



## Advancement Via Individual Determination I (AVID I)

PEIMS Code: N1290001

Abbreviation: AVID1

Grade Level(s): 9-12

Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

### Course Description:

*Advancement Via Individual Determination I (AVID I)* is an academic elective course designed for 9th grade students that prepares them for college and career success. Students will work on academic and personal goals and communication, 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. While refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grade 9. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) *Advancement Via Individual Determination I (AVID I)* is an academic elective course designed for 9th grade students that prepares them for college and career success. Students will work on academic and personal goals and communication, 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. While refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

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- (2) *AVID I* prepares students for college and career readiness and success. Students focus on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students explore college and career opportunities and their own student agency, giving them voice and often choice in how they learn.

(c) Knowledge and Skills.

- (1) The student develops student agency through exploration of personal interests, individual choices, and character. The student is expected to:
- (A) determine alignment of personal interest with extracurricular and community service activities within the school and community;
  - (B) research the availability of extracurricular and community service activities within the school and community;
  - (C) evaluate the impact of personal decisions on others;
  - (D) identify the characteristics of healthy, balanced lifestyles, including positive sleeping, eating, and exercise habits;
  - (E) identify the characteristics of positive, healthy relationships, including individual peer relationships;
  - (F) discuss and compare motivators such as rewards, positive feedback, and encouraging self-talk that positively impacts performance;
  - (G) assess and describe their academic and personal needs;
  - (H) determine goals and action steps to meet individual academic and personal needs;
  - (I) identify and apply strategies that increase mental flexibility, such as engaging socially, playing team building games, and mindful reflection or meditation;
  - (J) describe the similarities and differences between grit and perseverance;
  - (K) describe the concept of self-awareness and identify strategies and skills that promote self-awareness; and
  - (L) connect key points from various learning experiences to their own student agency around personal interests, individual choice, and character.
- (2) The student applies leadership and conflict resolution skills. The student is expected to:
- (A) identify traits connected to personal integrity and ethics;
  - (B) determine formal and informal leadership opportunities that could be pursued;
  - (C) identify and select tools to analyze a conflict and identify a positive solution; and
  - (D) classify passive, assertive, and aggressive statements.
- (3) The student prepares for rigorous academic courses by developing writing skills and composing various types of texts. The student is expected to:
- (A) plan and structure writing based on the mode, including descriptive, narrative, and expository;
  - (B) analyze a writing task by identifying key vocabulary and audience;
  - (C) gather and analyze feedback from peers and instructors;
  - (D) edit drafts for grammar, mechanics, and spelling;
  - (E) integrate quotes and reference text with proper citations;
  - (F) analyze the organizational structure of writing;

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- (G) publish writing to a small group audience within the classroom;
  - (H) identify and record the note-taking objective or essential question;
  - (I) organize notes according to all required components, including format, processing, questions, summary, and application; and
  - (J) summarize written information after selecting the most relevant information from notes.
- (4) The student applies inquiry skills leading to research and analysis of a topic or problem. The student is expected to:
- (A) analyze Costa's Levels of Thinking and write questions based on each level;
  - (B) identify and communicate misunderstood concepts or problems;
  - (C) determine the strategies that lead to the solutions of various problems;
  - (D) analyze similarities between new learning and previous experiences;
  - (E) evaluate the effectiveness of learning strategies that were employed during research and analysis;
  - (F) analyze a research prompt;
  - (G) research sources that are relevant to the topic and purpose of the research assignment; and
  - (H) distinguish between primary and secondary sources.
- (5) The student applies collaboration and presentation skills in the classroom setting. The student is expected to:
- (A) establish norms and expectations around responsibility and diversity within a group;
  - (B) develop relational capacity with classmates, using skills such as communication, active listening, and conflict resolution;
  - (C) identify respectful and disrespectful actions of self and others;
  - (D) use technology, including online tutorials, digital learning apps and quizzes, and other learning platforms to collaborate with classmates;
  - (E) describe examples of and strategies for effective public speaking;
  - (F) incorporate visual aids or technology in presentations when appropriate;
  - (G) describe the characteristics of effective listening such as eye contact and mirroring; and
  - (H) identify formal and informal language registers.
- (6) The student identifies and applies organization and time management skills. The student is expected to:
- (A) implement organizational tools such as binders or eBinders, portfolios, or digital folders that support academic success;
  - (B) create an activity log or tracking system of extracurricular activities and hours;
  - (C) analyze a variety of organizational formats for calendaring or planning;
  - (D) describe how to use time effectively and apply time management strategies;
  - (E) analyze complex assignments and break them into smaller tasks; and
  - (F) organize information using visual frameworks.
- (7) The student prepares for rigorous academic courses by developing reading skills. The student is expected to:
- (A) analyze the characteristics of a text in relation to the reading purpose;
  - (B) identify text features;

