



AVID 9 Elective Course 2022-2023

Teacher

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Course Philosophy

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading (WICOR) to support their growth academically.

Course Description/Structure

AVID meets daily. Two days a week, students use WICOR strategies as they engage with materials. Two days a week students participate in tutor-led study groups. The remaining day focuses on collaboration, community building, problem solving and organizational skills.

The AVID curriculum consists of the following:

College and Careers – AVID prepares students for their future with lessons on college and career exploration. We also support students in developing the skills they need to be successful in their post-secondary goals.

Strategies for Success – Students learn skills such as time management, note taking, textbook reading, library research, and maintaining the AVID binder. Students are expected to maintain an organized binder or other organization system which will be graded regularly. The organization system will include a planner, class notes, assignments, and homework. Students must carry and use this system in every class, every day.

Writing Curriculum – AVID stresses the importance of “writing as a tool for learning.” In AVID, students learn that writing is a process. Students are expected to use this process in all grade-level writing assignments.

Critical Reading – Develops students' ability to read, write about, and discuss challenging texts in order to better prepare them for the rigors of their current and future classes.

Tutorials – On these days, students work in small groups with tutors who assist them with questions from their other classes. Students take notes during tutorials and use class and textbook notes to inform these discussions and learn from each other. Tutors help students with the process of learning through inquiry, rather than giving students the answers to their questions. Tutorials also help students learn the value of working with, learning from, and teaching one another.

Students will also participate in motivational activities including college and career research, guest speakers, field trips, and other education and service-learning opportunities in our community.

As your teacher, AVID students can expect me to...

- share meaningful and timely feedback on assignments, tasks and assessments
- provide clear expectations and explanations for each task and assignment
- work to build a welcoming and collaborative environment of learning
- uphold a classroom based on respect and high expectations
- create meaningful lessons that prepare them for their future
- be open to feedback on lessons and content
- meet them where they are at and help them grow.

As students in the AVID classroom I expect you to ...

- **A**sk questions
- **E**ngage fully in the learning process
- **I**ntegrate new information
- **O**pen your minds to diverse views
- **U**tilize what you learn
- monitor **Y**our digital routines.

Attendance:

Adhere to school wide policies, as discussed at the beginning of the school year.

Please be in your seat and ready to learn when the bell rings. Ready to learn means you have your materials for class and your phones / devices are away.

If you are absent, you are still responsible for completing any work you missed. Please reach out to me if you have questions about missing work.

Necessary Course Materials:

Students will need to bring the following materials to AVID class each day:

- Charged chromebook
- Planner (either digital or paper)
- Notebooks, assignments and homework from core courses (essential for tutorials)
- AVID notebook
- Pens, pencils

Technology Use Guidelines & Procedures

Technology is great when it contributes to learning. Because AVID is based on collaboration, all students are expected to actively participate in discussions, group work, tutorials, etc... There will be designated times to work on assignments that require technology. At all other times, it is expected your devices are closed and silenced.

If you are distracted by technology (chromebook, laptop, cellphone, headphones, etc...) or your classmates are distracted by your technology you will be asked to put it away. If you find yourself unable to self-regulate and you are repeatedly reminded to put your devices away, you and I will meet one-on-one with the AVID coordinator to correct the course.

Grading Scale:

Summative Assessments are: 80% of your grade

Formative Assessments are: 20% of your grade

* Retakes will be permitted for summatives, up to one week after the quarter ends.

Formative Assessments graded on a 0-1-2 scale and MYP Criterion Rubrics in the areas of Knowing and understanding, Investigating, Communicating and Thinking Critically

Summative Assessment graded using the eight point rubric. Summative assessments can range and vary depending on the project. **All summative assessments are based on our daily activities/assignments.**

If your work is:	Extended Innovative	Accurate Proficient	Adequate Inconsistent	Some Developing Limited Partial	Incomplete Unacceptable Inaccurate Insufficient Evidence
On your assessment and in the gradebook you'll see:	8 or 7 or 6	5	4	3 or 2	1
On your report card these numbers will average and translate into a letter grade based on this scale:	A 100% - 87% A- 86% - 75%	B+ 74-71% B 70-66% B- 65-62%	C+ 61 - 59% C 58 - 54% C- 53 - 50%	D+ 49 - 44% D 43 - 31% D- 30 - 25%	F 24%-0%

Students are expected to be Academically Honest. What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

As an AVID student, here are your responsibilities related to Academic Honesty:

- Read and understand the [Academic Honesty Policy](#).
- Genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations. Understand that formative work is an opportunity to receive feedback on your learning and make plans for improvement.
- Ensure that summative assessment work is authentically your own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.

- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.
- Understand the consequences of academic dishonesty and malpractice.

Violation Procedures: First infractions (violations) will be handled by me as your teacher. Subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.

Course Scope and Sequence

** All assessments, subject to change throughout the course.

Units/ Quarter	Dates	WICOR Strategies	Assessments
Unit 1 (Q1) Who I am	9/12 - 10/18 (approximate and may shift slightly due to student need)	<ul style="list-style-type: none"> ● Authentic writing ● Reflection ● Summarizing ● Graphic organizers 	The Assessment: Mandala Project Graded with the RHS 8-point grade scale
Unit 2 (Q1&2) Who I hope to become	10/24 - 11/22 (approximate and may shift slightly due to student need)	<ul style="list-style-type: none"> ● Authentic writing ● Process writing ● Reflection ● Peer editing 	The Assessment: Life Goals Essay Graded with the RHS 8-point grade scale
Unit 3 (Q2) Steps I can take to get there	11/28-1/13 (approximate and may shift slightly due to student need)	<ul style="list-style-type: none"> ● Deep reading ● Note taking ● Vocabulary building ● Group collaboration ● Skilled questioning ● Reflection ● Investigations 	The Assessment: College Selection Unit Graded with the RHS 8-point grade scale
Semester Summative (Q2) Reflective one-pager	1/17-1/26 (approximate and may shift slightly due to student need)	<ul style="list-style-type: none"> ● Graphic organizers ● Project planning ● Quickwrites 	The Assessment: My AVID experience one-pager Graded with the RHS 8-point grade scale
Unit 4 (Q3) What I believe	1/30 - 3/10 (approximate and may shift slightly due to student need)	<ul style="list-style-type: none"> ● Note taking ● Summarizing ● Reciprocal teaching ● Process writing ● Peer evaluation ● Investigations ● Skilled questioning ● Peer editing 	The Assessment: Persuasive Essay Graded with the RHS 8-point grade scale
Unit 5 (Q3 &4) Becoming financially responsible	3/13 - 5/5 (approximate and may shift slightly due to student need)	<ul style="list-style-type: none"> ● Note taking ● Reflection ● Skilled questions ● Investigations ● Group activities ● Project planning ● Vocabulary building ● Summarizing ● Reciprocal Teaching 	The Assessment: Personal Financial Plans Graded with the RHS 8-point grade scale

<p>Semester Summative (Q4) Reflection on the year</p>	<p>5/8 - 6/15 (approximate and may shift slightly due to student need)</p>	<ul style="list-style-type: none">• Summarizing• Authentic writing• Process writing• Peer editing• Reflection	<p>The Assessment:</p> <p>“It’s a must” thoughtful recommendations</p> <p>Graded with the RHS 8-point grade scale</p>
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