



Board/Authority Authorized Course Application

School District/Independent School Authority Name: Langley School District (35)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Nadine Luteijn	Date Developed:
School Name: Aldergrove Community Secondary School	Principal's Name: Mr. Jeremy Lyndon
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Advancement Via Individual Determination (AVID 10)	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: *Implementation of the AVID Elective* workshop is highly recommended

Course Synopsis: Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for post-secondary readiness and success. It is scheduled during the regular school day and is a year-long course. Each week, students receive instruction utilizing a rigorous post-secondary preparation curriculum adapted from resources provided by AVID Center, collaborate in study groups, build relational capacity through motivational activities, and strive toward academic success. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth.

During the tenth grade AVID elective course, students will be introduced to, and refine the AVID strategies to meet their independent needs and learning styles. Students will come to refine and adjust their academic learning plans and goals, increasing awareness of their actions and

behaviours. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing to include: analyzing prompts, supporting arguments and claims, character analysis, detailed reflections. Students will analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will also begin to explore and narrow down their post-secondary and careers of interest—based upon personal interests and goals.

This course will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus on independence, advocacy skills, and personal goal setting combined with addressing study skills and organizational techniques related to literacy and numeracy will provide a foundation for successful school completion and lifelong learning.

Goals and Rationale:

- Build a sense of character recognizing a variety of ways in which one can positively contribute to society.
- Develop an understanding of metacognition and learning how to learn.
- Explore post-secondary options and develop informed career pathways.
- Develop confidence and self-advocacy skills.
- Develop integral skills in reading and writing necessary for success in high school and post-secondary.
- Develop analytical and critical thinking skills.
- Understand that developing “soft skills” improves the chance of success in post-secondary and career fields.
- Develop organizational skills and approaches to become a more efficient and effective life-long learner.

AVID’s mission is to close the achievement gap by preparing all students for post-secondary readiness and success in a global society. Focusing predominantly on the student in the academic middle, AVID seeks to support, encourage, motivate, inspire, and guide these students past high school graduation and beyond. As many students in the academic middle are at times, under-achieving, with the support from AVID along with individual determination, students can acquire the skills and knowledge that are necessary for academic success.

Aboriginal Worldviews and Perspectives:

Learning within AVID 10 inherently acknowledges and addresses many aspects within **The First Peoples Principles of Learning**. Specifically:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning is embedded in memory, history, and story.

- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Success in school involves building varied skillsets across many fields.

Being **post-secondary and career-ready** require research, planning, evaluating, reflecting, and adapting.

Building character means becoming **self-aware** while recognizing an ability to positively influence the world around us.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Character Development</p> <p>A. Self-Awareness</p> <ul style="list-style-type: none"> • Demonstrate scholarly attributes in working with adults and peers • Understand the role of AVID students and display characteristics on a regular basis • Align learning and study strategies to personal learning style • Demonstrate the ability to successfully resolve conflicts and disputes with peers and teachers • Conduct personal assessments to ascertain interests, pursuits, strengths, and weaknesses to inform personal and academic planning purposes • Consider the impact of personal and career choices on themselves and others • Use self-assessment and reflection to consider graduation and post-graduation goals and plans <p>B. Goals</p> <ul style="list-style-type: none"> • Create an academic plan to evaluate progress toward meeting post-secondary entrance requirements upon high school graduation • Establish and re-evaluate short-, mid-, and long-term goals that will continue to ensure academic and personal growth <p>C. Community and School Involvement</p>	<p><i>Students are expected to know the following:</i></p> <p>Character Development</p> <ul style="list-style-type: none"> • Aspects of self-awareness • Techniques and strategies for stress reduction • Effective academic language usage • Essential differences between and characteristics of Growth and Fixed Mindsets • Introductory conflict management styles • Communication skills for self-advocacy • Metacognitive strategies • Introductory Memory Retention Methods • Purposeful test-taking skills and strategies • Goal Setting • Community service and implications to scholarship and post-secondary applications • Basic service learning efforts <p>Communication</p> <ul style="list-style-type: none"> • Speaking and listening techniques • Digital visual aid creation

