



## AVID11 Syllabus 2018 - 2019

**AVID11 Instructors:**

**Mrs. Chase & Mr. Castillo**

**Email:** \_\_\_\_\_

**Contact #:** \_\_\_\_\_

**Room:** \_\_\_\_\_

**Website:** \_\_\_\_\_

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### AVID Behavioral Expectations:

AVID students are expected to **display PAWS** by adhering to all aspects of the **Los Amigos High School Student Handbook & LAHS Contract**. All AVID students will utilize and model **WICOR strategies** in all of their classes as a catalyst to meeting A-G requirements.

### ✓ Grade Categories:

CATEGORY	%
AVID Binder/AVIGENDA	16
Tutorial	33
AVID Standards	33
Service Points	9
AVID Attitude/Participation*	9

### ✓ AVID Northern California University Trip Date TBA

- ★ Students must adhere to the following requirements:
  - A-G eligible
  - Complete NorCal Trip Application
  - Earn Cs or better in all classes (including AVID & Credit Recovery)
  - No disciplinary/attendance issues
- ★ Students granted permission to attend at discretion of AVID teacher and/or Administrator

### Course Description:

AVID11 students will streamline their university prospects based on research, self-awareness, and individual aspirations for future academic and professional endeavors through GGUSD AVID standards incorporated with **WICOR--Writing, Inquiry, Collaboration, Organization, and Reading**.

**AVID11 Goal:** AVID11 curriculum continues developing students' confidence in collaboration, communication, and research skills with an added focus on recognizing the universal attributes of successful leaders, and truly becoming the leaders of their academic, social, and professional futures.

**AVID11 Theme:** Becoming the leader of MY life

**All AVID11 students will DEMONSTRATE PROFICIENCY in the following tenets:**

- ⇒ Leadership
- ⇒ Identity

- ⇒ College Research
- ⇒ Independence

**Necessary Supply List:** Due \_\_\_\_\_

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential Supply for AVID11:</li> <li><input type="checkbox"/> SCRAPBOOK (12"X12")               <ul style="list-style-type: none"> <li>○ Must include sheet protectors</li> </ul> </li> <li><input type="checkbox"/> 20 sheets scrapbook paper</li> <li><input type="checkbox"/> 3-Subject Spiral (College-ruled)</li> <li><input type="checkbox"/> Lobo Planner</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Binder with AVID dividers</li> <li><input type="checkbox"/> Supply pouch</li> <li><input type="checkbox"/> Three ink pens (blue or black)</li> <li><input type="checkbox"/> Two pencils</li> <li><input type="checkbox"/> Three colored hi-lighters</li> </ul> |
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## AVID Routines:

### ✓ AVIGENDA (Daily)

- ⇒ Students must bring AVIGENDA (AA) every day
- ⇒ Must complete all learning summaries for the week by Friday – even if absent during the week
- ⇒ AA will be graded weekly, along with the binder check
- ⇒ If absent, MUST submit AA the **following Tuesday**

### ✓ Tutorial (T/Th)

- ⇒ Tutorial form must be turned-in **BEFORE** class
- ⇒ Must bring **all supplies** related to TRF questions
  - \*Students will not be permitted to retrieve supplies, TRF grade will drop tremendously as result
- ⇒ Must take CN on all presenters and write a complete summary for full credit
- ⇒ Must display respect to every tutor to remain in tutorial group
- ⇒ If absent, make-up tutorial by attending make-up sessions or after-school tutoring

### ✓ Binder Check (EVERY F):

- ⇒ 2 different subjects (1 must be AVID) per week, 1 A-G subject every Friday
  - A-G subject may not be repeated within the same month
- ⇒ Must include evidence of Focused Note **interaction** for each class, each day
- ⇒ Must include graded Tutorial Request Forms from the current week
- ⇒ Student opportunities to earn **Binder Check Waivers**:
  1. Earn a 3.0 GPA in A-G classes via Grade Check Audit = 1 Binder Check Waiver
    - \*Acceptable grades include: A and/or B in CP classes; C in eligible WEIGHTED classes
  2. Earning an A = 90% (67/75 on binder; 22/25 on AA) on 6 binder checks within the same quarter = **Binder Check Waiver** for the remainder of that quarter

### ✓ Grade Check (EVERY M):

- ⇒ Parent/guardian signature required
- ⇒ Must complete ALL parts of Grade Check Audit: Weekly Grade Reflection & Monday Meeting

### ✓ Service Points (25 hours/SP per quarter)

- ⇒ Service points (SP) provide evidence of sustained involvement in LAHS & extra-curricular activities
- ⇒ Dates/total hours to be completed at student discretion; must keep record in AVIGENDA (AA)
  - \*Ex. GGUSD College Fair attendance = 2 SP
  - \*Ex. 1 hour mentoring underclassman = 1 SP

### ✓ University Research & Multi-Genre Analysis (2-4 Universities per month)

- ⇒ Students must take complete CN on all universities
  - \*Reflection to include **UNIQUE** explanation of genuine interest/disinterest for **EVERY** school
- ⇒ Students expected to edit/reflect on CN to compile list of possible university pursuits in AVID12
- ⇒ Students must supplement CN by further researching schools of interest
- ⇒ ALL students must keep the information in preparation for the 4<sup>th</sup> quarter, summative project

### ✓ AVID PERSONAL STATEMENT/SCRAPBOOK (1 Topic per month - 80 points possible)

- ⇒ Scrapbook page AND typed, 1-2 page personal statement due upon entry
- ⇒ ALL students must present the information to the class on the DUE DATE
- ⇒ Make-up presentation scheduled at teacher discretion

✓ **2018-2019 Scrapbook Schedule:** Students will not be reminded of due dates.

