



## 9th Grade

# AVID Elective Course Description

**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 that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated tutorials, motivational activities, and academic success skills. In AVID, students engage in learning tasks that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth.

Additionally, students engage in activities centered around exploring college and career opportunities and developing their own agency.

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9<sup>th</sup> grade AVID Elective course will support students adjusting to the high school setting. Students will increase their 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. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

### Weeks at a Glance Terms

The curriculum for each AVID Elective course is divided into four terms. Each term contains 9 weeks of curricular units. The full set of instructional units are designed to implement the AVID elective standards for that grade level over the course of the year.

Term 1	Term 2	Term 3	Term 4
9 weeks	9 weeks	9 weeks	9 weeks

### Unit Structure

A WAG unit consists of 3-6 lesson plans to be taught in sequence on non-tutorial days. Each unit contains facilitation slides for the teacher, available in Microsoft and Google. Each lesson is broken into four segments (Enter, Engage, Evaluate, Exit) and utilizes AVID strategies to provide rigor and engagement to students.

### AVID curriculum books used with the Weeks at a Glance:

*AVID College and Careers*

*AVID Critical Thinking and Engagement*

*AVID Reading for Disciplinary Literacy*

*AVID Secondary Implementation Resource*

*AVID Tutorial Guide*

*AVID Writing for Disciplinary Literacy*

# AVID Elective Standards

The standards for the AVID Elective classes 6-12 are organized around three components of AVID's College and Career Readiness Framework:

- Rigorous Academic Preparedness
- Opportunity Knowledge
- Student Agency

These components represent the outcomes for students. The standards start by considering what a portrait of a "college-and-career-ready student" would be. These skills are then captured as the 12th grade standards. To build to this level of college and career readiness, the standards are vertically aligned development of these skills in 6th, 7th, and 8th grade. Then as students enter high school, they take a second loop through those same skills, which are naturally scaffolded as students apply the skills and knowledge at the high school level to more rigorous content. This looping of the standards also helps to address the challenge of students that do not begin AVID until high school.

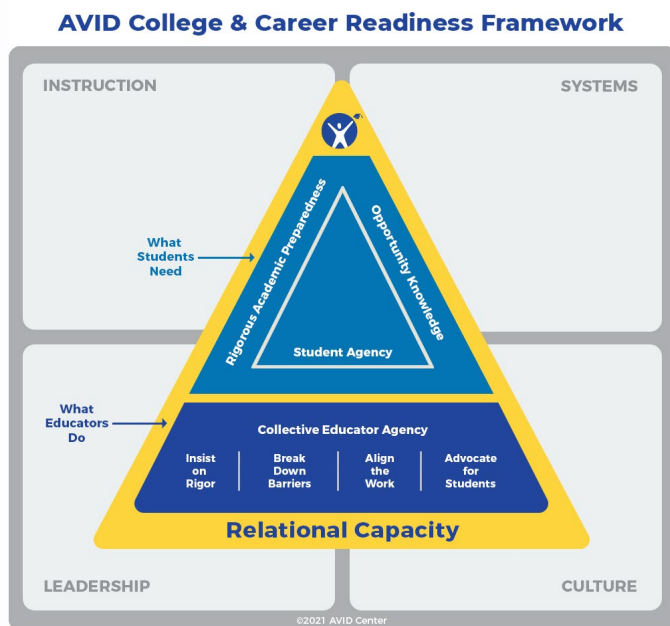
AVID Elective Standards are:

- Observable
- Measurable
- Aligned to the following national standards:

International Society for Technology in Education (ISTE)	Common Core State Standards (CSSS)	The Common Career Technical Core (CCTC)
Collaborative for Academic, Social, and Emotional Learning (CASEL)	American School Counselor Association (ASCA)	English Language Proficiency Assessment for the 21st Century (ELPA21)
Conley's Four Keys to College and Career Readiness	Danielson's Framework for Teaching	Marzano's Strategies for Reflective Practice

# College and Career Readiness Framework

The AVID College and Career Readiness Framework defines the outcomes for students (What Students Need) and outlines the actions that adults take on the campus (What Educators Need to Do) to ensure that students are able to reach their full potential. AVID’s four domains — Instruction, Systems, Leadership, and Culture — support the CCR Framework and the work of the students and educators schoolwide.