- Explore extracurricular clubs, programs, school/community service, and/or athletics of interest to demonstrate commitment
- Track school/community service and/or extracurricular activity participation

D. Ownership of Learning

- Maintain communication and monitor achievement from teachers on a regular basis
- Analyze progress reports to create a study/action plan for continued academic improvement
- Seek opportunities outside of the AVID classroom to ask questions, clarify thinking and identify points of confusion
- Create positive peer connections through independent study groups

Communication

• Speaking

- Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a range of purposes
- Develop use of vocal projection in both formal and informal dialogue and debate settings
- Incorporate technology and/or visual aids to increase effectiveness of the speech or presentation

• Listening

- Demonstrate characteristics of active listening
- Effectively summarize ideas from various speaking and auditory sources for a variety of purposes such as, but not limited to, lecture, oral presentations, guest/mentor/elder speakers, informal conversations, podcasts, additional digital sources

Writing

A. The Writing Process

- Practice strategies for pre-writing in response to various prompts for both timed writing and process writing
- Demonstrate familiarity with the multiple steps in the writing process
- Analyze a prompt for timed writing situations
- Utilize rubrics to self-evaluate and peer evaluate work

B. Writing Skills

- Refine strategies to write effective paragraphs
- Focus on expanding word choice in all aspects of writing
- Write with a focus on using varied sentence types (simple, compound, complex)

- Provisional understanding of **formal and informal register**
- **Philosophical Chairs** formats

Writing

• Focused Note-taking using Cornell Notes

• Writing-to-Learn Practices

- **Quickwrites**
- **Learning Logs**
- Reflections
- Peer evaluations

• Writing Processes

• Language features, structures, and conventions

- Language features
- **Elements of style**
- Exploration of **voice**
- **Usage and conventions**
- **Literary elements and devices**
- Citation techniques

Inquiry

• Costa's Levels of Thinking

- Higher-level questioning techniques
- Introductory **Socratic Seminar** formats
- AVID Tutorial Process

Collaboration

• Introductory knowledge of AVID's **four stages of relational capacity**

- Safe Shaping
- Controlled Chaos
- Scope & Sovereignty
- Group Actualization

Organization

- **Master Binder** & materials organization
- Basic study strategies and memory management techniques
- **Time-management techniques**
- Various **graphic organizers** for organizing learning
- Basic **metacognitive phases & strategies**

- Incorporate transitions to improve flow within a paragraph and logically tie together academic arguments
- Support arguments and claims of evidence using textual sources

C. Writing Applications

- Respond to text in personal, creative, and critical ways
- Express and support an opinion with evidence
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Assess and refine texts to improve clarity and impact
- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- Explore how language constructs personal and cultural identities
- Construct meaningful personal connections between self, text, and world

D. Writing to Learn

- Evaluate summaries using rubrics and checklists
- Utilize reflective logs to evaluate learning, study, and note-taking habits
- Write detailed reflections on experiences, presentations and speeches, focusing on how the knowledge is applied to decisions

Inquiry

- Use skilled questioning to elicit deeper thinking from self and others
- Apply questioning to focused note-taking practices
- Use **higher-level questioning** during and following **collaborative tutorials**
- Complete higher-level reflections about the learning process during tutorials
- Analyze various accounts of a subject told through different mediums (e.g., a person's life story in both print and multimedia),
- Propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas
- Focus on the development of leadership skills and self-refinement during structured classroom dialogues
- Summarize points of agreement and disagreement

Collaboration

- Develop positive peer interaction skills through creating group norms and reflective discussions following collaborative activities
- Focus on **academic language skills** that will nurture a positive **relational capacity** environment in the classroom
- Practice using encouragement and positive affirmations with peers
- Evaluate a speaker's point of view, reasoning, and use of evidence and **rhetoric**, identifying faulty reasoning or exaggerated or distorted evidence

- Planning
- Monitoring
- Reflecting

- Project planning techniques including **backwards mapping**
- Grade monitoring strategies
- Applications and tools for sharing resources with peers during collaborative efforts & projects
- Various approaches to taking tests

Reading

- **Reading strategies**
- Critical reading strategies for **expository text**, including:
 - Marking the Text
 - **Writing in the Margins**
 - **Charting the Text**
- Introductory **post-reading analysis** strategies