Month	Essential Questions/Topics
<b>September</b>	<p><b>What Makes You, “You”?</b> Explain how a strong connection to an interest, a talent, or a culture/community defines your identity and your future goals.</p> <p>*Choose 1 (or a combination) of the following prompts:</p> <ul style="list-style-type: none"> <li>⇒ Describe your favorite interest/academic subject. Explain why it interests you. Describe what you have done to pursue this interest/academic subject outside of school-related opportunities. Explain how it has influenced your identity.</li> <li>⇒ Describe the community/culture that you come from. Why is this community/culture important to you? How does this contribute to your identity?</li> <li>⇒ Describe your greatest talent or skill. How have you developed and demonstrated this talent or skill over time? How has it influenced your identity?</li> </ul>
<b>October</b>	<p><b>What is Your “Why”?</b> Explain <b>why</b> you would you like to attend college.</p> <p>*Discuss your career and personal goals by responding to all of the following prompts:</p> <ul style="list-style-type: none"> <li>⇒ Describe your career goals. Why THIS career? What are you doing to research information about this career? What does this career choice say about you? What is the education necessary to pursue this career?</li> <li>⇒ Describe your top college choice. Why THIS school? How does this college prepare you your future career choice? What will you study? How will you contribute to the school? What other aspects of the school interest you? Are you currently eligible?</li> </ul>
<b>November/ December</b>	<p><b>What is Your Leadership Capacity?</b> Explain how you lead YOUR own life.</p> <p>*Choose 1 (or a combination) of the following prompts:</p> <ul style="list-style-type: none"> <li>⇒ Describe an example your leadership experience in which you positively impacted others, helped resolve disputes, or contributed to group efforts over time their impact on others. How have you grown as a result or being a leader to others?</li> <li>⇒ Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again? What did you learn?</li> </ul>
<b>January</b>	<p><b>How Do You Exhibit Social Responsibility?</b> Describe what you have done to make your school or your community a better place.</p> <p>*Choose 1 (or a combination) of the following prompts:</p> <ul style="list-style-type: none"> <li>⇒ What challenges have you observed in your community? What is your role in improving your community? What have you done to improve your community?</li> <li>⇒ Describe the three most <b>significant</b> volunteer, extracurricular, or work experiences in which you are or have been involved in the past 2 years. How have these experiences impacted you personally, and how do they influence your future goals?</li> </ul>
<b>February</b>	<p><b>Why are You the Best Candidate for College Admission?</b> Describe why college admissions committees should choose you by responding to all of the following prompt.</p> <p>*Choose 1 (or a combination) of the following prompts:</p> <ul style="list-style-type: none"> <li>⇒ What is the one thing that sets you apart from other candidates?</li> <li>⇒ Briefly discuss your academic background. What have you accomplished to earn college admission? Did you use any support at your high school? Do your grades reflect your ability or your potential?</li> <li>⇒ What accomplishments make you proud? How does this relate to your identity?</li> </ul>
<b>March</b>	<p><b>What is Your Capacity to Overcome Hardship?</b> The lessons that you learn from failure can be fundamental for success.</p> <p>*Choose 1 (or a combination) of the following prompts:</p> <ul style="list-style-type: none"> <li>⇒ Recount an incident or time when you experienced failure. What did you learn?</li> <li>⇒ Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How did this experience affect your academic achievement? What did you learn from this experience?</li> </ul>

<b>April</b>	<b>How Has Your Economic Background Impacted You?</b> Explain how economic adversity has impacted your identity and your future goals. *Respond to all of the following prompts: <ul style="list-style-type: none"> <li>⇒ Describe your academic background. Include information about financial challenges. How has your economic background influenced your academic goals?</li> <li>⇒ Describe how you will use your academic opportunities as a means to overcome your economic situation.</li> </ul>
<b>May</b>	<b>How has AVID Influenced/Impacted Your Life?</b> Explain how AVID has impacted your academic and personal life. *Respond to all of the following prompts: <ul style="list-style-type: none"> <li>⇒ How has AVID influenced your personal well-being?</li> <li>⇒ How has AVID impacted your academic life and future goals?</li> <li>⇒ Which aspects of AVID will you take with you throughout adulthood? Why?</li> </ul>

✓ **AVID11 University Prep. Summative Assessments (1 Semester)**

- ⇒ Required to prove proficiency of AVID Standards
- ⇒ Must complete EVERY component of EVERY to pass the class
- ⇒ Must complete the presentation component for passing grade

<b>Semester 1</b>	<b>Common Application: Independent/Out of State Universities</b>
<b>Semester 2</b>	<b>Educational Opportunity Program – Preparation Packet</b>

✓ **Review & Reflection:** Predict of the 3 most relevant Scrapbook EQs/Topics

Scrapbook EQ/Topic	Impact on My Identity Development	Impact on my Academic Goals
1.		
2.		
3.		