## What Students Need

College and Career Readiness is the outcome of these three critical components:

### Rigorous Academic Preparedness

Students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

### Opportunity Knowledge

Students research opportunities, set goals, and make choices that support their long-term aspirations, and successfully navigate transitions to the next level.

### Student Agency

Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills.

## What Educators Need to Do

Through these intentional and deliberate adult behaviors, educators develop relationships with students, and throughout their school culture, to achieve desired student outcomes. In this way, educators reduce the variability of the learning experience and ensure greater equity for all students.

Insist on Rigor	Break Down Barriers	Align the Work	Advocate for Students
<p>Educators across the school provide learning experiences where every student is challenged, engaged, and develops a greater ownership in their learning through increasingly complex levels of understanding.</p>	<p>Educators are champions for equity, who actively seek out and eliminate educational barriers that would limit or restrict students’ access to meaningful and challenging learning opportunities.</p>	<p>Educators increasingly align their practices and beliefs to the common purpose of preparing all students for college and career readiness, as well as students’ long-term success.</p>	<p>Educators are advocates of access and equity to challenging coursework for all students, as well as creating strong relationships that empower students’ sense of self-belief, finding their voice in the world and providing the guidance to achieve their dreams.</p>

# AVID Essential Skills & AVID Elective Standards

## Alignment and Audience Comparison



**Alignment:** In 2023, the AVID Essential Skills were introduced as a guide to the College and Career Readiness (CCR) outcomes that all students can expect when AVID is implemented schoolwide. At the same time, the AVID Elective Standards underwent partial restructuring to align student outcomes with the same Essential Skill subcategories. Both are aligned with the AVID CCR Framework.

AVID SCHOOLWIDE & AVID ELECTIVE CLASS	
Student Agency	Building Relationships
	Persisting Through Obstacles
	Activating Knowledge and Skills
Rigorous Academic Preparedness	Writing
	Inquiry
	Collaboration
	Organization
	Reading
Opportunity Knowledge	Advancing College Preparedness
	Building Career Preparedness
	Developing Future Readiness

**Audience:** While both the AVID Essential Skills and the AVID Elective Standards are aligned with the AVID College and Career Readiness Framework, they have different audiences:

- **The AVID Essential Skills apply to a schoolwide audience.** Content teachers use their existing standards in combination with the AVID Essential Skills to support comprehensive college and career readiness.
- **The AVID Elective follows the AVID Elective Standards.** The 6th–12th grade credit-bearing courses provide scaffolded standards aligned to the three student outcomes of the AVID CCR Framework.

**Comparison:** AVID Essential Skills offer a guiding set of behaviors, while the AVID Elective Standards provide a more detailed path for students, as demonstrated in the example below.

AVID ESSENTIAL SKILLS	AVID ELECTIVE STANDARDS	
Category: Student Agency	Student Outcome: Student Agency	
Subcategory: Persisting Through Obstacles	Subset: Persisting Through Obstacles	
1. Monitor progress toward long-term goals and aspirations.	12.SA.PTO.1	Organize and allocate time-based on priorities and task completion
2. Seek help and feedback when necessary.	12.SA.PTO.2	Identify and plan for the steps necessary to accomplish various types of goals
3. Develop a strong student voice to self-advocate.	12.SA.PTO.3	Self-monitor and seek help when necessary
	12.SA.PTO.4	Demonstrate persistence, flexibility, and adaptability
	12.SA.PTO.5	Develop, demonstrate, and maintain motivation
	12.SA.PTO.6	Apply learning to demonstrate knowledge and achieve success

Download the full set of [AVID Essential Skills](#) and [AVID Elective Standards](#).

