 will be checking in points for student-generated study plans.**
- ✕ Note: Be sure to end tutorials 5-10 minutes earlier, to allow time for tutors to debrief with students about their Summer AP<sup>®</sup>/honors Study Plan development.

### 3. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

### 4. AP/Honors Summer Mapping

- ✕ Have tutors work with their groups to develop a study plan for their summer work in AP/honors courses. What major tasks need to be completed? How can those large tasks be broken into ones that are more manageable?
- ✕ Students should work at home to continue developing a study plan and bring the plan back for a discussion next week.

## Materials/Notes

### Materials

Students' Summer Reading Lists, Assignments, or AP/Honors Summer Work, and Student Agendas

## Standards and Essential Question:

- **9-CD.A7** Develop awareness of personal strengths/skills and utilize them to better the school and community
- **9-CD.B2** Revisit academic six-year plan to understand college entrance requirements and learn about AP®/IB®/honors course options
- **9-CD.B6** Review and revise personal and academic goals during key times throughout the year
- **EQ:** "How can I continue to grow over the summer break?"

## Lesson

### 1. Cornell Note Check – Summary

- ✕ Have each student select his or her best three or four pages of notes from the past week.
- ✕ Collect all pages of notes and randomly redistribute the notes along with several rubric strips.
- ✕ Have students grade the summary on their random student's notes.
- ✕ You can also collect the notes for another grading.

### 2. Goal Setting Review – Looking Toward Summer

- ✕ Have students take out their portfolios and review the progress on their goals.
- ✕ Allow students time to reflect on their successes and areas of difficulty.
- ✕ Have students collectively brainstorm some appropriate goals for the summer break. Things that they will hopefully come up with include:
  - Volunteer/community service work
  - Complete honors/AP work
  - Read a certain number of books
  - Study for the PSAT®/ACT®
- ✕ Students should then independently write three to five goals for the summer.
- ✕ Have students create nice versions of their goals with several drawings depicting what they hope to accomplish.
- ✕ Have students form groups of four and allow them to share out their goals.
- ✕ Encourage all students to hang these goals somewhere visible at home (i.e., a mirror, on their bedroom wall, etc.).

## Materials/Notes

### Class Set

*Focused Note-Taking*

Step 6 – Linking Learning

Rubric



### Materials

Markers and Blank Paper

Documentation  
for Essential

**5.5, 6.2**



## **Standards and Essential Question:**

- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **9-WRI.A7** Reflect on one's own writing to encourage continual growth
- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement to show evidence of growth and use for college and scholarship applications
- **EQ:** "How have I grown over this year?"

## **Lesson**

### **1. Time Capsule**

- ✕ Finalize work on the Time Capsule.

### **2. Portfolio Collection and Organization**

- ✕ Have students take out their portfolio of collected items.
- ✕ Students should begin organizing their articles into sections. They should group by date and artifact type [i.e., Cornell notes (earliest to latest), learning logs, essays, etc.]
- ✕ If time permits, distribute Portfolio Guiding Questions and have students begin some reflection on their portfolios.

## **Materials/Notes**

### **Class Set**

*Strategies for Success*

17.1 Portfolio Guiding  
Questions (Pg. 217)



## Standards and Essential Question:

- **9-CD.D4** Create positive peer-connections through independent study groups
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “How will I effectively manage my time between now and my finals?”

## Lesson

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 162, Day 167, Day 172, and Day 177 will be checking in points for student-generated study plans.**
- ✕ Note: Be sure to end tutorials 10 minutes earlier, to allow time for tutors to work with students in the generation of the Finals Study Plan.

### **3. Reflection and Feedback**

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

### **4. Review – Finals Study Plan Progress**

- ✕ Have tutors debrief with their groups about their progress on their Finals Study Plan. Are they following their plan? Are they having difficulties keeping to the timeline? Does the timeline need revision?
- ✕ Encourage these conversations with the tutor and group to be candid and open.

## Materials/Notes

### **Reference**

Finals Study Plan



## Standards and Essential Question:

- **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
- **9-CD.D4** Create positive peer-connections through independent study groups
- **9-WRI.A7** Reflect on one's own writing to encourage continual growth
- **9-ORG.A5** Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement to show evidence of growth and use for college and scholarship applications
- **EQ:** "How does my growth compare to that of my classmates?"