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- (C) identify prior knowledge that may be relevant to the reading;
  - (D) demonstrate knowledge of academic and content vocabulary by using words correctly in writing and presentations;
  - (E) identify the key components of a text related to the reading purpose and mark the text for future reference; and
  - (F) apply key learning of a text by referring to the text in writing and participating in collaborative discussion activities.
- (8) The student demonstrates college preparedness by discussing college terminology and various factors of college acceptance. The student is expected to:
- (A) identify personal interests and skills using resources such as an interest inventory and relate these to college aspirations;
  - (B) calculate grade point average (GPA) or similar according to local district policy;
  - (C) develop familiarity with college terminology such as credit hours, syllabus, and adjunct professor;
  - (D) classify the various types of colleges such as two-year, four-year, or technical;
  - (E) describe scholarships, grants, and other types of aid and the role they play in college financing;
  - (F) analyze the net cost of attending college to inform decisions and budget plans;
  - (G) identify concepts and content-specific vocabulary related to personal finance;
  - (H) describe the importance of goal setting and achievement as a part of long-term academic plans;
  - (I) identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; and
  - (J) identify the differences between various college entrance exams such as PreScholastic Aptitude Test (PSAT), Pre-American College Testing (PreACT), Scholastic Aptitude Test (SAT), American College Testing (ACT), and Texas Success Initiative Assessment (TSIA).
- (9) The student discusses personal career options. The student is expected to:
- (A) identify personal interests and skills related to career aspirations;
  - (B) identify specific career terminology such as medical, legal, and business terms;
  - (C) distinguish between jobs, careers, and career fields;
  - (D) describe the characteristics that contribute to the academic, social, and financial fit of a career to an individual; and
  - (E) analyze and select high school courses and pathways that match interests and goals.

### Recommended Resources and Materials:

Schools implementing the *AVID I* elective course found the AVID Libraries to be useful support materials. The libraries contain resources for the *AVID I* course and for schoolwide college readiness for all students.

Allen, David, Dr. Michelle M. Duffy, Dr. Michael B Garcia, and Stephanie Chippeaux. *AVID Reading for Disciplinary Literacy: A Schoolwide Approach*. San Diego, CA: AVID Press, 2019.

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AVID Center. "AVID for Possibility." AVID, 2024. [www.avid.org](http://www.avid.org).

AVID Center. "Resources to Accelerate, Inspire, and Empower." AVID Open Access, March 11, 2024. <https://avidopenaccess.org/>.

Bendall, Paul, Adam Bollhoefer, and Vijay Koilpillai. *AVID Critical Thinking and Engagement: A Schoolwide Approach*. San Diego, CA: AVID Press, 2015.

Bennett, Sacha, Jennifer Nagle, Alisa Scerrato, Jean Castruita, and Kori Platts. *AVID Academic Language and Literacy: A Schoolwide Approach*. San Diego, CA: AVID Press, 2016.

Garcia, Dr. Michael B., Eric R. Gerber, and Dr. Paolina Schiro. *AVID Tutorial Guide*. San Diego, CA: AVID Press, 2020.

McKinney, Craig, Bethany Glazebrook, Julie Sanders, and Debra Shapiro. *AVID Writing for Disciplinary Literacy: A Schoolwide Approach*. San Diego, CA: AVID, 2018.

Neumann, Sharon, and Hilda Lopez. *Preparing for College*. San Diego, CA: AVID Press, 2012.

Solomon, Ben, Shannon McAndrews, Angela Croce, Kristi Gerdes, Diana Lamar, Hilda Lopez, Dianne Mata, Janna Robin, and Alisa Scerrato. *AVID College and Careers: A Schoolwide Approach*. Edited by Tom Vigliotti. San Diego, CA: AVID Press, 2017.

Books generally cost about \$79 each and one per school is sufficient. These are the most recent editions of these books.

### Recommended Course Activities:

The Instructional Domain includes a focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR strategies), Character Development, Communication, and College Preparedness in the *AVID I* class. Student activities include:

- Socratic Seminar group discussions,
- Using Costa's Levels of Thinking for analysis
- Philosophical Chair structured debates,
- collaborative activities, and
- inquiry-based collaborative study groups.

### Suggested methods for evaluating student outcomes:

The recommended assessment methods should include:

- binder checks;
- graded tutorial request forms;
- grade focused notes;
- tutorial participation grades; and
- class participation.

**Teacher qualifications:**

Educators must have a valid State Board of Educator Certification teaching certificate appropriate to grade level of assignment.

**Additional information:**

Interested districts should contact Barbara Copeland at [bcopeland@avid.org](mailto:bcopeland@avid.org) or (972) 591-2525, or AVID Care at [AVIDCare@avid.org](mailto:AVIDCare@avid.org) (1-833-AVID-CARE).

AVID elective teachers participate in extensive content area professional learning during AVID Summer Institute and Path trainings. The content of these sessions targets instructional skill development specifically aligned with success in rigorous courses in the foundation content areas. We therefore request completion of the Implementation Community of Practice at the AVID Summer Institute or Path (2-3 days of intense professional learning) and the expressed desire to be an AVID teacher.

Schools use the professional training at AVID Summer Institute (SI) as a strong resource for guiding implementation of the course. The AVID Summer Institute includes online learning and face-to-face learning. Before the SI, participants have pre-work (launches) to complete. Costs for SI started at \$999 in 2024.

Additionally, thousands of Texas educators attended content-specific AVID Path trainings, learning to incorporate effective instructional strategies into their TEKS-aligned content curriculum. Path training starts at \$645.

AVID Center provides many online resources for AVID schools and educators. The lesson plans for each day of the AVID I class are the Weeks at a Glance (WAG) that AVID class teachers use as the basis for their curriculum and instruction. The WAG are what AVID teachers use to make sure they are covering the AVID I Standards (seen as the Essential Knowledge and Skills in AVID I). We have online learning in the form of on demand modules and virtual trainings to enhance the professional learning of all educators at AVID sites. We also have an extensive file sharing area online so that AVID educators can have access to resources that they need for college readiness schoolwide.