Post-secondary & career preparedness

- Global trends and economy
- **Soft skills**
- Graduation requirements
- **Post-secondary options and offerings**
- **Labour and market trends**
- Personal financial planning

- Utilize technology to interact and collaborate with others and foster trust-building skills by working with partners to complete a specified task
- Enhance understanding of collaboration by working in groups during team building (relational capacity) and motivational activities or problem solving
- Participate in group discussions and reflections based on collaborative work
- Acknowledge new information expressed by others, and when warranted, modify one's own views
- Develop and refine inquiry, listening and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
- Understand the differences between passivity, assertiveness, and aggression

Organization

- Maintain organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting
- Utilize a time management tool (planner, agenda, etc.) to track social and academic commitments
- Analyze **summative assessments** to adjust study habits and time allocations
- Use technology, where appropriate, to conduct research, refine assignments, and enhance presentations
- Employ technology to share, store, and collaborate on projects with peers
- Use graded assessments to identify and reflect on academic weakness and determine study and test-taking strategies that will aid in formal assessments
- Utilize strategies for various types of tests

Reading

- Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts
- Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact
- **Mark the texts** to track understanding of the text and questions about the reading
- Utilize charting of the text to track various points of view and opposing claims
- Demonstrate a comprehensive understanding of significant ideas expressed in written works by identifying important ideas, recognizing inferences, and drawing conclusions
- Explore the relevance, accuracy, and reliability of texts
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Construct meaningful personal connections between self, text, and world
- Identify bias, contradictions, and distortions

Post-Secondary & Career Preparedness

- Identify potential post-secondary institutes of interest, choosing campuses that fit personality, academic interests, and goals
- Develop an understanding of the post-secondary application process and required information
- Begin developing an understanding of career paths
- Explore options for funding post-secondary education
- Appreciate the role of **personal networks** in choosing and advancing career paths
- Locate and apply local and global career and labour market information to make potential career and life decisions
- Use self-assessment and reflection to consider graduation and **post-graduation** goals and plans

Big Ideas – Elaborations

- **Post-secondary and career ready:** having the skills and demonstrating the attributes necessary to be successful in post-secondary and career fields including reading, document use, numeracy, writing, oral communication, organization, collaborating with others, critical thinking, digital literacy, and continuous learning
- **Self-aware:** including learning preference inventories, skills, identifying personal attributes, values, interests checklists

Curricular Competencies – Elaborations

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- **Scholarly attributes:** Refers to the attributes “scholars” and successful people in general exhibit such as being productive, principled, inquisitive, reflective, and persistent thinkers who are willing and prepared to try something new and challenging
- **Study Strategies:** studying involves many different skills and approaches depending upon context and a student’s preferred learning style. Studying includes aspects such as time management, organization, effort, and self-discipline. Study strategies may include note-taking, self-test, mind maps, flash cards, reciprocal teaching,
- **Speaking and listening skills:** strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context — strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others’ ideas, asking clarifying questions, and disagreeing respectfully
- **Higher-level questioning:** Bloom’s taxonomy (apply, analyze, evaluate, create) or Costa’s Level 2 (Processing) and Level 3 (Applying)
- **Collaborative tutorials:** AVID Tutorials involve a 10-step process that organizes students together into a structured study group with inquiry at its center
- **Academic language skills:** is the language students need to elevate their work in schools. Course-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and/or literary devices could all be examples
- **Relational capacity:** the level of trust between student and teacher, as well as, peer to peer
- **Rhetoric:** the art of effective or persuasive writing or speaking, often utilizing figures of speech
- **Summative assessments:** tools to evaluate student learning at the end of an instructional unit (tests, essays, projects, etc)
- **Mark the texts:** a strategy in which students interact with a text by identifying the author’s claim, mark key terms, and scrutinize evidence
- **Personal networks:** family members, friends, acquaintances, community members, employers,
- **Post-graduation:** refers to the time period after high school graduation

Content – Elaborations

Growth and Fixed Mindsets: developed by psychologist Carol Dweck, Growth Mindset people believe their most basic abilities can be developed through hard work and dedication. People with a Fixed Mindset believe their basic qualities like intelligence and talent are static, or fixed traits.