## Lesson

### 1. Portfolio Presentations – Inner/Outer Circle

- ✕ Have all students take their final portfolios in hand.
- ✕ Have students form a large circle and begin numbering off 1, 2, 1, 2, and so on.
- ✕ Have each 2 step into the inner circle facing a 1. All students should have a partner. (If there are an odd number of students, have one group form a triad.)
- ✕ Have students rotate past a random number of students (i.e., "Inner Circle move 4 people to your right," "Outer circle move 2 people to your left," etc.).
- ✕ At each stop, have students show off a different type of artifact and compare their work [i.e., Cornell notes, tutorials, various essays (College, Life Goals, Mandala, etc.)].
- ✕ Use the Portfolio Guiding Questions as potential discussion topics.
- ✕ Give students four minutes to discuss, and then call out a different number to rotate.

### 2. Stanford Study Hall

- ✕ With finals looming, students might need a little additional time to study.
- ✕ Stanford Study Hall (or any local college name here) is an opportunity to study up for any big finals. It is different from tutorials in that it is self-study, and if students are working together, their conversations should be in hushed tones and only focused on their work.

## Materials/Notes

### Reference

*Strategies for Success*  
17.1 Portfolio Guiding Questions (Pg. 217)



## Standards and Essential Question:

- **9-CD.D4** Create positive peer-connections through independent study groups
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “How will I effectively manage my time between now and my finals?”

## Lesson

## Materials/Notes

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 169, Day 174, and Day 179 will be checking in points for student-generated study plans.**
- ✕ Note: Be sure to end tutorials 5-10 minutes earlier, to allow time for tutors to debrief with students about their Summer AP®/honors Study Plan development.

### **3. Reflection and Feedback**

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

### **4. AP/Honors Summer Mapping**

- ✕ Have tutors work with their groups to develop a study plan for their summer work in AP/honors courses. Have they broken up their assignments into manageable pieces and set small milestones?
- ✕ It might be advisable to set independent study groups, where AVID students meet to discuss.



## Lesson Plan, Day 175

AVID – 9<sup>th</sup> Grade

### Essential Question:

- EQ: "What have I learned over the course of this year?"

### Lesson

#### 1. Final

- ✕ Have students reflect on their learning over the course of the year.

### Materials/Notes

## Standards and Essential Question:

- **9-COMM.A6** Use factually reliable evidence to support topic
- **9-COMM.A7** Present information, findings, and supporting evidence concisely and logically
- **9-COMM.B2** Pose questions that ask for clarification
- **EQ:** “How does one overcome the fear of how they are perceived?”

## Lesson

### 1. FIMAGE “Fear of Image”

- ✕ Before class, you must collect a random assortment of random clothes that can be put on easily (button-up shirts, scarves, ties, sunglasses, hats, etc.).
- ✕ Leave the clothes in a pile at the front of the class.
- ✕ Cut up student names from a role sheet and place them in a hat.
- ✕ Distribute FIMAGE Questions to every student.
- ✕ Randomly select a student and have them come to the front of the class and put on any three items.
- ✕ Have the audience ask the student three questions.
- ✕ When the student answers the question, have them take off one item.
- ✕ Continue randomly selecting students until all have gone, or the period is over.

*Note: This activity is ideal for a short/minimum day.*

## Materials/Notes

### Class Set

FIMAGE Questions



### Materials

Random Assortment of Goofy Clothes and Accessories (i.e., shirts, sunglasses, ties, scarves, hats, etc.)

## Standards and Essential Question:

- **9-CD.D4** Create positive peer-connections through independent study groups
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “How will I effectively manage my time between now and my finals?”

## Lesson

### **1. TRF Collection**

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

### **2. Tutorial**

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 162, Day 167, Day 172, and Day 177 will be checking in points for student-generated study plans.**
- ✕ Note: Be sure to end tutorials 10 minutes earlier, to allow time for tutors to work with students in the generation of the Finals Study Plan.

### **3. Reflection and Feedback**

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

### **4. Review – Finals Study Plan Progress**

- ✕ Have tutors debrief with their groups about their progress on their Finals Study Plan. Are they following their plan? Are they having difficulties keeping to the timeline? Does the timeline need revision?
- ✕ Have them discuss the fact that finals will be approaching in the next couple of days, and they should discuss, as a group, what changes they need to make.

## Materials/Notes

### **Reference**

Finals Study Plan



## Standards and Essential Question:

- **9-COLL.A2** Utilize technology to interact and collaborate with others
- **9-COMM.A2** Role play varying word choice, tone and voice when speaking to an assigned audience
- **9-COMM.A3** Practice purposeful movement during speeches
- **9-COMM.A4** Draft, edit, revise, and present an informal and a formal speech
- **9-WRI.A2** Understand and identify the audience, purpose, and form for writing assignments
- **EQ:** “How have I grown over the course of this year?”

## Lesson

### 1. Mini-Graduation Celebration

- ✕ Plan a mini-graduation celebration.

### 2. The Best Moments of 9<sup>th</sup> Grade: Option 1

- ✕ Have students’ record video snippets as they discuss the best moments from the year.
  - Remind students to continue focusing on word choice and purposeful movement during their speech
- ✕ Potential questions include:
  - What did you enjoy most this year?
  - What was the most valuable thing that you learned this year?
  - What is the one thing that you wish you would have known?
  - What advice would you give to incoming AVID freshmen?
- ✕ These can be played during AVID Parent Nights next year.

### 3. The Best Moments of 9<sup>th</sup> Grade: Option 2

- ✕ Have students write letters of advice to incoming AVID freshmen about surviving and succeeding in their ninth-grade year.

## Materials/Notes

Documentation  
for Essential

6.4



## Lesson Plan, Day 179

AVID – 9<sup>th</sup> Grade

### Standards and Essential Question:

- **9-CD.D4** Create positive peer-connections through independent study groups
- **9-ORG.A2** Utilize a planner/agenda to track class assignments and grades
- **EQ:** “How will I effectively manage my time between now and my finals?”

### Lesson

#### 1. TRF Collection

- ✕ As students enter class, collect their Tutorial Request Forms.
- ✕ Have your tutors use the TRFs to break the students into groups, as you begin the class.

#### 2. Tutorial

- ✕ Break students into their tutorial groups.
- ✕ **The suggested focus for Day 169, Day 174, and Day 179 will be checking in points for student-generated study plans.**
- ✕ Note: Be sure to end tutorials 5-10 minutes earlier, to allow time for tutors to debrief with students about their Summer AP®/honors Study Plan development.

#### 3. Reflection and Feedback

- ✕ Have students complete their reflection, focusing on their role and how the tutorial connects with their own learning.

#### 4. AP/Honors Summer Mapping

- ✕ Finalize a formal plan for summer work. Have AVID students commit to meetings over summer to check in, or create Summer Study Buddy check-ins on key dates.

### Materials/Notes

#### Materials

Students' Reading Lists or Summer Assignments for AP/Honors Classes, and Student Agendas

## Standards and Essential Question:

- **9-REA.B1** Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- **9-WRI.A1** Use organizational strategies and tools to aid in the development of essays
- **9-WRI.A2** Understand and identify the audience, purpose, and form for writing assignments
- **EQ:** “What key differences exist in the ways to respond to a quotation?”

## Lesson

### 1. Responding to a Prompt

- ✕ Distribute the Timed Writing Prompt about the majority being correct.
- ✕ Remind students about the work that they did with the Ways to Respond to a Question and Analyzing a Writing Prompt handouts (if you use this essay after Day 133).
- ✕ Have students analyze the prompt, underlining key information.
  - Optional: Ask the class, “Raise your hand if you plan to write that the majority are generally right?” Then ask, “How many of you plan to write that the majority are generally wrong?”
  - Generally, students all tend to write to the same side of the prompt. In this case, it is most likely that the majority is generally not right. Offer the students the advice to think about the other side of the prompt, which can lead to some interesting responses.
- ✕ Tell students that you want them to figure out one source from a book that they have read or a historical fact. Allow think time, and then allow whole-group share-outs.
  - You might want to have some examples ready, such as *Robin Hood*, *To Kill a Mockingbird*, *The Scarlet Letter*, Christopher Columbus, *The Crucible*, *Lord of the Flies*, *Romeo and Juliet*, WWII (and Hitler), slavery, civil rights movement, etc.

### 2. Timed Writing

- ✕ Have students plan their prompt.
- ✕ Tell students that they have 30 minutes to write toward the prompt. (Add more time if you have longer class periods and adjust planning and revising time accordingly.)
  - Tell students to use the three-part essay outline to plan their essay. (Remind students to use the three-part essay and be sure to include a historical or fictional example.)
- ✕ Warn students at about eight or nine minutes that they should try to write their conclusion and begin the editing/revising/proofing stage in the next few minutes.
- ✕ Collect the essays.

## Materials/Notes

### Reference

*High School Writing*

8.1a Ways to Respond to a Quotation (Pg. 413)



### Critical Reading

11.5 Introducing the Source and the Author (Pg. 174)



### Class Set

*Critical Reading*

9.1 Analyzing a Writing Prompt (Pgs. 118-119)



### Timed Writing Prompt



Documentation  
for Essential

6.2

See Appendix

For

*Cool/ Avid*

Material!