# 9th Grade AVID Elective Standards

## Student Agency

## 9.SA

**Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.**

### **Building Relationships (BR)**

1. Establish norms and expectations around shared responsibility among group members
2. Establish norms and expectations around appreciating diversity among group members
3. Develop a foundational familiarity and comfort with classmates
4. Identify respectful and disrespectful actions of self and others
5. Check group members' level of understanding
6. Evaluate the impact of decisions on others
7.
  - a) Identify the characteristics of positive, healthy relationships
  - b) Explore individual peer relationships and identify those that are positive and healthy
  - c) Reflect on how relationships are affected by devices and the internet

### **Persisting Through Obstacles (PTO)**

1.
  - a) Explore a variety of organizational formats for calendaring/planning
  - b) Determine how to utilize time effectively
  - c) Assess complex assignments and break them into smaller tasks
2. Set personal, academic, and career goals
3. Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)
4.
  - a) Gain awareness of skills that increase mental flexibility
  - b) Explore the relationship between grit and perseverance
5. Gain awareness of motivators that positively impact performance
6. Determine key points from learning experiences

## Activating Knowledge and Skills (AKS)

1. Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits
2.
  - a) Identify strategies and skills that promote self-awareness
  - b) Identify individual strengths and areas of challenge related to academic skills and performance
3.
  - a) Identify leadership opportunities and positions across the school and community
  - b) Determine formal and informal leadership opportunities that could be pursued"
4.
  - a) Select tools to analyze a conflict and identify a positive solution
  - b) Classify passive, assertive, and aggressive statements"
5. Identify traits connected to personal integrity and ethics
6.
  - a) Determine personal interest for extracurricular and community service activities within the school and community
  - b) Gain awareness of extracurricular and community service activities within the school and community"
7. Identify examples of online behaviors that may hurt, embarrass, or offend others.

**Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.**

### Writing (W)

1. a) Develop writing skills related to argumentative and narrative modes of writing  
b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative)  
c) Draft initial writing
2. Analyze a writing task by identifying key vocabulary and audience
3. Gather and analyze feedback from peers and instructors
4. a) Edit drafts for grammar, mechanics, and spelling  
b) Analyze the organizational structure of writing
5. Publish writing to a small group audience within the classroom, such as a formal written paper
6. a) Take notes with an emphasis on identifying and recording the note-taking objective and/or Essential Question  
b) Take notes with an emphasis on setting up notes, including all required components
7. Summarize by pulling together the most important information related to the objective and/or Essential Question

### Inquiry (I)

1. Create questions based on Costa's Levels of Thinking
2. Identify misunderstood concepts or problems
3. Determine the steps/process that led to a solution
4. Reflect on learning to make connections between new learning and previous learning
5. Reflect on learning strategies that were employed and whether those strategies were effective
6. a) Identify processes that are used  
b) Reflect on a process that was used and whether that process was effective
7. Analyze a research prompt
8. a) Locate sources that are relevant to the topic and support the purpose of the research assignment  
b) Distinguish between primary and secondary sources
9. Plan and structure the writing based on the research prompt
10. Integrate quotations and references to texts, using proper citations
11. Publish research to a small group audience within the classroom, such as a formal written paper

## **Collaboration (C)**

1. Utilize technology to collaborate with classmates
2. a) Apply basic understanding of effective public speaking  
b) Incorporate visual aids and/or technology when appropriate
3. Describe the characteristics of effective listening, such as eye contact and mirroring
4. Monitor word choice when speaking
5. Identify formal and informal language registers

## **Organization (O)**

1. a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success  
b) Create an activity log or tracking system for community extracurricular activities and hours
2. Monitor progress toward goals
3. Utilize visual frameworks to organize information

## **Reading (R)**

1. Determine the characteristics of a high-quality text in relation to the reading purpose
2. a) Preview text features  
b) Identify prior knowledge that may be relevant to the reading
3. Assess knowledge of academic and content-specific vocabulary words
4. a) Mark the text to accomplish the reading purpose  
b) Identify the key components of a text related to the reading purpose
5. Extend beyond the text by applying key learning



**Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate to the next level.**

## **Advancing College Preparedness (ACP)**

1. Identify personal interests and skills related to future college aspirations, such as through an interest inventory
2. a) Know how to determine GPA  
b) Develop familiarity with college terminology  
c) Classify the various types of colleges
3. Understand scholarships and the role they play in college financing
4. Articulate the importance of long-term academic plans as a part of goal setting and achievement
5. a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process  
b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

## **Building Career Preparedness (BCP)**

1. Identify personal interests and skills related to future career aspirations
2. a) Increase familiarity with career terminology  
b) Distinguish between jobs, careers, and career fields
3. a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit  
b) Explore the net cost of attending college to inform decisions and budget plans
4. Request assistance in selecting career elective courses and pathways that match interests and goals

## **Developing Future Readiness (DFR)**

1. Establish understanding of concepts and content-specific vocabulary related to personal finance
2. Identify the benefits of developing a professional profile.
3. Discuss what it means to accurately represent yourself online.

# 9<sup>th</sup> Grade AVID Elective

## WAG Instructional Guide: Term 1



Week	Unit Topic	Monday	Tuesday	Wednesday	Thursday	Friday
1	College and Career Readiness Framework	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
2	Developing Organization*	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 1
	Developing FNT*					
3	Developing FNT*	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
4	Getting Started With Tutorial Unit (1)**	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
5	Completing & Assessing the TRF Unit (2)**	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
6	Setting Goals	Lesson 1	Tutorial	Lesson 2	Tutorial	Lesson 3
7	Setting Goals	Lesson 4	Tutorial	Lesson 5	Tutorial	Lesson 1
	Exploring Careers					
8	Exploring Careers	Lesson 2	Tutorial	Lesson 3	Tutorial	Lesson 4
9	Assessing Organization	Lesson 1	Tutorial	Lesson 2	Tutorial	Lesson 3

\*This Developing unit is the same for grade levels 6–9. Teachers should use their agency to determine if the Advancing unit for grades 10–12 is more appropriate for their students.

\*\*Tutorial units are common to all grade levels. Teachers should use their agency to determine if all lessons in the unit would benefit their students. Tutorial lessons can be taught on tutorial days using tutors to support instruction.

# 9th Grade AVID Elective Instructional Guide: Term 2\*\*



Week	Unit Topic	Monday	Tuesday	Wednesday	Thursday	Friday
10	Tutorials and Grades Analysis (TAG) Unit (3)*	TAG Lesson 1	Tutorial	TAG Lesson 2	Tutorial	<a href="#">Framework Friday</a>
11	FNT in Tutorial (4)*	Relational Capacity	FNT Lesson 1	FNT Lesson 2	FNT Lesson 3	Assessing Organization
12	Financial Literacy Unit	Lesson 1	Tutorial	Lesson 2	Tutorial	Lesson 3
13	Financial Literacy Unit	Lesson 4	Tutorial	Lesson 5	Tutorial	Assessing Organization
14	Disciplinary Literacy: Introduction to Critical Reading (Developing)	Lesson 1	Tutorial	Lesson 2	Tutorial	Lesson 3
15	Disciplinary Literacy: Reading Unit	Lesson 1	Tutorial	Lesson 2	Tutorial	Lesson 3
16	Framework Focus Week	Assessing Organization	TAG Lesson 3	Relational Capacity	TAG Lesson 4	<a href="#">Framework Friday</a>
	TAG Unit: Part C					
17	Writing Unit	Lesson 1	Tutorial	Lesson 2	Lesson 4 TAG Part C	Lesson 3
18	Writing Unit	Lesson 4	Tutorial	Lesson 5	Tutorial	Lesson 6

\*Tutorial lessons can be taught on tutorial days using tutors to support instruction.

\*\*Use your Educator Agency to determine the order of these lessons. Find more Packback lessons in the WAG for grades 9-12.