Conflict management styles: accommodating, avoiding, collaborating, competing, compromising (Thomas & Kilmann, 1974)

Metacognitive strategies: thinking about one's own thinking; reflecting on one's processes and determining strengths and challenges; students employ metacognitive strategies to gain increasing independence in learning

Memory retention methods: memory aids or pneumatic devices such as acronyms, acrostics, association, rhyme, doodling, analogy, and grouping

Service learning: combines learning objectives with community service in order to provide a pragmatic learning experience.

Formal and informal register: refers to the level of formality in which a person speaks--frozen/static, formal, consultative, casual, intimate

Focused note-taking using Cornell Notes: a system of note-taking developed at Cornell University paired with a process of review and reflection

Writing-to-learn practices: often short, impromptu writing tasks that promote the transformation of knowledge through active problem solving and reflection

Quickwrites: a brainstorming activity designed to encourage students to access prior knowledge by writing what they know about a provided prompt during a defined and very limited period of time.

Learning logs: a writing-to-learn strategy that requires students to record what they have learned and reflect upon it

Elements of style: stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone

Voice: point of view — humour, irony, satire, wit — perspective (e.g., persona)

Usage: avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)

Conventions: common practices standard punctuation use, in capitalization, in quoting and in Canadian spelling

Literary elements and devices: texts use various literary devices, including figurative language, according to purpose and audience

Costa's Levels of Thinking: Arthur Costa's Model of Intellectual Functioning in Three Levels—a way of labeling the amount and depth of thought

Socratic Seminar: a dialogue-oriented activity in which students—arranged in a circle—discuss a text of some kind using inquiry as a means to gain a deeper understanding of the topic

Four stages of relational capacity: safe shaping, controlled chaos, scope and sovereignty, and group actualization

Content – Elaborations

Philosophical Chairs: a debate-oriented activity in which a topic with two distinct sides is explored

Master binder: the use of a specifically organized, single binder to hold all academic subjects

Time-management techniques: setting goals, to-do lists, prioritizing, calendaring, scheduling, etc.

Graphic organizers: a visual display that helps learners organize the relationship of information, facts, and/or ideas

Metacognitive phases: planning, monitoring, reflecting

Backwards mapping: starting with the due date and final project in mind, working backwards to determine the major components of the project, and then determining the minor pieces of the task—and establishing benchmarks for successful completion of the task. A road map of sorts.

Reading strategies: there are many strategies that readers use when making sense of text; students consider what strategies they need to use to “unpack” text; they employ strategies with increasing independence depending on the purpose, text, and context; strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting

Expository text: print or digital prose that is general non-fiction

Writing in the margins: annotating a text in the margins usually to summarize, visualize, respond, connect, question, or clarify the information

Charting the text: a way of interacting with the text in which students identify and compare what an author is *saying* with what he or she is *doing*

Soft Skills: Teamwork and collaboration, leadership, problem solving and critical thinking, work ethic and persistence, organizational skills, creativity, interpersonal communication, relationship skills

Post-secondary options and offerings: educational institutions and programs including, but not limited to, those provided by trades training, colleges, and universities. As well, tuition and costs, scholarships, and bursaries

Labour and market trends: WorkBC

Oral language strategies: includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing

Recommended Instructional Components:

- Direct Instruction
- Modelling
- Simulations

- Collaborative Tutorials
- Experiential Learning
- Formal Writing Projects
- Reflective Writing
- Writing-to-Learn Activities
- Demonstrations
- Relational Capacity Activities
- Engagement Methodologies
- Reciprocal Teaching
- Dialogue and Debate Activities
- Guest Speaker Presentations
- Inquiry-based Explorations

Recommended Assessment Components:

- Self-Assessment
- Oral Presentations
- Organization-based Assessments
- Formal Writing/Essays
- Activity Debriefs and Reflections
- Collaborative Group Projects
- Observational Assessments
- Formative Assessments

Learning Resources:

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
AVID Critical Thinking and Engagement
Strategies for Success
AVID Tutorial Guide

Additional Information: