Avid Elective Curriculum Table of Contents

1. How to use Avid Online
2. Avid Elective Standards
3. Avid Elective Class and Common Core Standards
4. Elective Lesson Overview One-Pager (for your grade)
5. Everyday Lesson Plans (only 5 lessons have been printed with Class Handouts.)
6. Go to Avid Online for the other Class Handouts.
7. See Appendix for Cool Avid Material
HOW
To
Use
Avid
How to Use Avid Online

Elective Grade: ____________________
Elective Teacher: ____________________
Website: www.myavid.org
Username: ____________________________
Password: ____________________________

Step 1. Go to Avid.Org

Step 2: Type Username and Password

Step 3: Go to Weeks at a Glance

Step 4: Click Grade Curriculum

Step 5: Click Days 1-30

Step 6: Click corresponding handouts for each day’s lesson on right hand side of page.

Step 7: Print 2 copies and submit 1 copy request for class set.
Avid
Elective Standards
AVID Elective Standards

Grade 11
Course Description
11th Grade AVID Elective Class

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 utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

AVID Curriculum Books Used:
AVID College Readiness: Working with Sources Grades 11-12
AVID College and Careers
Implementing and Managing the AVID Program for High School
High School Writing
Organizing the AVID Student Binder
Strategies for Success
AVID Tutorial Guide
Preparing for College Grades 11-12

Supplemental Materials could include the following:
AVID Weekly, Supporting Math in the AVID Elective, Write Path content books, AVID Test Prep, Roadtrip Nation Weekly, Focused Note-Taking
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A. Self-Awareness

1. Understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students
2. Serve as a mentor and role model to younger AVID students
3. Develop skills in offering and receiving criticism
4. Identify potential academic challenges that may occur and seek proactive solutions with teachers
5. Examine potential career paths and college degrees that align with abilities, talents and interests
6. Align senior year course selection with identified interests and ability to aid in a smooth collegiate transition

B. Goals

1. Check progress toward short- and mid-term goals, including grade point average
2. Review academic six-year plan, checking to assure rigorous course load through graduation
3. Develop action steps to achieve desired scores on the SAT and ACT
4. Refine goals based on interests, talents and abilities
5. Refine plans for ongoing personal and academic development
6. Create living document with written goals, broken down into steps to use throughout the year
7. Reflect upon previous year’s goals and discuss successes and challenges of reaching those goals
8. Reflect upon previous year’s long-term goal and revise as necessary, focusing on specific goals dedicated to planning for college and a career

C. Community and School Involvement

1. Continue with select school activities/clubs and community service opportunities throughout the year, especially clubs for upper-classmen (e.g., National Honor Society)
2. Focus on leadership positions within school clubs
3. Track community service hours and extracurricular activity participation in a multi-year student portfolio
4. Consider putting on class community service activity within collaborative groups
5. Ask for letters of recommendation from club advisors with whom a strong relationship has been established
D. Ownership of Learning

1. Access grades online or from teachers on a regular basis
2. Analyze grade reports to create a study/action plan for continued academic improvement
3. Communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity
4. Increase awareness of how various content areas are connected
5. Integrate academic questions before, during and after class with teachers and peers
A. Speaking

1. Refine all aspects of public speaking and presenting
2. Seamlessly incorporate visual aids of varying types into speeches and presentations
3. Present research findings as a group
4. Refine speaking skills through working with peers to promote civil, democratic discussions and decision-making
5. Speak in a variety of public venues as an AVID representative or ambassador

B. Listening

1. Listen and respond to others in formal and informal settings
2. Effectively summarize ideas from a discussion, noting how their personal views on the topic have changed or been influenced
3. Critically evaluate and analyze oral presentations
A. The Writing Process

1. Organize, monitor progress, and effectively manage time requirements surrounding complex writing assignments
2. Analyze a prompt, distinguishing between writing under testing conditions and untimed situations
3. Revise drafts as necessary until all ideas are expressed in the best possible manner
4. Edit students' essays, especially checking for integration of quotes and citations
5. Use a variety of rubrics to grade essays, especially those used to grade essays for the SAT and other college admissions tests
6. Reflect on one's own writing to set future goals and/or determine next steps or needs as a writer

B. Writing Skills

1. Develop well-constructed thesis statements, which properly captures the paper's topic
2. Effectively integrate quotes into writing
3. Utilize multiple structures commonly used at collegiate levels, such as MLA/APA citations, source integration and abstract writing
4. Focus on improving sentences through word choice and varying sentence structure

C. Writing Applications

1. Develop and strengthen writing through the creation of a research paper
2. Develop and strengthen writing through the creation of a college admissions essay
3. Develop and strengthen writing through the creation of a 'life goals' essay focused on college
4. Produce a friendly letter focusing on professional response, reflecting needs in college and professional careers
5. Draft and respond to Summer Institute Speaker contests

D. Writing to Learn

1. Refine skills of summarizing information in various contexts
2. Reflect upon research skills gained during the research project and how those skills will relate to postsecondary education
A. Costa's Levels of Thinking

1. Refine collaborative group study skills during academic tutorials so that students are able to form groups independently for each core class, especially around college level courses

B. Tutorials

1. Student group members and presenter will lead the discussion with minimal tutor input
2. Students complete a higher-level reflection about the learning process during tutorials

C. Socratic Seminar and Philosophical Chairs

1. Students provide the central statement for Philosophical Chairs
2. Formulate questions to make a personal connection with text(s) and/or other content/concepts
3. Evaluate ideas/points of view within the discussion and generate/construct appropriate responses
4. Appreciate multiple perspectives, in order to negotiate multiple meanings or ideas during the discussion
5. Prepare an academic argument on a controversial topic, integrating fully developed claims
6. Analyze a 17th, 18th, or 19th century foundational U.S document of historical and literary significance (e.g., The Declaration of Independence or the Preamble to the Constitution) for their themes, purposes and rhetorical features in a Socratic Seminar or Philosophical Chairs discussion
A. Types of Interactions

1. Independently create study groups for academically rigorous coursework, with discussion on creating group norms and expectations

2. Develop positive peer relationships, especially with those taking advanced coursework

3. Provide opportunity for peer tutoring in after-school programs or at surrounding middle schools
A. Organization and Time Management
1. Refine the use of organizational tools, such as assignment logs, calendars, agendas, and planners, consider color coding to distinguish types of tasks and develop an individualized style
2. Adjust commitments to ensure that sufficient time is available to meet academic goals, as well as extracurricular activities and a job, as necessary
3. Reflect at the end of eleventh grade about summer priorities, next year’s time commitment, and potential to successfully navigate all courses, especially college level coursework, successfully
4. Reflect on academic performance and independently adjust study habits and time management skills as needed
5. Continuously add to and reflect on multi-grade level portfolio throughout the school year
6. Publish final versions of writing for the academic portfolio

B. Note-Taking
1. Take 15 to 25 pages of quality Cornell notes per week
2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
3. Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work
4. Use the skills of underlining key terms, highlighting and going back to fill in gaps to sufficiently process notes that have been taken
5. Review, refine and use color-coding on notes focusing on unimportant information, key information and potential test questions
6. Refine content on notes as new understanding is gained through reading textbook(s), tutorial sessions, study groups and discussions with the teacher/peers
7. Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking
8. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

C. Research and Technology
1. Expand proficiency with technological learning tools, especially advanced features of MS Word, PowerPoint, and video editing software
2. Complete an in-depth research project where the student utilizes books, Internet, and primary source documents
3. Work as a class to complete a research project
4. Work with a small group to complete a research project
5. Research and apply for college scholarships

D. Test Preparation/Test-Taking
1. Discuss test-taking strategies with core content teachers, in order to support efforts in preparing for exams
2. Analyze test results and bring missed questions to tutorials to discuss and solve with peer groups
A. Vocabulary

1. Relate new vocabulary to familiar words
2. Infer word meaning using knowledge of advanced prefixes, suffixes and root words
3. Chart new words during reading of increasingly complex texts
4. Utilize concept mapping to determine word usage and various meanings

B. Textual Analysis

1. Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text
2. Analyze collegiate level writing prompts to determine purpose
3. Analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents
4. Effectively summarize sections of an argument, text or film
5. Focus on a three-part source integration, including source, paraphrase/direct quote, and comment about its relevance to the argument
6. Deliberately select rereading strategies that will assist in understanding of the text
7. Determine how to best take notes or record information garnered from readings or films, especially those dealing with advanced content
8. Analyze philosophical and political arguments
9. Analyze an author’s proof in order to isolate key evidence, identify types of evidence being presented, and analyze its value and impact on the argument
A. Guest Speakers

1. Investigate possible guest speakers to support research and career projects
2. Formulate and ask questions during guest speaker presentations, such as college admissions officers, financial aid advisors, current college students and/or AVID graduates, or professionals from various careers
3. Utilize Cornell notes as a means to track main points from guest speakers, keeping them as an ongoing reflective tool as a part of a multi-year portfolio
4. Reflect upon the guest speakers of the previous two years
5. Reflect upon guest speakers and areas of interest, possibly seeking opportunities to job shadow or potential internships in areas of interest

B. Field Trips

1. Attend as many college/university visits as possible, with opportunities to sit in on college classes or attend a cultural event on campus
2. Determine and plan the spring college/university field trip, including contacting of admissions counselors and student guides
3. Visit schools of interest independently during weekends or summer to gain further exposure to postsecondary opportunities
4. Reflect on course performance/GPA to determine which schools might best fit with areas of career interest

C. College and Career Knowledge

1. Develop an understanding of the scholarship application process and required information
2. Determine which colleges/universities will best meet academic pursuits
3. Examine cost of colleges and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs
4. Examine FAFSA requirements and determine appropriate action steps to meet deadlines
5. Begin a basic understanding of selecting and scheduling courses in college

D. College Entrance Testing

1. Prepare for and take the PSAT in the fall of eleventh grade year
2. Chart scores from PSAT/PLAN, monitoring areas of weakness and creating a study plan to meet testing needs
3. Prepare for and take the SAT and/or the ACT at least once during the spring semester
4. Analyze test results and develop a study plan for the spring and summer to prepare for testing during the twelfth grade year
5. Analyze the structure and formatting of college entrance exams and develop a test-taking plan that will lead to higher scores
6. Practice college entrance sample questions and discuss how to best approach solutions
7. Examine other college entrance exams, such as those that would exempt students from college remediation coursework
8. Track all personal test results in a student portfolio and monitor scores in comparison to the requirements of colleges and universities of choice

E. College Admissions/Financial Aid

1. Track requirements for various postsecondary opportunities including average GPAs, SAT/ACT scores and extracurricular activities
2. Regularly update activity information and admissions materials in the student portfolio
3. Begin writing personal statement essays and a personal resume for college applications
Avid Elective Class and Common Core Standards
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Elective Lesson Overview Grade Level
## Days 1–30 One-Pager

**Major Objectives:** Introduction to AVID; Preparation for PSAT; Tutorials – Initial Questions and Points of Confusion

**Theme Connections:** SOAR – Serve, Organize, Advance, Relate

**Preparation:** Materials for team-builders (Day 5, Day 15, Day 25); PSAT materials (Day 16, Day 23, Day 26)

<table>
<thead>
<tr>
<th>Monday</th>
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<td>Cornell Notes Expectations</td>
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11-CP.E1,E2

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<td>College Crate Set-Up</td>
<td>Personal Information; High School and Community Activities</td>
<td>College Crate Set-Up Completion; College Word Wall</td>
<td>Goal Setting; Timed Writing Preparation</td>
<td>Life Goals Timed Writing; Cornell Note Quantity Check</td>
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11

| 11-CD.B6,B7 | 11-RE.A1 | |

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<td>Introduction to Tutorial Analysis Grade Reflection</td>
<td>Self-Perception; Preparation for Socratic Seminar</td>
<td>Tutorials – Focus on Implementation of 10-Step Process; Binder/Planner Check</td>
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<td>Analyzing the Initial Question and Point of Confusion</td>
<td>Tutorials – Focus on Initial Question and Point of Confusion</td>
<td>Practice Critical Reading PSAT Section</td>
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<td>Practice Writing PSAT Section</td>
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<td>PSAT Final Preparation</td>
<td>Tutorials; Class Reflection</td>
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Key:

- **AVID Elective**
- **Standard(s)**
- **CSS**
- **Covered**
- **Evidence**
**Days 31–60 One-Pager**

**Major Objectives:** Introduction to Financial Aid; Tutorials – Steps From Tutorial Protocol

**Theme Connections:** SOAR – Serve Organize Advance Relate

**Preparation:** College Representative Guest Speaker (Day 45); College Field Trip (Day 55)

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<tr>
<td>Decisions I Need to Make About College; Modified Philosophical Chairs</td>
<td>Tutorial Protocol Summary Activity; Tutorials</td>
<td>Finding Colleges That Fit</td>
<td>Tutorials (focus on steps from protocols)</td>
<td>Cornell Note Quantity Check; Financial Aid; Vocabulary Game</td>
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<td>11-CP.C2</td>
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<td>Jigsaw – Financial Aid Facts and Reducing the Cost of College</td>
<td>Tutorials (focus on steps from protocols)</td>
<td>Keep Track of All Parts of Financial Aid</td>
<td>Tutorials; Reflection – Tutorial Process Observation Checklist (Student Focus)</td>
<td>Guest Speaker – College Representative</td>
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<td>Preparing the Résumé</td>
<td>Tutorial Process Observation Checklist; Reflection</td>
<td>Creating a Résumé</td>
<td>Tutorial Process Observation Debrief; Tutorials</td>
<td>Cornell Note Quantity Check, Preparation for College Visit</td>
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<td>Practice Math Test</td>
<td>Tutorials</td>
<td>Cornell Note Quality Check, Preparation for College Visit</td>
<td>Tutorials; NCAA Athletes</td>
<td>College Field Trip</td>
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<td>Field Trip Learning Log; Binder Clean-Out</td>
<td>Tutorials</td>
<td>Reflecting on Goals Quickwrite</td>
<td>Tutorials</td>
<td>Cornell Note Quantity Check; Philosophical Chairs</td>
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**Key:**

- AVID Elective
- Standard(s)
- CSS Covered
- Evidence

---
Everyday Lesson Plans
Go to Avid Online For the Other Class Handouts
Lesson Plan, Day 1

Standard and Essential Question:

- **11-CD.A1** Understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students
- **Theme tie-in: Relate**
- **EQ:** “What should I expect from the AVID class and my AVID peers this year?”

**Lesson**

*Note: The lessons this week are intentionally shorter to allow time for presenting school policies and expectations.*

1. **Introduction to AVID**
   - ❌ Introduce yourself and welcome students to your AVID class.
   - ✔ Explain that being in AVID is an honor and a privilege. The expectations for 11th grade students are very high, as they will serve as representatives for AVID to younger students, the faculty, and the community.

2. **Syllabus**
   - ✔ Distribute the syllabus for your AVID class. Consider utilizing the information from the *11th Grade Course Description* in the AVID Elective Standards.

3. **Speed Conversations***
   - ✔ We will end class with this team-builder activity at the end of each of the first four days.
   - ❌ Ask students to stand and make two parallel, even lines. Have the lines turn so that they are facing each other. Each person is now “partners” with the student in the other line standing directly across from them.
   - **•** If there are an odd number of students, the teacher should join the game!
   - ☑ Explain that you will be providing conversation topics, and they will have two minutes to discuss the topic. After two minutes, have one row shift one spot to their left, so every student now has a new “partner” for a second, two-minute speed conversation.
   - ✔ Sample topics for the speed conversations include the following:
     - What was the most exciting activity that you did this summer?
     - What was the furthest that you travelled this summer, and what did you do there?
     - What is the funniest situation that you have encountered recently?
     - With what famous person, living or deceased, would you most want to have dinner?
     - Who do you consider to be your personal hero/heroine?

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 1

AVID – 11th Grade

- What is your favorite film of all time?
- Who is one of your favorite fictional characters?
- What is your most recent embarrassing moment?
- What is your main academic goal this year?
- What has been your biggest challenge with your AVID binder/planner/Cornell notes?

If you are running low on discussion topics or energy with this activity, take time one day to have students submit topics about which they’d like to discuss. Alternatively, you can include some “Would you rather?” questions, such as those from [http://www.gettoknowu.com/LifeLessons/would_you_rather_questions_gamma.php](http://www.gettoknowu.com/LifeLessons/would_you_rather_questions_gamma.php). Make sure to filter the questions for appropriateness.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Course Description
11th Grade AVID Elective Class

Major Concepts/Content: Advancement Via Individual Determination (AVID) is an 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 utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking, and research.

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society and examine the effect that these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles, and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.
Lesson Plan, Day 2

AVID – 11th Grade

X If any students are in their first year of AVID, pair them up with an experienced student to help set up their binder correctly.
X Students should be expected to have their binders set up no later than the end of the first week so that they don’t fall behind organizationally.

4. Schedule Check
   X While students are working on setting up their binder, check each of their schedules to make sure that they are enrolled in a rigorous course load. For more information on this topic, see AVID Essential 4.

5. Speed Conversations*
   X With any remaining time, see the Day 1 Lesson Plan for instructions on facilitating the Speed Conversations team-builder activity.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
What will we do in AVID this year?

AVID 3
Serve
Organize
Advance
And when we Serve Organize Advance Relate we will...
SOAR

“Refuse to be average. Let your heart soar as high as it will.”

- A.W. Tozer
<table>
<thead>
<tr>
<th>AVID Essential No. 4</th>
<th>Examples of Evidence Sources and Resources</th>
<th>Rating for AVID Essential No. 4</th>
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</table>
| AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment. | □ Four-year graduation plan reflecting 4-year college-going requirements  
□ Analyses of student schedules/transcripts  
□ Report cards  
□ Transcripts  
□ Master Course Enrollment Lists (e.g., Cambridge, AP, IB, college course enrollment & Middle School Pre-AP)  
□ ACT, SAT, PSAT, PLAN, Explore and ReadStep score sheets  
□ AVID Test Prep student reports  
□ College entrance test prep exams  
□ Formal reporting of test scores from actual standardized tests taken  
□ Use of most current AVID academic elective class and Write Path libraries  
□ Other | Number of Indicators at each level:  
Level 0: ___  
Level 1: ___  
Level 2: ___  
Level 3: ___ |

**Overall level for Essential 4:**

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**Rating Guide: Indicators for Levels of Use**

- **Not AVID (Level 0)**
- **Meets Certification Standards (Level 1)**
- **Routine Use (Level 2)**
- **Institutionalization (Level 3)**

**1. Fewer than 50% of AVID students received passing grades of “C” or better on the previous formal grading period report card in each of their core academic courses.**

**2. High Schools (spans grades 9-12 or 10-12):**

- Fewer than 100% of AVID students’ schedules reflect that they are enrolled in rigorous courses, appropriate to the student, which will enable them to meet requirements for a 4-year college or university enrollment (e.g., CA UC-CSU “a-g courses”; other states requirements in English, history, fine arts, math, science, languages).

**3. High Schools (spans grades 9-12 or 10-12):**

- Fewer than 50% of AVID juniors and seniors have completed at least one AP, IB, Cambridge or dual credit college course (those numbered 100 or higher).
4. **High Schools (spanning grades 9-12 or 10-12):** Fewer than 95% of AVID students participated in appropriate college testing for their grade level.

5. **Middle Schools/Junior Highs with an 8th Grade:**
   - Fewer than 100% of AVID students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, which will allow them to access a sequence of college-prep courses in high school which will meet 4-year college or university enrollment requirements.
   - **High Schools (spanning grades 9-12 or 10-12):** At least 95% of AVID students participated in appropriate college testing (in grades 9-11: paid or practice tests such as PLAN, PSAT and/or AVID Test Prep; in grade 12: at least one paid test such as ACT or SAT).

6. **Middle Schools/Junior Highs with an 8th Grade:**
   - Fewer than 50% of current AVID students in 8th grade are on track to complete Algebra I, or higher level math, upon completion of 8th grade.
   - **High Schools (spanning grades 9-12 or 10-12):** At least 50% of current AVID students in 8th grade are on track to complete Algebra I, or higher level math, upon completion of 8th grade, and will be eligible to enroll in Geometry and/or Algebra 2, or next higher level math course, in 9th grade.

7. **Middle Schools/Junior Highs with an 8th Grade:**
   - Fewer than 80% of current AVID 8th graders have chosen their college-prep courses for 9th grade.
   - **High Schools (spanning grades 9-12 or 10-12):** At least 80% of current AVID 8th graders have chosen their college-prep courses for 9th grade prior to the end of their 8th grade year.

8. **Middle Schools/Junior Highs with an 8th Grade:**
   - Fewer than 50% of current 8th grade AVID students have taken paid or practice tests such as EXPLORE, PLAN, PSAT and/or ReadiStep.
   - **High Schools (spanning grades 9-12 or 10-12):** At least 75% of current 8th grade AVID students have taken paid or practice tests such as EXPLORE, PLAN, PSAT and/or ReadiStep.

**NOTE:** Suggested ways to think about rigor in High School - A rigorous sequence of courses might include: staying in a course sequence beyond what is required (e.g., third year of a world language); taking a higher level class than designated for student’s current grade level; taking AP, IB, or Cambridge courses; engaging in dual-enrollment (e.g., taking high school courses and college courses simultaneously); taking Honors or Advanced courses; moving from Special Education Resource or English Learner designated class to a college-prep course; taking online acceleration courses.

**Suggested ways to think about rigor in Middle School:** A rigorous sequence of courses might include taking a higher level class than designated for the student’s current grade level; taking advanced, honors or Pre-AP level courses; moving from an English Learner designated class to a college-prep course.
1.6: AVID Contracts

AVID Student Agreement
(High School Contract)

AVID is an elective college-preparatory system that prepares students to attend a four-year college upon high school graduation.

Student Goals

- Academic success in college-preparatory courses.
- Successful completion of college eligibility requirements.
- Enrollment in college-preparatory courses throughout high school to ensure enrollment in a four-year college or university upon graduation.

Student Responsibilities

- I will maintain at least a 2.0 GPA and satisfactory citizenship and attendance in all classes or will be placed on a probation contract.
- I will maintain a minimum 2.0 GPA or will be placed on a probationary contract.
- I will maintain enrollment in all college-prep courses (including honors, dual enrollment and International Baccalaureate®/Advanced Placement®).
- I will attend summer school as needed to take additional coursework and/or to raise my grades to maintain my college eligibility.
- I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes daily and be an active participant in all activities.
- I will come to AVID class prepared for tutorial session with the TRF pre-work completed, AVID binder with Cornell notes and textbooks. I will use critical thinking, inquiry and collaboration with my classmates to create greater understanding about my point of confusion.
- I will participate in extracurricular activities and community service.
- I will prepare for and take college entrance exams such as the ReadiStep®, EXPLORE®, PSAT®, PLAN®, SAT® and ACT®.

Name: ______________________
Enrollment Date: ________________

Student Signature

34 AVID Tutorial Guide
Parent/Guardian Responsibilities

I will support my child by:

1. Partnering with the AVID Elective teacher through regular communication and attendance at parent meetings.

2. Monitoring my child’s academic process to ensure that he/she is on track for meeting the grade and course requirements to remain in AVID and in line for the successful completion of college eligibility requirements.

3. Checking for an organized binder with agenda, content class Cornell notes and Tutorial Request Forms weekly.

4. Encouraging opportunities to take rigorous courses, complete college prep/entrance exams, and participate in community service, extracurricular activities and leadership opportunities.

We agree to support the efforts of this student in meeting these goals.

__________________________________________  ____________________________________________
Parent/Guardian Signature                      AVID Site Coordinator/Teacher Signature

__________________________________________  ____________________________________________
AVID Counselor Signature                       AVID Administrator Signature
1.6: AVID Contracts

AVID Student Agreement

(Height School Contract)

Name: ____________________
Enrollment Date: ____________

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Student Signature
Lesson Plan, Day 3
AVID – 11th Grade

Standards and Essential Question:
• See attachment.
• Theme tie-in: Advance
• EQ: “What are the expectations of my Cornell notes as a junior in AVID?”

Lesson

Note: The activities this week are intentionally shorter to allow time for presenting school policies and expectations.

1. Cornell Notes Expectations
   • For any students who are either new to AVID or inexperienced with Cornell notes, consider providing a review of the components of Cornell notes or have experienced students lead a class review.
   • Have each student take out paper on which to take Cornell notes and copy down the day’s Essential Question, which should be written on the board each day.
   • Remind students that the ability to take organized notes is one of the most crucial elements in assuring college readiness.
   • Using the icons on the PowerPoint as a visual cue, lead a brief lecture as students take Cornell notes about the eight 11th Grade Note-Taking Standards:
     1. 15–25: By the end of the year, juniors will be expected to take 15–25 pages of Cornell notes per week.
     2. Tools: We will work on the skill of using our notes as a tool for studying.
     3. ADAPT: 15–25 pages is a lot of notes, so we will work on taking Cornell notes in lots of settings, such as labs and group work.
     4. G.PS: We will refine our skills in underlining, highlighting, and filling in gaps in our notes.
     5. Colored Pencils: Since we’ll be taking so many notes, we will also work on getting better at color-coding, so we can quickly find key information.
     6. +: Since you will be receiving so much information this year through classes, studying, and AVID tutorials, you will be expected to constantly go back to your notes and add in new information.
     7. ?: We will also work at writing stronger and higher-level questions in our left-hand columns.
     8. (mirror): Lastly, we will take time this year to look at our test grades, as well as the notes that we took to prepare for the test, and reflect on how our notes could have been better.
   • Ask students to place a check mark by any of the eight Standards about which they already feel competent and an “X” by any that aren’t currently part of their note-taking protocol and habits.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 3

AVID – 11th Grade

- Give students the next 5–10 minutes to work with a partner to demonstrate their knowledge of the CORNELL WAY process by:
  1. Reviewing and revising their notes
  2. Noting key ideas by chunking their notes and writing questions in the left-hand column
  3. Exchanging ideas with their partner to fill in gaps
  4. Linking their learning together by writing a summary

- Ask students to turn in their completed Cornell notes. Review their notes to see which of the Standards they consider to be focus areas for this year. We will cover each of the Standards throughout the 11th grade curriculum.

- Explain to students that we will begin having Cornell note checks soon, and we will be scaffolding throughout the year toward taking 15–25 pages of Cornell notes per week.

2. Speed Conversations*
   - With any remaining time, see the Day 1 Lesson Plan for instructions on facilitating the Speed Conversations team-builder activity.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Organization

11-ORG

B. Note-Taking
1. Take 15 to 25 pages of quality Cornell notes per week
2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
3. Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading, or collaborative work
4. Use the skills of underlining key terms, highlighting, and going back to fill in gaps to sufficiently process notes that have been taken
5. Review, refine, and use color-coding on notes focusing on important information, key information, and potential test questions
6. Refine content on notes as new understanding is gained through reading textbook(s), tutorial sessions, study groups, and discussions with the teacher/peers
7. Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking
8. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions
Cornell Notes

Essential Question: What are the expectations of my Cornell notes as a junior in AVID?
Expectation 1:

15–25
Expectation 2:
Expectation 3: ADAPT
Expectation 4:

G P S
Expectation 5:
Expectation 6:
Expectation 7:
Expectation 8:
Expectations:

1. Take 15–25 pages of quality Cornell notes per week.

2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently.

3. Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading, or collaborative work.

4. Use the skills of underlining key terms, highlighting, and going back to fill in gaps to sufficiently process notes that have been taken.

5. Review, refine, and use color-coding on notes focusing on important information, key information, and potential test questions.

6. Refine content on notes as new understanding is gained through reading textbook(s), tutorial sessions, study groups, and discussions with the teacher/peers.

7. Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking.

8. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions.
Lesson Plan, Day 4
AVID – 11th Grade

Standards and Essential Question:
• 11-ORG.A1 Refine the use of organizational tools; consider color-coding to distinguish types of tasks and develop an individualized style
• 11-CD.A4 Identify potential academic challenges that may occur and seek proactive solutions with teachers
• Theme tie-in: Organize
• EQ: “How can I most effectively use my planner this year?”

Lesson
Note: The activities this week are intentionally shorter to allow time for presenting school policies and expectations.

1. Planner Expectations
   ✕ Explain that, in addition to the binder, another mandatory component of being organized as an AVID student is using a planner.
   ✕ Talk students through your expectations for this year regarding their planner usage.
   ✕ Additionally, encourage students to develop a system of marking their planner (highlighting, starring, underlining, etc.), to help further organize the components.

2. Backwards Mapping Overview
   ✕ Explain that an additional expectation of AVID students’ planners is evidence of backwards mapping of major projects.
   ✕ Display Backwards Mapping Template (Example). Talk through the process of taking a large project, assignment, or test and backwards mapping the component steps.
   • Adjust the depth of this section based on your students’ background experience with backwards mapping.
   ✕ Explain that all juniors will be required to take the ACT® and/or SAT® during spring semester. Pass out a copy of the Backwards Mapping Template to each student, and as a class, walk through the steps of backwards mapping ACT/SAT preparation.
   • If students have already been assigned a major project this year, consider using that as the source for the Backwards Mapping activity.
   ✕ Once every student has completed their Backwards Mapping Template, explain that they need to copy the due dates and components/items into their planner.
   ✕ Explain that evidence of backwards mapping will be a component of planner checks this year.

3. Planner Check*
   ✕ If time allows, consider having a first planner check today. Hopefully, all students will receive full credit!

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 4

AVID – 11th Grade

4. Speed Conversations*
   - With any remaining time, see the Day 1 Lesson Plan for instructions on facilitating the Speed Conversations team-builder activity.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Backwards Mapping Template (Example)

List or brainstorm the components of this project.

- Write Essay
- Develop PowerPoint
- Choose careers to investigate
- Research on Internet and in career center
- Interview an Expert
- Give Presentation

Career Project

Now list the action steps necessary to complete each component of the project and estimate the amount of time needed to complete those action steps.

<table>
<thead>
<tr>
<th>Component</th>
<th>Action Steps</th>
<th>Time Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose career</td>
<td>Discuss w/partner and decide on a career; get teacher's approval</td>
<td>1 class period</td>
</tr>
<tr>
<td>Research career</td>
<td>Go to career center for help; use Internet to research; get all information about career such as salary, education, etc.</td>
<td>1 week</td>
</tr>
<tr>
<td>Interview expert</td>
<td>Find a person to interview; develop questions; conduct interview</td>
<td>1 week</td>
</tr>
<tr>
<td>Write report</td>
<td>Outline and organize information; write first draft; get feedback; revise and edit; write final draft</td>
<td>2 week</td>
</tr>
<tr>
<td>Develop Powerpoint</td>
<td>Schedule time w/partner in computer lab; divide responsibilities; create PowerPoint</td>
<td>1 week</td>
</tr>
<tr>
<td>Give presentation</td>
<td>Schedule time w/partner to practice; write note cards; make final edits; practice w/mock audience (parents, friends, teachers)</td>
<td>1 week</td>
</tr>
</tbody>
</table>

Unit 7: Time Management
**Backwards Mapping Template (Example)**

Use this table to backwards-map: start with the completed project and the due date in the first line, then work your way backwards putting in due dates along the way for each component. Refer to your previous table to think about how much time you need between each due date.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Component/Item</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15</td>
<td>Give presentation</td>
<td>Marlene and I</td>
</tr>
<tr>
<td>May 8</td>
<td>PowerPoint completed</td>
<td>Both</td>
</tr>
<tr>
<td>May 1</td>
<td>Written report complete and turned in</td>
<td>Me</td>
</tr>
<tr>
<td>April 15</td>
<td>Begin writing process</td>
<td>Me</td>
</tr>
<tr>
<td>April 8</td>
<td>Conduct interview</td>
<td>Both</td>
</tr>
<tr>
<td>April 1</td>
<td>Career research begins</td>
<td>Both</td>
</tr>
<tr>
<td>March 20</td>
<td>Choose a career</td>
<td>Both</td>
</tr>
</tbody>
</table>

List below any materials or resources you will need to complete this project.

- Career Center
- Internet
- Computer Lab
- PowerPoint
**Student Activity 7.9 (1 of 2)**

**Backwards Mapping Template**

List or brainstorm the components of this project.

Now list the action steps necessary to complete each component of the project and estimate the amount of time needed to complete those action steps.

<table>
<thead>
<tr>
<th>Component</th>
<th>Action Step</th>
<th>Time Needed</th>
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<tbody>
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</tbody>
</table>
**Student Activity 7.9 (2 of 2)**

**Backwards Mapping Template**

Use this table to backwards-map; start with the completed project and the due date in the first line, then work your way backwards putting in due dates along the way for each component. Refer to your previous table to think about how much time you need between each due date.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Component/Item</th>
<th>Person Responsible</th>
</tr>
</thead>
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</tbody>
</table>

List below any materials or resources you will need to complete this project.

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96  

*Strategies for Success*
Standard and Essential Question:

- 11-COLL.A2 Develop positive peer relationships
- Theme tie-in: Organize, Relate
- EQ: “What skills are necessary for success in AVID tutorials?”

Lesson

1. Binder Check*
   - Conduct a quick binder check to start class, making sure that students are off to a good start with their organization.
   - See Quick Binder Checks for ideas.

2. I've Got Your Back
   - Pass out one name tag to each student and have them write their name on it.
   - Collect all of the name tags.
   - Ask students to stand and spread all around the classroom. (This works best in a classroom, since there are more obstacles to them walking around.)
   - Tell students that, from this point forward, they can't talk or communicate in any way for the remainder of the game.
   - Once students are spread throughout the class, put one name tag on each student's back. Make sure that they DON'T have their own name and that they don't look at what name they have on their back.
   - Tell students that their goal is to find the person that has their name on their back, and then hold onto their shoulders to make a train or conga line.
   - Once every student has found their name, you should have either one large circle, or perhaps two circles. Celebrate once they have accomplished the task!
     - If you end up with two or more circles, ask the class, “What could we do to make sure that we only end up with one circle?” Have them problem-solve, and then conduct the activity again.
     - If you’d like to add an element of competition, have classes set goals for how quickly they can complete their train or compare times to other classes.
     - If time allows, play a second round, where students can’t talk and half of the students have to keep their eyes closed.

3. Quickwrite and Debrief
   - Have students go back to their desks and compose a quickwrite toward the following prompt: “How is this game a metaphor for AVID?”
   - After a few minutes, have students share their responses.
   - Lead a class discussion about your expectations for AVID this year and how you will work together as a team and family. Make sure to include the following:

   Indicates an optional activity, which can be shortened or removed, based on time constraints
• We are all connected together. In what ways is your success dependent upon your AVID peers?
• It takes all of us participating to be successful. What can we do if we see somebody in our class making poor decisions?
• We’ve got each other’s back. What does this mean for us this year?
Quick Binder Checks

Consistent reinforcement is the key to students building the habit of organization. Periodically students need in-depth binder checks (every 2-6 weeks, depending on the grade and maturity of students), but shorter, more frequent binder checks can be a great way to maintain consistent reinforcement in between the in-depth checks.

Here are some options that should take less than 5 minutes:

1) **Shake Test**: Just like it sounds. What happens if you shake the binder upside down?

   Goal: don’t have papers fall out. Consider giving full credit for any students that don’t have any papers fall out. Students that do have papers fall out have to come back later for a makeup Shake Test.

   Fun variation on Shake Test: Lead your class in “Binder Aerobics” where they have to lift, shake, swing, do jumping jacks, etc. with their binder, with the same grading process as the shake test.

2) **Sampling**: Are you using a binder check form that has many check areas? Have you been focusing on one specific component of the binder? Pick a check box (for example, two sharpened pencils) and sample the binders. Give students ten seconds to hold up the one part of the grade sheet to be checked. Teachers can quickly see who does and who does not have materials and students earn grades accordingly.

   Fun variation on Sampling: Place each component of the binder check on an index card, and place the cards in a bag. Randomly select one card out of the bag, and that is the “sample” for the day.

3) **Partner check**: Have each student trade binders with a partner and then grade. After grading, have the students trade binders back and double check the grading.

   Fun variation on Partner check- Musical Chairs: Have students place their binders on their desk/table. Have them place the binder check form on top of the binder, being sure their name is on the binder check form. They push their chair in and stand behind. Teacher plays music and students roam around the room, away from their desk/table and/or row. Teacher stops the music and all students move to the closest binder around them. The students will then grade that binder and provide feedback (commendations and recommendations).

4) **Everything in rings**: Every student that has a binder with them starts with a grade of 100. For each piece of loose paper that is not in the rings of the binder (paper stuffed into binder and
loose paper in backpacks, pockets, etc) subtract 1 point. Twenty-five papers not in the rings? 100 – 25 is a grade of 75.

**Other thoughts on Binder Checks:**

**Integrity:** If you can develop the value of integrity within your AVID classes, you can then trust students to grade their own binder, planner, Cornell notes, etc. (Spot check as necessary!) I would always tell my students “Your integrity is worth more than a few point on a binder check.”

**Mastery:** Three checks at mastery for a student could mean that they are free of binder checks for the rest of the grading period. The teacher reserves the right to spot check. If a binder is below standard, a student goes back on the grading schedule. It promotes the idea of independence and frees the teaching staff from many grade checks.

**Extra checks:** When a student struggles with organization, check their binder more often. Use a minute of passing period to do a quick check. Tutors get assigned to individual students who struggle the most with organization for quick checks during tutorials.
Lesson Plan, Day 6
AVID – 11th Grade

Standards and Essential Question:
- **11-CR.E1** Track requirements for various postsecondary opportunities, including average GPA, SAT®/ACT® scores, and extracurricular activities
- **11-CR.E2** Regularly update activity information and admission materials in the student portfolio
- Theme tie-in: Organize
- EQ: “What is the importance in keeping all of my college materials organized?”

Lesson

1. College Crate Set-Up

   - In preparation for this lesson, complete the following:
     - Read through *The College Crate* lesson.
     - Decide what students will use for their “college crate.” Options include a plastic file folder crate, a large three-ring binder, an accordion file folder, an expandable folder, or a digital portfolio.
     - Give each student a copy of the *My College Crate... Why...? How...?* handout. Introduce the concept of a college crate and share student samples. Then, ask students to complete the first square, “What is a college crate?”
     - Have students quickwrite on the benefits of creating and maintaining a college crate in the second square. Students can pair-share or share at their table and add to their list. Then, have students share out with the class.
     - Variation: Have a contest to see which table can come up with the most benefits. Have them write benefits on chart paper and share with the class.
     - Review the list of what should be included in a college crate and have students write these down in the third square.
     - Pass out the *My College Crate* handout. Ask students to bring their college crate and folders to class. Help them get organized.
     - Determine the cost of crates and portfolios, and if district policy allows, fundraise for these supplies.

2. Binder Check Follow-Up*

   - Follow up with any students who didn’t receive full credit on the binder check from this past Friday.

Materials/Notes

Reference
*Preparing for College*
2.1 The College Crate (Pgs. 26–28)

Class Set
*Preparing for College*
2.1a–2.1b My College Crate... Why...? How...? and My College Crate (Pgs. 29–30)

Materials
Each Student Needs a “Crate” to Organize College Materials

*Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 7

AVID 11th Grade

Standards and Essential Question:
- **11-CD.C1** Continue with select school activities/clubs and community service opportunities throughout the year, especially clubs for upperclassmen
- **11-CD.C2** Focus on leadership positions within school clubs
- **11-CD.C3** Track community service hours and extracurricular activity participation in a multi-year student portfolio
- EQ: “What personal information will I need for the college and scholarship application process?”

Lesson

1. **Personal Information**
   - Distribute the *Personal Information Sheet* and review it with students. Students should write down notes to help them clarify new terms.
     - Some questions are from college applications to give students an opportunity to answer these questions prior to completing college applications.
     - Parent-related questions will allow students to interview their parents. Once handouts are graded and returned, give students a fresh copy of the handout and have them redo the assignment neatly and place it in their College Crate.
   - Any information that students don’t know should be assigned for homework.
   - After *Personal Information Sheets* have been completed, they need to be placed into the corresponding section of the College Crate.

2. **High School and Community Activities**
   - Explain to students that they must document their activities for their College Crate.
   - Hand out the *High School and Community Activities Record*.
   - Review each category and share examples. Other strategies to review this student activity include the following:
     - Informal discussion
     - Students take Cornell notes
     - Use chart paper, a whiteboard, or a PowerPoint to record student examples
     - Divide students into groups, having each group discuss one category and develop examples to share with the class
   - Hand out the *College Admission Checklist*. This form will help students update the college admission process. Allow class time to review this checklist often. Students should keep it in their College Crate.
   - Facilitate a discussion with the class about the importance of being involved in school and community activities, as this is one of the components that college admission officers and scholarships consider.
   - Remind students about some of the clubs and organizations that your school offers and how they can get involved.

Materials/Notes

References

*Preparing for College*
- 2.2 Personal Information (Pg. 31)
- Preparing for College
  - 2.3 High School and Community Activities (Pg. 34)

Class Set

*Preparing for College*
- 2.2 Personal Information Sheet (Pgs. 32–33)
- Preparing for College
  - 2.3a–2.3b High School and Community Activities Record and College Admission Checklist (Pgs. 35–38)

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 8
AVID – 11th Grade

Standards and Essential Question:
- 11-REA.A1 Relate new vocabulary to familiar words
- 11-REA.A2 Infer word meaning using knowledge of advanced prefixes, suffixes, and root words
- EQ: “With what college vocabulary should I be familiar?”

Lesson

1. College Crate Set-Up Completion
   - Ask students to get their College Crates. If necessary, provide a few minutes for students to complete the information from any of the activities from Monday or Tuesday of this week.

2. College Word Wall
   - Ask students to review their Personal Information Sheet, High School and Community Activities Record, and College Admission Checklist for any college vocabulary words.
   - Pass out squares of colored paper to students and have them write the college vocabulary words and a short definition on the sheet, and then post them on a College Word Wall in the classroom.
   - Ask students to get out a sheet of Cornell notepaper and start a College Vocabulary Sheet. As words are added to the College Word Wall throughout the year, students should add the vocabulary to their notes.
   - Begin supplementing the College Word Wall with vocabulary from the AVID Preparing for College Glossary. Take time to discuss the word, its definition, and how the concept will affect their college journey.
   - Throughout the year, continue to add vocabulary and definitions to this College Word Wall and to students’ notes.

Materials/Notes

Reference
Preparing for College
AVID Preparing for College Glossary (Pgs. 282–284)
Lesson Plan, Day 9

AVID – 11th Grade

Standards and Essential Question:
• 11-CD.B6 Create a living document with written goals, broken down into steps to use throughout the year
• 11-CD.B7 Reflect upon previous year’s goals and discuss successes and challenges of reaching those goals
• EQ: “At the halfway point of high school, how am I doing in meeting my goals of being ready for college?”

Lesson

1. Quickwrite – Reflection on 9th and 10th Grades
   ✗ Ask students to complete the following task:
   • Based on what you accomplished in the 9th and 10th grades, rank these 10 items from your strongest area to your weakest area:

<table>
<thead>
<tr>
<th>GPA</th>
<th>College Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Positions</td>
<td>Awards, Honors, and Other Recognitions</td>
</tr>
<tr>
<td>Honors/AP® Class Participation</td>
<td>Connections With Teachers</td>
</tr>
<tr>
<td></td>
<td>(for future recommendation letters)</td>
</tr>
<tr>
<td>Volunteer Participation</td>
<td>Extracurricular Participation</td>
</tr>
<tr>
<td>SAT®/ACT® Preparation</td>
<td>Employment/Work History</td>
</tr>
</tbody>
</table>

2. Goal Setting
   ✗ Display Examples of Academic Goals and talk through it as a class.
   • Emphasize the difference between long-range, mid-range, and short-range goals.
   • Also, point out that accomplishment of our short-range goals is imperative in accomplishing our mid- and long-range goals.
   ✗ Pass out a copy of My Goals to each student. Explain that the example we looked at only focuses on academic goals for one school year, but we are going to start thinking about our long-range goal of what career we would like, our mid-range goal of what college to attend, and our short-range goal for this school year. Give students the remainder of class to complete the worksheet.

3. Timed Writing Preparation and SAT Scoring
   ✗ Explain that, tomorrow, we will be participating in a timed writing activity over our goals.
   ✗ Students will have 25 minutes to write an essay, which is the amount of time allowed for the essay that they will write for the SAT.
   ✗ Display the SAT Essay Grading Rubric and read from Level 6 to Level 0. Explain that this is how their timed writing will be graded.
   ✗ Note: The focus for today’s/tomorrow’s lesson is Timed Writing and Goal Setting. Even if you are in a region that primarily focuses on the ACT, these are still relevant activities, and we will have other ACT-focused activities throughout the year.

Materials/Notes

References
SAT Essay Grading Rubric

Strategies for Success
9.5 Examples of Academic Goals (Pgs. 135–136)

Class Set
My Goals

For this lesson, click here to share:
• Improvement Ideas
• Pictures or Samples
• Questions
Lesson Plan, Day 10
AVID – 11th Grade

Standards and Essential Question:
- **11-WRI.A5** Use a variety of rubrics to grade essays, especially those used to grade essays for the SAT® and other college admissions tests
- **11-WRI.C3** Develop and strengthen writing skills through the creation of a “life goals” essay focused on college
- Theme tie-in: Advance
- EQ: “What are my goals for college and a career?”

Lesson

1. Cornell Note Quality Check
   - Have each student turn in one page of their best Cornell notes to be graded for quality.
   - Consider having students choose their best page from any subject or rolling a die.

<table>
<thead>
<tr>
<th>If you roll a…</th>
<th>Students choose their best page of Cornell notes from…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Math</td>
</tr>
<tr>
<td>2</td>
<td>History</td>
</tr>
<tr>
<td>3</td>
<td>English</td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
</tr>
<tr>
<td>5</td>
<td>AVID</td>
</tr>
<tr>
<td>6</td>
<td>Any Subject</td>
</tr>
</tbody>
</table>

- Utilize the Cornell Note-Taking Rubric to complete the grading of the notes while students are composing their timed writing and return them to the students before the end of class, if possible.

2. Life Goals Timed Writing
   - Each student will need one or two sheets of blank notebook paper.
   - Display the prompt and give students 25 minute to complete a timed writing essay.

3. Grading of Timed Writing
   - Ask students to switch papers with a partner.
   - Remind them of the SAT® Essay Grading Rubric that we looked at yesterday. Have each student read through their partner’s essay and grade it on a scale from 0 to 6.

4. Teacher Follow-Up
   - If this is your first year with these students, this is a great opportunity to get an initial feel for the group and each individual’s writing ability.
   - If you see group or individual gaps, develop a plan to address these throughout the year, especially as focus areas in the writing units that are already in the 11th Grade.

Materials/Notes

References
- SAT Essay Grading Rubric

Timed Writing Prompt

Cornell Note-Taking Rubric

Documentation for Essential: 6.2

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Standard and Essential Question:

- **11-CR.D1** Prepare for and take the PSAT® in the fall of the eleventh grade year
- **Theme tie-in:** Advance
- **EQ:** "What is the purpose of the PSAT/NMSQT®?"

**Lesson**

1. **Introducing the PSAT**
   - **Note:** For the next few weeks, there will be a focus on the PSAT in preparation for the nationwide administration of the National Merit Scholarship Qualifying Test, given in mid-October to juniors. If this test is given as an optional test, all AVID juniors should be expected to take it, in accordance with Essential 4, Indicator 4. If your school does not participate in the NMSQT, consider substituting in ACT activities.
   - Explain to students that most colleges and universities require that either the SAT® or ACT® has been completed as part of the admissions process. The PSAT and the PLAN® (taken during 10th grade) prepare students for those exams.
   - Introduce the PSAT by providing students with the information on the Preliminary SAT (PSAT/NMSQT) teacher handout. Have students take Cornell notes as you explain the attributes of the PSAT.
   - Give each student a copy of the PSAT Scavenger Hunt.
   - Take students to a computer lab to complete the scavenger hunt. They can do this individually or in pairs.
   - Go to [http://professionals.collegeboard.com/profdownload/psatnmsqt-factsheet.pdf](http://professionals.collegeboard.com/profdownload/psatnmsqt-factsheet.pdf) and download "PSAT Quick Reference," which is a one-page document explaining the PSAT. Alternatively, you can use the Official Student Guide to the PSAT/NMSQT. Students may use this for the scavenger hunt, as well.
   - **Variation:** The goal can be for each student to complete the entire scavenger hunt, or you can make it a contest to see who finds the most correct answers before you call time.
   - Once students complete the scavenger hunt, go over the answers and provide more information.

2. **Technology Extension**
   - If your students have access to individual technology, consider turning the scavenger hunt into a Google Doc, through which students can submit their answers.

**Materials/Notes**

**References**

- *Preparing for College*
  - 3.1 Introducing the PSAT (Pg. 49)
  - *Preparing for College*
  - 3.1 Preliminary SAT (PSAT/NMSQT) (Pg. 51)
  - PSAT Quick Reference

**Class Set**

- *Preparing for College*
  - 3.1 PSAT Scavenger Hunt (Pg. 50)

* Indicates an optional activity, which can be shortened or removed, based on time constraints.
Lesson Plan, Day 12

Standard and Essential Question:
• 11-COLL.A2 Develop positive peer relationships, especially with those taking advanced coursework
• EQ: “How do AVID tutorials help me to be successful in my rigorous classes and become more ready for college?”

Lesson

Note: Make sure that all tutors have attended “Tutor Training, Part 1” before beginning as a tutor. For more information about Tutor Training, click here.

1. Introduction to Tutorials
   X Before students enter class, have the room set up for tutorials. Even if you don’t have tutors yet, it is important to start transitioning into tutorials at this point.
   X Try to have an equal number of students in each group.

2. SAT®/ACT® Question of the Day
   X As class starts, project or write on the board the SAT Question of the Day or ACT Question of the Day.
   X Give each tutorial group two or three minutes to answer the question, and then share the correct answer.
   X Inform students that we will be continuing SAT/ACT preparation all year, both in preparation for the NMSQT® in October and for their official administrations of the SAT/ACT at the end of their junior year.
   • You might give bonus points or small awards to groups who answer correctly.

3. Numbered Heads – Stressing the Importance of Tutorials
   X Remind students that AVID tutorials will be an integral part of their success this year, especially in their rigorous AP® classes. AVID tutorials are also an important component in helping AVID students become ready for college.
   X Display or distribute Steps in the Tutorial Process.
   X Ask each group to number off from “1” to how ever many people are in the group.
   X Give each group one minute to discuss one of the following prompts:
     • “How does Step 1 in the tutorial process help you to be successful in your advanced coursework?”
     • “What are the most important components to remember about this step?”
     • “Why is this step included as part of the tutorial process?”
   X After one minute, ask all students of one number to stand up. For example, say “All the number 3’s stand up.” Call on one or two of the “3’s” to share what their group discussed, as the rest of the class takes Cornell notes over the responses.
   X Repeat the above two steps for the remaining nine steps in the tutorial process.

Materials/Notes

References
SAT Question of the Day

ACT Question of the Day

The Student Success Path
Structures for Collaboration: Numbered Heads Together (Pg. 181)

Reference/Class Set
AVID Tutorial Guide
1.9b Steps in the Tutorial Process (Pg. 46)
Lesson Plan, Day 12

AVID – 11th Grade

With time left in class, give students time to compare the notes that they took with an elbow partner, and then chunk their notes and write questions in the left-hand column.
Lesson Plan, Day 13
AVID – 11th Grade

Standard and Essential Question:
- **11-ORG.B2** Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
- **EQ:** “What materials do I need in order to prepare for AVID tutorials?”

Lesson

1. **Tutorial Request Form**
   - The objective of this lesson is to help students see the connection between their materials (Cornell notes, binder, textbook, etc.) and AVID tutorials, specifically the completion of their TRF.
   - Pass out a copy of the *Tutorial Request Form B* to each student.
     - For students who are new to AVID or didn’t use this form last year, partner them with a student who has used this form before to help them with any questions that they may have.
   - Ask students, “What materials do I need in order to prepare for AVID tutorials?” As they share, scribe a list on the board as students take Cornell notes.
   - Next, ask the class, “What resources would I use to get the Essential Question that I should put on my TRF?” They should respond “Cornell notes,” so next to “Cornell notes” on the board, write “Essential Question.”
   - Continue through all of the components of the TRF, asking “What resources would I use for ____?” After each, scribe the answer on the board, as students scribe in their notes. The completed list should look similar to the *TRF Resources Example*.

2. **TRF Completion**
   - Utilize sample TRFs from the *Student Samples of TRFs* folder on MyAVID to demonstrate high-level TRF completion. Choose subjects that are relevant to your students.
   - Give students time to complete their TRF. Monitor the room to make sure that students are using their resources and completing the form correctly.
   - Collect the completed TRFs before class is over. These TRFs will be used for tutorials tomorrow.

3. **Tutorial Video**
   - With any time left in class, show *Jennifer’s Algebra II Tutorial* video from MyAVID. As students watch the video, have someone scribe on the board any resources that they see students use for tutorials in the video.

Materials/Notes

References
- *AVID Tutorial Guide*
- 2.17d Tutorial Request Form B
- *Think-A-Loud* (Pg. 146)
- *TRF Resources Example*
- *Jennifer’s Algebra II Tutorial*
- *Student Samples of TRFs*
- *Class Set*
- *AVID Tutorial Guide*
- 2.17b Tutorial Request Form B (Pgs. 141–142)
- 

7.1

*Indicates an optional activity, which can be shortened or removed, based on time constraints*
Lesson Plan, Day 14

AVID – 11th Grade

Standards and Essential Question:
- **11-INQ.B1** Student group members and presenter will lead the discussion with minimal tutor input
- **11-INQ.B2** Students complete a higher-level reflection about the learning process during tutorials
- **EQ:** “How do AVID tutorials help me to be successful in my rigorous classes and become more ready for college?”

Lesson

1. **SAT®/ACT® Question of the Day**
   - Before class, separate the TRFs from yesterday into tutorial groups. As students enter class, give them back their TRF and tell them with which group they should sit.
   - As class starts, project or write on the board the SAT Question of the Day or ACT Question of the Day.
   - Give each tutorial group two or three minutes to answer the question, and then share the correct answer.
   - Inform students that we will be continuing SAT/ACT preparation all year, both in preparation for the NMSQT® in October and for their official administrations of the SAT/ACT at the end of their junior year.
   - **Optional:** Consider giving bonus points or small awards to groups that get the question correct.

2. **Tutorials**
   - Even if you don’t have tutors yet, it is important to start transitioning into tutorials at this point. Consider assigning a student as the “tutor” until tutors are available.
   - Begin tutorials. Monitor the class, making sure that they are following all components of Steps 4–7 of the tutorial process.

3. **After the Tutorial – Reflection**
   - Make sure to stop tutorials with about 10 minutes left. If students didn’t use TRF Form B last year, they won’t be familiar with this reflection format. Explain that it has the same questions as TRF Form A, but allows them the freedom to write more or less for each stem.

Materials/Notes

References
- SAT Question of the Day
- ACT Question of the Day
- AVID Tutorial Guide
  - 1.9b Steps in the Tutorial Process (Pg. 46)

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions

* Indicates an optional activity, which can be shortened or removed, based on time constraints.
Lesson Plan, Day 15
AVID – 11th Grade

Standards and Essential Question:
- **11-ORG.B1** Take 15 to 25 quality Cornell notes per week
- **11-ORG.B4** Use the skills of underlining key terms, highlighting, and going back to fill in gaps to sufficiently process notes that have been taken
- **11-COLLAB.2** Develop positive peer relationships
- **Theme tie-in: Relate**
- **EQ:** “What skills are necessary for success in AVID tutorials?”

Lesson

1. Cornell Note Quantity Check
   - Remind students that the expectation for juniors is that they take 15 to 25 pages of quality Cornell notes per week.
   - Ask students to get out their Cornell notes for a quantity check.
   - As you circulate the room for the check, make sure to complete the following:
     - Confirm that all notes have Essential Questions, notes, questions, and summaries
     - Place a stamp or check mark on the notes, so students can’t use them again for future checks.
   - Inform students that, on the next Cornell note quantity check (Day 35), notes will be specifically checked for evidence of processing, such as underlining, highlighting, and filling in gaps. As necessary, review expectations for these areas.

2. Telephone Pictionary
   - Before playing this game, read through the instructions on the PowerPoint and make sure that you understand how the game is supposed to work!
   - Place students into groups of the same size, ideally six to eight per group.
   - Pass out notecards to each group. Each group member needs the same number of cards as there are people in their group (i.e., 8 people in group = each person needs 8 notecards or Post-it notes).
   - Project or read through the instructions for Telephone Pictionary. Give students a few samples of what their original motto or slogan could be (e.g., “Just do it,” “Live long and prosper,” etc.).
   - As you go through the game, give students about two minutes per rotation.
   - Make sure to have each person share their completed stack at the end. This should be a fun activity!
   - If time allows, turn the cards over to the back (or get new cards), mix up groups, and play again.

3. Debrief
   - Share the final slide: “How does this game relate to AVID tutorials?”

Materials/Notes

Reference
Telephone Pictionary

Materials
About 200 Notecards or Post-it Notes Per Class

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Allow students to share their connections. Make sure to include the following sentiments:

- Communication and collaboration are imperative.
- In order to be successful, everyone must contribute.
- We all bring different strengths to the group.
Lesson Plan, Day 16
AVID – 11th Grade

Standard and Essential Question:
• **11-CR.D2** Chart scores from PSAT®/PLAN®, monitoring areas of weakness and creating a study plan to meet testing needs
• **EQ:** “What strategies can I use while taking a test?”

Lesson

1. Practice Math Test
   • **X** Have the room set up in tutorial format, with groups of desks in a horseshoe shape around a dry erase board.
   • **X** Students will individually complete a Math section for practice, such as Section 2 of the Official 2013–2014 SAT® Practice Test. Make sure to only allow 25 minutes to complete the section. Options for testing include the following:
     • Asking your school counselor for released test booklets
     • Going to a computer lab to have students view the test electronically
     • Using the “Print Test” button to print individual sections of the test
     • Make sure to print off an answer grid for each student, so they can practice filling in the bubble portion of the test
   • **X** After students complete their test, call out the correct answers and have them grade their test.
   • **X** In each group, have students use the board to demonstrate how they solved problems that other students in their group missed. This is intended to provide additional scaffolding and practice for the collaborative group work during tutorials.

2. Debrief
   • **X** Discuss the following with the class:
     • What did you find most difficult?
     • In what areas should you seek out additional help?
     • What test-taking strategies did you use?

Materials/Notes

Reference
SAT Practice Test

Documentation for Essential
4.4

For this lesson, click here to share:
• Improvement Ideas
• Pictures or Samples
• Questions
Lesson Plan, Day 17
AVID – 11th Grade

Standard and Essential Question:
• 11-INQ.B1 Student group members and the presenter will lead the discussion with minimal tutor input
• EQ: “How should I choose the subject over which I write my tutorial question?”

Lesson

Note: Make sure to conduct an “Initial Tutor Training” with your tutors to go through site specific information. To access supporting resources for this training, click here.

1. SAT®/ACT® Question of the Day*
   • Use the SAT/ACT Question of the Day as a bell-ringer.

2. Introduction to Tutorial Analysis Grade Reflection
   • Display Tutorial Analysis Grade Reflection (Part A). Students should be familiar with this form and process from other AVID grade levels. We won’t be completing the form today.
   • Remind students that this form models the thought process that they should be going through each time they complete their TRF, namely “Based on my current grades, for what subject should I write my tutorial question?”
   • Ask students to briefly discuss the following with their group: How did you decide from which subject you chose your Initial Question on your TRF for today?

3. Tutorials
   • During tutorials today, continue to monitor the class for full implementation of the 10 Steps of the AVID Tutorial Process.

Materials/Notes

References
AVID Tutorial Guide
1.4c Documenting Tutor Meetings (Pg. 16)

AVID Tutorial Guide
3.5a Tutorial Analysis Grade Reflection (Part A) (Pg. 182)

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 18

Standard and Essential Question:
- 11-INQ.C2 Formulate questions to make a personal connection with text(s) and/or other content/concepts
- EQ: “How does my self-perception compare with how others view me?”

Lesson

1. Self-Perception

   - Note: Students can take a LONG time to do this lesson. Consider giving an assigned amount of time for each step (e.g., five minutes) in order to make it through the entire lesson.
   - The purpose of this exercise is to give students a chance to take a look at themselves—how they currently see themselves, how others see them, and how they’d like to be seen. Provide the Self-Perception Cards with the list of words, some of which may describe a particular student quite well and others that probably don’t fit him or her at all. Ask students to cut out the words. Also, distribute the Self-Perception Worksheet.
   - Have students put the card that best describes them AS THEY ARE NOW on top, the one that next best describes them immediately below it, and so on, until the card that they feel is most unlike them is at the bottom. They then copy the list on the “How I See Myself” column.
   - Next, tell students to mix up the stack of cards and rearrange them so that the card on top best describes how they would like to see themselves. Students follow the same procedure until the card at the bottom shows how they would least like to see themselves. Then, students copy their lists on the “How I Want to See Myself” column. They circle any items that are more than four spaces (lines) apart on the two tables. Ask students to highlight the items that are furthest apart on their first two lists. These highlighted items might suggest some areas that students want to change.
   - Next, tell students to ask a friend to arrange the cards according to how he or she sees the student. The friend needs to give an honest evaluation. Once the friend has completed the process, students copy the list on the “How Others See Me” column.
   - Finally, instruct students to take the cards home and ask a family member (parents are a good source) to arrange the cards according to how he or she sees them. Once the family member has completed the process, students copy the list on the “How My Family Sees Me” column. Then, they circle any items that have moved four or more spaces from their “How I See Myself” column.

Materials/Notes

Reference
Preparing for College
1.2 Self-Perception (Pg. 7)

Class Set
Preparing for College
1.2a Self-Perception Cards (Pg. 8)

Preparing for College
1.2b Self-Perception Worksheet (Pg. 9)

Materials
Scissors

Documentation for Essential 7.7

* Indicates an optional activity, which can be shortened or removed, based on time constraints
2. **Preparation for Socratic Seminar**
   - Inform students that they will be processing this information through a Socratic Seminar on this Friday.
   - As preparation for the Socratic Seminar, have each student write two questions or ponderings that they thought about during this activity.
     - Questions can be directly related to the activity, such as, “How does my self-perception affect how I think about myself?”
     - Questions can also be about related issues, such as, “What does our school value as the most important character trait? What should be important traits to us?”
   - Student questions can be an exit pass requirement as they leave the classroom.
   - If time is running short, consider assigning the creation of questions as homework for this Friday.

3. **Technology Extension**
   - Create a page on www.padlet.com. Give students the address of your page for their class and have them post their questions there. Project the class questions during the preparation phase and the Socratic Seminar.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 19

Standards and Essential Question:
- **11-INV.B1** Student group members and the presenter will lead the discussion with minimal tutor input
- **11-ORG.A1** Refine the use of organizational tools, such as assignment logs, calendars, agendas, and planners, consider color-coding to distinguish types of tasks, and develop an individualized style
- Theme tie-in: Organize
- EQ: “How should I choose the subject over which I write my tutorial question?”

**Lesson**

1. **SAT®/ACT® Question of the Day***
   - Use the SAT/ACT Question of the Day as a bell-ringer.
   - Ask students to briefly discuss the following with their group: How did you decide on which topic you would ask the question on your TRF today?

2. **Tutorials**
   - During tutorials today, continue to monitor the class for full implementation of the 10 Steps of the AVID Tutorial Process.

3. **Binder/Planner Check**
   - As you monitor the class today, grade each student to make sure that they have the following:
     - An organized binder (everything in rings, nothing in pockets)
     - A planner, which is being kept up to date
       - As necessary, have a discussion with students about refining their personal organization systems.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

- Documentation for Essential
  - 5.1

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 20

Standards and Essential Question:
- **11-INQ.C3** Evaluate ideas/points of view within the discussion and generate/construct appropriate responses
- **11-INQ.C4** Appreciate multiple perspectives, in order to negotiate multiple meanings or ideas during the discussion
- **11-COMM.B2** Effectively summarize ideas from a discussion, noting how their personal views on the topic have changed or been influenced
- **EQ:** “How does my self-perception affect my life?”

**Lesson**

1. **Introduction**
   - If students need additional fodder for the Socratic Seminar, consider showing a video that discusses self-perception, such as the *Terrance Young – Summer Institute Speaker* video.

2. **Socratic Seminar**
   - Before students arrive, set up the classroom for a Socratic Seminar.
   - Each student will need the questions that they generated on Wednesday of this week.
   - Remind students of the ground rules and standards for the day, and then facilitate a Socratic Seminar over the questions that they generated from the Self-Perception activity.

3. **Extension**
   - Consider conducting this Socratic Seminar using the “Wingman” format. For more information, reference the On Demand Module: Wingman Socratic Seminar.

4. **Exit Pass**
   - What is the main area of “self-perception” in which you would like to grow this year?

**Materials/Notes**

**References**
- Terrance Young – Summer Institute Speaker
- *On Demand Module*
  - Wingman Socratic Seminar

**Documentation for Essential 6.4**

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 21
AVID – 11th Grade

Standard and Essential Question:
- 11-CD.D5 Integrate academic questions before, during, and after class with teachers and peers
- Theme tie-in: Advance
- EQ: “How should I choose the subject over which I write my tutorial question?”

Lesson

Note: If you feel like your students are VERY competent in the area of Initial Questions and Questions from Points of Confusion, consider moving quickly through this lesson and beginning or completing the Critical Reading Practice Test, which is scheduled for this upcoming Wednesday. With the extra time, spend focused time reviewing specific questions from that practice test.

1. Analyzing the Initial Question and Point of Confusion
   - Explain that, over the next eight tutorial sessions, we will be focusing on the Initial Question and Point of Confusion. Have students prepare to take Cornell notes.
   - Ask, “What are some things that we know about the Initial Question?” Students should know that the Initial Question:
     - Should come DIRECTLY from a missed problem on a worksheet, quiz, or test, or from something that they were unclear on during class
     - Should come from a class they are struggling in, often their honors or AP® classes
   - Ask, “What are some things that we know about the Point of Confusion?” Students should know that the Point of Confusion:
     - Should identify the exact point in the question at which they are struggling or are unclear
     - Should be more specific than the Initial Question (i.e., not the same exact question)
   - Display Tutorial Question Analysis and briefly walk through the steps and examples listed on the resource.
   - Display a few Sample TRFs and have the class analyze the Initial Question and Point of Confusion. Prompt them with the following: If they were the tutor, would they give full credit for these sections?

2. Analyzing Your Initial Questions and Points of Confusion
   - Ask students to take out their TRFs from last week.
   - Based on the expectations that we’ve discussed for Initial Questions and Points of Confusion, have students self-analyze their TRF. If they feel like their TRFs could be improved, have them rewrite their Initial Question and/or Point of Confusion on their TRF.

Materials/Notes

References
AVID Tutorial Guide
3.17b Tutorial Question Analysis (Pg. 272)

Sample TRFs

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
3. **Tutorial Request Forms for Next Tutorial**

   ✖ Pass out a fresh TRF and give the students time to complete their pre-work. As they do, remind them to focus on their Initial Question and Point of Confusion.
Lesson Plan, Day 22
AVID – 11th Grade

Standards and Essential Question:
- **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input
- **11-CD.D3** Communicate effectively with teachers, counselors, and administrators to discuss areas of concern or a need for clarity
- **EQ:** “How should I choose the subject over which I write my tutorial question?”

**Lesson**

1. **SAT®/ACT® Question of the Day***
   - Use the SAT/ACT Question of the Day as a bell-ringer.

2. **Tutorials**
   - Before tutorials today, ask tutors to monitor as students self-analyze their Initial Question and Point of Confusion:
     - Did my Initial Question come directly from a worksheet, quiz/test, textbook, or my notes? (Did I write down the source, page number, and problem number?)
     - Is my Initial Question from the main class in which I am struggling?
     - Is my Point of Confusion more specific than my Initial Question?
     - Does my Point of Confusion articulate the specific point at which I’m confused?
   - During tutorials today, continue to monitor the class for full implementation of the 10 Steps of the AVID Tutorial Process.

3. **Content Tutorial Reminder**
   - At the end of class, remind students that, even if they are completing AVID tutorials, they should still be communicating with their content teachers and attending content area tutorials.

**Materials/Notes**

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 23

Standards and Essential Question:

- **11-CR.D2** Chart scores from PSAT®/PLAN®, monitoring areas of weakness and creating a study plan to meet testing needs
- **11-REA.A2** Infer word meaning using knowledge of advanced prefixes, suffixes, and root words
- **11-REA.A3** Chart new words during reading of increasingly complex texts
- **EQ:** “What strategies can I use while taking a test?”

Lesson

1. **Practice Critical Reading Test**
   - ✗ Have the room set up in tutorial format, with groups of desks in a horseshoe shape around a dry erase board.
   - ✗ Students will individually complete a Critical Reading section for practice, such as Section 4 of the Official 2013–2014 SAT® Practice Test. Make sure to only allow 25 minutes to complete the section. Options for testing include the following:
     - Asking your school counselor for released test booklets
     - Going to a computer lab to have students view the test electronically
     - Using the “Print Test” button to print individual sections of the test  
       - Make sure to print off an answer grid for each student, so they can practice filling in the bubble portion of the test.
   - ✗ After students complete their test, call out the correct answers and have them grade their test.
   - ✗ In each group, have students discuss how they solved problems that other students in their group missed.
   - ✗ As necessary, have students create a vocabulary list of words for which they would like to learn the definition. Encourage them to access their prior knowledge of advanced prefixes, suffixes, and root words.

2. **Debrief**
   - ✗ Discuss the following with the class:
     - What did you find most difficult?
     - In what areas should you seek out additional help?
     - What test-taking strategies did you use?
   - ✗ If your students would like more time to go over the questions and answers, consider allocating the first few minutes of tutorials tomorrow for this or taking an entire tutorial day before the PSAT for students to bring questions in from the practice tests or the Questions of the Day. Also, all of next Wednesday is focused on reviewing the questions from the practice tests that they missed.
Standard and Essential Question:
- 11-INQ.B1 Student group members and the presenter will lead the discussion with minimal tutor input
- EQ: “How should I choose the subject over which I write my tutorial question?”

Lesson

1. SAT®/ACT® Question of the Day*
   - Use the SAT/ACT Question of the Day as a bell-ringer.

2. Tutorials
   - Before tutorials today, ask tutors to monitor, as students self-analyze their Initial Question and Point of Confusion:
     - Did my Initial Question come directly from a worksheet, quiz/test, textbook, or my notes? (Did I write down the source, page number, and problem number?)
     - Is my Initial Question from the main class in which I am struggling?
     - Is my Point of Confusion more specific than my Initial Question?
     - Does my Point of Confusion articulate the specific point at which I’m confused?
   - During tutorials today, continue to monitor the class for full implementation of the 10 Steps of the AVID Tutorial Process.

Materials/Notes

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 25
AVID – 11th Grade

Standard and Essential Question:
- 11-COLL.A2 Develop positive peer relationships, especially with those taking advanced coursework
- Theme tie-in: Organize
- EQ: “What is a Blind Polygon?”

Lesson

1. Mystery Check
   ☑ Conduct a binder check, planner check, Cornell note quantity check, or Cornell note quality check today.
   ☑ Consider choosing which check you do by one of the following methods:
     • Focusing on the area where students have the greatest need
     • Coming up with a fun way to randomly select the topic, such as rolling a die or spinning a wheel

2. Blind Polygon
   ☑ Share the following quote from Henry Ford with the class: “Coming together is a beginning; keeping together is progress; working together is success.” Ask students to individually think about what Henry Ford meant by this quote and how it applies to AVID.
   ☑ Ask a few students to share their thoughts.
   ☑ This activity needs to be done in a large, open space.
   ☑ Tell students that this is an activity grounded in cooperation and working together.
   ☑ Have each student take a hold of the rope. Tell them that you are going to instruct them to make shapes, and they must work together to make the shape. They must hold onto the rope for the entire activity.
   ☑ Lastly, tell them that they won’t be able to see. Either pass out blindfolds to each student or ask them to keep their eyes closed.
   ☑ Ask them to make each shape, and after they feel like they have made the shape, they can take off their blindfold (or open their eyes) and see how they did.
   ☑ The shapes that they will make, in the desired order, are included below:
     • Circle
     • Square
     • Triangle
     • Letter “T”
     • Letter “A”
     • Other letters, as time allows
     • Star, or “Avi,” the AVID logo

Materials/Notes

Materials
A 75-Foot Rope, Tied Into a Circle (an extension cord, twine, or string can be substituted, if necessary) and Blindfolds for Each Student (or students can just close their eyes)

For this lesson, click here to share:
• Improvement Ideas
• Pictures or Samples
• Questions

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Optional Variations: If the activity is losing steam, consider splitting the class in half and having a competition for who can make letters or shapes the fastest. Alternatively, you can choose one or two “leaders” and only tell the leaders the shape that the class will try to make. The leader(s) then have to verbally instruct students on how to move in order to make the shape, without telling them the desired shape.

3. Technology Extension*
   - Record all team-building activities using a digital camera or phone and post on the school website or end-of-year slideshow. You can also use the native Photos app on tablets to shoot and store pictures.

4. Debrief
   - Make sure to leave 5–10 minutes at the end to lead a class debrief of the activity. Ask questions, such as the following:
     - What was the easiest/hardest part of this activity?
     - What would you do differently if you could start over?
     - What lessons in leadership can be learned from this activity?
     - How is this activity a metaphor for AVID?

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 26

Standard and Essential Question:
- **11-CR.D2** Chart scores from PSAT®/PLAN®, monitoring areas of weakness and creating a study plan to meet testing needs
- **EQ:** “What strategies can I use while taking a test?”

**Lesson**

1. **Practice Writing Test**
   - Have the room set up in tutorial format, with groups of desks in a horseshoe shape around a dry erase board.
   - Students will individually complete a Writing section for practice, such as Section 5 of the Official 2013–2014 SAT® Practice Test. Make sure to only allow 25 minutes to complete the section. Options for testing include the following:
     - Asking your school counselor for released test booklets
     - Going to a computer lab to have students view the test electronically
     - Using the “Print Test” button to print individual sections of the test
       - Make sure to print off an answer grid for each student, so they can practice filling in the bubble portion of the test.
   - After students complete their test, call out the correct answers and have them grade their test. In each group, have students discuss how they solved problems that other students in their group missed.
   - As necessary, have students create a vocabulary list of words for which they would like to learn the definition.
   - **Optional:** Collect students’ answer grids from all three sections. Look for the test section that students struggled with the most and patterns of commonly missed questions. Prepare a targeted mini-lesson over this area for this upcoming Wednesday.

2. **Debrief**
   - Discuss the following with the class:
     - What did you find most difficult?
     - In what areas should you seek out additional help?
     - What test-taking strategies did you use?

3. **Mystery Check Follow-Up**
   - While students are working, follow up with any students who received low grades on this past Friday’s mystery check.
Lesson Plan, Day 27
AVID – 11th Grade

Standard and Essential Question:
• 11-INQ.B1 Student group members and the presenter will lead the discussion with minimal tutor input
• EQ: “How should I choose the subject over which I write my tutorial question?”

Lesson

1. SAT®/ACT® Question of the Day*
   • Use the SAT/ACT Question of the Day as a bell-ringer.

2. Tutorials
   • Before tutorials today, ask tutors to monitor as students self-analyze their Initial Question and Point of Confusion.
   • During tutorials today, monitor the class, checking that all students are adhering to the Step 2: Completing the Tutorial Request Form (TRF) as Homework expectations.

Materials/Notes

Reference
AVID Tutorial Guide
2.16a Step 2: Completing the Tutorial Request Form (TRF) as Homework (Pg. 136)

* Indicates an optional activity, which can be shortened or removed, based on time constraints.
Lesson Plan, Day 28

Standards and Essential Question:
- **11-CD.B3** Develop action steps to achieve desired scores on the SAT® and ACT®
- **11-CR.D5** Analyze the structure and formatting of college entrance exams and develop a test-taking plan that will lead to higher scores
- **11-CP.D1** Prepare for and take the PSAT® in the fall of the eleventh grade year
- **EQ:** “What are solutions to some of the problems that I missed on the practice PSAT sections?”

Lesson

*Note: This is the last day in Weeks at a Glance that will be fully dedicated to PSAT® preparation for the National Merit Scholarship Qualifying Test®. If you have reached this day significantly before the official administration of the test, consider trying to keep this information fresh for your students, until the test, through bell-ringers, homework, time in class, etc.*

1. PSAT Final Preparation
   - Set up three stations around the classroom: one for Math, one for Critical Reading, and one for Writing. At each station, have desks, dry erase boards, and a few copies of the corresponding sample SAT section.
   - Pass out a copy of *PSAT Preparation* to each student.
   - Instruct students that they will have the class period today to learn from their peers. Their task is to learn how to solve 10 problems that they missed on the practice sections of the PSAT.
     - Consider mandating that they must have at least two solutions from each of the three stations.
     - Encourage students to look up vocabulary words with which they are unfamiliar.
     - Encourage stations (especially the Math station) to have a student at the board to show how to solve the problems.
   - At your discretion, either allow students to self-regulate their rotation or mandate rotations at certain points throughout the class period.

Materials/Notes

Class Set
PSAT Preparation

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 29

Standard and Essential Question:
- 11-INQ.B1 Student group members and the presenter will lead the discussion with minimal tutor input
- EQ: “How should I choose the subject over which I write my tutorial question?”

Lesson

1. SAT®/ACT® Question of the Day*  
   ✗ Use the SAT/ACT Question of the Day as a bell-ringer.

2. Tutorials
   ✗ Before tutorials today, ask tutors to monitor, as students self-analyze their Initial Question and Point of Confusion.
   ✗ During tutorials today, monitor the class, checking that all students are adhering to the Step 2: Completing the TRF as Homework expectations.

3. Class Reflection
   ✗ Rather than having students write individual reflections, facilitate a class discussion over how students are doing with the following:
     - Did my Initial Question come directly from a worksheet, quiz/test, textbook, or my notes? (Did I write down the source, page number, and problem number?)
     - Is my Initial Question from the main class in which I am struggling?
     - Is my Point of Confusion more specific than my Initial Question?
     - Does my Point of Confusion articulate the specific point at which I’m confused?
       o Make sure to point out any specific areas of growth that you or the tutors have observed.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 30
AVID – 11th Grade

Standards and Essential Question:
• **11-INQ.C4** Appreciate multiple perspectives, in order to negotiate multiple meanings or ideas during the discussion
• **11-INQ.C5** Prepare an academic argument on a controversial topic, integrating fully developed claims
• **11-REA.B1** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text
• **EQ:** “Should there be race-specific scholarships?”

**Lesson**

1. **Philosophical Chairs**
   - Read through this information with your students:
     • At the top of the National Merit Scholarship Corporation webpage, you’ll see a link to the National Achievement Scholarship Program, which is only available to students who identify themselves on the test as “Black American.”
     • On the College Board website, there is a link to the National Hispanic Recognition Program, which is only open to students who are ¾ or more Hispanic.
   - Our prompt for Philosophical Chairs is the following: “Should there be race-specific scholarships?”
   - Pass out the *Philosophical Chairs Preparation* handout to each student. Give them time to copy down the prompt and complete their pre-thinking.
   - Before beginning the activity, reiterate the importance of following the ground rules for Philosophical Chairs, especially to respect all opinions.
   - Make sure to debrief the activity by leading a conversation about how we can look at the same information and interpret it in multiple ways based on our own background and experiences.

2. **Disclaimer**
   - This is a fairly deep topic for Philosophical Chairs, but it is placed here because of its alignment with the upcoming National Merit PSAT®.
   - If you feel like your students won’t be able to handle this topic, consider choosing a different topic, such as, “Should there be scholarships based solely on SAT®/PSAT scores?”

**Materials/Notes**

**References**
National Merit Scholarship Corporation

College Board

**Class Set**
The Student Success Path
12.1 Philosophical Chairs Preparation (Pg. 190)

**Documentation**
for Essential
7.3

For this lesson, click here to share:
• Improvement Ideas
• Pictures or Samples
• Questions
Lesson Plan, Day 31
AVID – 11th Grade

Standards and Essential Question:
- **11-CD.A5** Examine potential career paths and college degrees that align with abilities, talents, and interests
- **11-CP.C2** Determine which colleges/universities will best meet academic pursuits
- **EQ:** “What are my educational options after high school?”

**Lesson**

1. **Educational Options**
   - **X** Note: *The objective of this lesson is to get students thinking about college and how it is a path to their future career. The lesson serves as a launch into the next couple weeks of discussing college, college applications, and financial aid.*
   - **X** Select an event that would be of interest to your students (e.g., a concert, a college/professional football game, etc.) and write that event on the board.
   - **X** Divide the class into four groups and ask students to use their senses to describe the event. What do they see (group 1), hear (group 2), smell (group 3), and touch (group 4)? Students discuss and create a group list.
   - **• Optional Variations:** Have students provide oral answers, make a poster, make a commercial, etc.
   - **X** Keep students in the same groups, and now, ask them to describe what occupations/careers are responsible for creating those experiences? For example, at a concert, we see/hear the music (musicians), the stage or sets (stage designers/construction), audience (event planners, ushers), etc.
   - **X** Introduce the *Educational Options* handout, explaining each educational option. Choose some of the occupations that the groups cited in the previous step and ask students to identify what educational option was required for that occupation. For example, some musicians complete only high school, but they invest thousands of hours in practice, while other musicians go to college and earn a bachelor’s, master’s, and/or doctorate degree.
   - **X** Make sure that students understand the terminology associated with each of the five post-high school educational options.
   - **• Consider adding any new vocabulary that comes up in the conversation to your College Word Wall.**

2. **Roadtrip Nation Weekly Lesson**
   - **X** If desired, supplement this lesson with the Roadtrip Nation Weekly Sponge Lesson.

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**Materials/Notes**

**References**
*Preparing for College*
1.1 Educational Options (Pg. 4)

**Roadtrip Nation Weekly**
Sponge Lesson

**Class Set**
*Preparing for College*
1.1 Educational Options (Pgs. 5–6)

*For this lesson, click here to share:*
- Improvement Ideas
- Pictures or Samples
- Questions

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*Indicates an optional activity, which can be shortened or removed, based on time constraints*
Lesson Plan, Day 32

AVID – 11th Grade

Standard and Essential Question:

- **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input
- **Theme tie-in: Advance**
- **EQ:** “How can my AVID teacher, tutor, and class, as well as my content teachers, support me in improving my academic grades?”

Lesson

1. **Tutorial Analysis Grade Reflection (Part A)**
   - **Note:** *This activity should take less than 10 minutes to complete. If you don’t want to use tutorial time for this activity, consider assigning it as homework for yesterday’s lesson plan.*
   - **Remind students that we looked at the Tutorial Analysis Grade Reflection (Part A) on Day 17, as well as hopefully in previous AVID grade levels.**
   - **Distribute a copy of Tutorial Analysis Grade Reflection (Part A) to each student and ask students to complete the worksheet.**
     - If students don’t have easy access to their grades, consider having them make their best guess as to their current grades.
   - **Give a few minutes for each student to share with their group their comments on how the AVID teacher, AVID tutor, AVID class, and their content teachers can support them in improving their academic grades.**

2. **Tutorials**
   - **During tutorials today, encourage students and tutors to focus on the support areas that students noted on their Tutorial Analysis Grade Reflection (Part A).**

Materials/Notes

- **Class Set**
  - AVID Tutorial Guide
  - 3.5a Tutorial Analysis Grade Reflection (Part A) (Pg. 182)

Documentation for Essential 8.4

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 33
AVID – 11th Grade

Standards and Essential Question:

- **11-CD.A5** Examine potential career paths and college degrees that align with abilities, talents, and interests
- **11-INQ.C2** Formulate questions to make a personal connection with text(s) and/or other content/concepts
- **11-CP.C2** Determine which colleges/universities will best meet academic pursuits
- **EQ:** “What am I looking for in my perfect college?”

Lesson

1. **Designing the Perfect College**
   
   - Give students a blank sheet of paper and have them quickdraw a picture of their “perfect college.” Set this aside.
   
   - Give each student a copy of the Designing the Perfect College Priority Cards. Review each category with students to ensure that they understand all of the categories. Go through each category and have students brainstorm all of the factors under each category. They can take notes directly on the cards or on Cornell notepaper.
   
   - Have students cut apart the cards. Each student will have his or her own set of cards.
   
   - On the back of each card, students write down a reflection, thought, and/or comment relating to the category. It can be anything that comes immediately to mind. This is an individual activity, and they are not to share their responses with others.
   
   - Have students rank the cards in order of importance to them, arrange them so that the card with the most importance is on the top and the one with the least importance is on the bottom, and set aside any cards in which they have no interest.
   
   - Have students glue these cards, in order, on the sheet of paper where they drew a picture of their perfect college.
   
   - Have students quickwrite to the following prompt: How do your rankings compare with the schools to which you are thinking of applying?
   
   - Have students share their perfect colleges in small groups, sharing and telling whether the ranking compares with schools to which they are thinking of applying.

2. **Preparation for Socratic Seminar**

   - In preparation for a Socratic Seminar this upcoming Friday, ask each student to write one question that they have as they reflect on this activity.

3. **Extension Option**

   - Have students take the activity home and have their parents do this activity separately from them and compare the results.
   
   - Emphasize how important communication is between parents and students throughout the college admission process.

Materials/Notes

Reference
Preparing for College
1.5 Designing the Perfect College (Pg. 14)

Class Set
Preparing for College
1.5 Designing the Perfect College Priority Cards (Pg. 15)

Materials
Scissors, Glue, and Blank Paper

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions

Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 34

AVID – 11th Grade

Standards and Essential Question:

- **11-CD.D1** Access grades online or from teachers on a regular basis
- **11-CD.D2** Analyze grade reports to create a study/action plan for continued academic improvement
- **11-ORG.A4** Reflect on academic performance and independently adjust study habits and time management skills, as needed
- **Theme tie-in: Advance**
- **EQ:** “How should my tutorial questions change to improve my performance in my subject priority?”

Lesson

1. **Tutorial Analysis Grade Reflection (Part B)**
   - *Note: This activity should take less than 10 minutes to complete. If you don’t want to use tutorial time for this activity, consider assigning it as homework for yesterday’s lesson plan.*
   - Distribute a copy of *Tutorial Analysis Grade Reflection (Part B)* to each student and ask students to complete the worksheet.
   - Give a few minutes for each student to share with their group their comments on how their questions may need to change to improve their performance in their subject priority as stated this past Tuesday in their *Tutorial Analysis Grade Reflection (Part A).*

2. **Tutorials**
   - During tutorials today, encourage students and tutors to focus on the support areas that students noted on their *Tutorial Analysis Grade Reflection (Part A).*

Materials/Notes

**Class Set**
AVID Tutorial Guide
3.5a Tutorial Analysis Grade Reflection (Part B) (Pg. 183)

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 2
AVID – 11th Grade

Standards and Essential Question:
- 11-ORG.A1 Refine the use of organizational tools
- 11-CD.A2 Serve as a mentor and role model to younger AVID students
- EQ: “What are the expectations of me as an AVID student?”

Lesson

Note: The activities this week are intentionally shorter to allow time for presenting school policies and expectations.

1. AVID Student Agreement/Photo Release
   - Distribute the AVID Student Agreement and a copy of your site’s photo release to each student.
     - Either utilize the AVID Student Agreement from the AVID curriculum (PDF version) or consider modifying the Microsoft Word version to your school’s specific expectations.
   - Read through the Student Agreement as a class. Ask students to Mark the Text as they read. Suggested markings include:
     - Question marks next to any topics about which they’d like further clarification
     - Asterisks next to what they consider the most challenging expectations
   - Each student must return their signed AVID Student Agreement as documentation for the Certification Self-Study.
   - Discuss the role of a junior AVID student as a role model and example of how AVID students should behave and perform to younger AVID students at the school.
     - As needed, lead a class discussion about which components of the AVID Student Agreement have been most difficult for students to adhere to in the past.
     - Consider making a poster-sized copy of the AVID Student Agreement and having each student sign it, before putting it on the class wall as a reminder of what they agreed to as conditions of being an AVID student.
     - If possible, this is a great day for the AVID administrator at your school to visit the class, introduce himself/herself, and sign each student’s contract.

2. Junior Year Theme*
   - If you would like to participate in the theme for junior year, use the PowerPoint to introduce students to the “SOAR” theme: Serve, Organize, Advance, and Relate.
   - Theme connections will be made in the heading section of lesson plans.

3. Binder Set-Up
   - Explain your binder expectations for this year.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 35

Standards and Essential Question:

- **11-ORG.B2** Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently.
- **11-ORG.B4** Use the skills of underlining key terms, highlighting, and going back to fill in gaps to sufficiently process notes that have been taken.
- **11-INQ.C3** Evaluate ideas/points of view within a Socratic Seminar discussion and generate/construct appropriate responses.
- **EQ:** “What am I looking for in my perfect college?”

**Lesson**

1. **Cornell Note Quality Check**
   - Have each student turn in one page of their best Cornell notes to be graded for quality.
   - Make sure to specifically check for evidence of processing, such as underlining, highlighting, and filling in gaps.
   - Consider the following methods:
     - Having students choose their best page from any subject
     - Rolling a die

<table>
<thead>
<tr>
<th>If you roll a...</th>
<th>Students choose their best page of Cornell notes from...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Math</td>
</tr>
<tr>
<td>2</td>
<td>History</td>
</tr>
<tr>
<td>3</td>
<td>English</td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
</tr>
<tr>
<td>5</td>
<td>AVID</td>
</tr>
<tr>
<td>6</td>
<td>Any Subject</td>
</tr>
</tbody>
</table>

2. **Socratic Seminar Over Perfect Colleges**
   - Ask students to take out the drawing of their perfect college, the *Designing the Perfect College Priority Cards*, and the Socratic Seminar question from Wednesday of this week. This will serve as our “text” (i.e., common resource) for the Socratic Seminar.
   - Facilitate a Socratic Seminar over their questions.
   - It is very important for students to think deeply about what they are looking for in a college so that they can make good decisions. Work as a class to challenge and prod each other’s thinking about what is important in a college choice.

**Materials/Notes**

Documentation for Essentials

6.2, 7.3

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 36

Standards and Essential Question:
- **11-CP.C2** Determine which colleges/universities will best meet academic pursuits
- **11-CD.A5** Examine potential career paths and college degrees that align with abilities, talents, and interests
- **EQ:** “What am I looking for in an ideal college?”

**Lesson**

1. **Decisions I Need to Make About College**
   - ✗ Explain to students that we will be working this week to develop their “Top 10” list of colleges.
   - ✗ Explain that the first step to choosing their “Top 10” list is to make a few key decisions. Today, we will be focusing on making decisions about school size, location, setting, and level of selectivity.
   - ✗ Pass out a copy of *Decisions I Need to Make About College* to each student.
   - ✗ Give students time to jot down their personal thoughts as to the pros and cons for each of the choices for each category.

2. **Modified Philosophical Chairs**
   - ✗ You’ll need to define three sections of your classroom (rather than the typical two sides for a Philosophical Chairs activity).
   - ✗ Once most students have finished collecting their thoughts, tell students that we will be having a three-sided Philosophical Chairs discussion over each of the categories from the handout.
   - ✗ Remind students about the ground rules for Philosophical Chairs, and then begin the activity:
     1. Ask students to decide, based on the thoughts that they wrote down, if they prefer a small, medium, or large school size.
     2. Tell students which section of the classroom they should move to based on their choice.
     3. Rotate around the classroom, letting each section give their arguments for why they chose their side. Encourage students to move to another section if they change their mind during the conversation.
     4. Once the conversation about school size winds down, repeat the first three steps for: location, then setting, then level of selectivity.

3. **Final Decisions**
   - ✗ Stop the activity with about five minutes left in class, and have students return to their seats.
   - ✗ Ask each student to go through their Decisions I Need to Make about College sheet and circle their decision for each topic.

**Materials/Notes**

Class Set
- Decisions I Need to Make About College

**Documentation for Essential**

3.3

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 37
AVID – 11th Grade

Standard and Essential Question:
- 11-INQ.B1 Student group members and the presenter will lead the discussion with minimal tutor input
- Theme tie-in: Advance
- EQ: “How can we effectively use an observation tool to strengthen our tutorials?"

Lesson

1. Tutorial Protocol Summary Activity
   - Note: This activity should take less than 15 minutes to complete. The objective of this lesson is to briefly review the protocols and support tools for each member involved with the tutorial process.
   - Have students and tutors divided into tutorial groups.
   - Pass out a copy of the Tutorial Member Protocol Summary, Teacher Daily Tutorial Protocol, and Tutor Facilitation Protocol to each student and tutor.
   - Within each group, divide into three subgroups. Assign one subgroup to become the expert of the Tutorial Member Protocol Summary, one subgroup for the Teacher Daily Tutorial Protocol, and one subgroup for the Tutor Facilitation Protocol.
   - Have each subgroup review their assigned Tutor Facilitation Protocol and highlight or underline the following:
     - The one or two most important items
     - One or two items that they didn’t know or were surprising to them
   - Have each subgroup then share out and discuss the individual protocol that they were assigned.
     - This may be a refresher. However, it will ensure that everyone has a consistent understanding regarding the role of each person participating in the tutorial.
     - It will also provide students and tutors with insights into what they should be looking for, as we move into reviewing and using the actual observation tools over the next few weeks.

2. Tutorials
   - During tutorials today, encourage students and tutors to focus on following the steps within the protocols.

Materials/Notes

Class Set
AVID Tutorial Guide
3.11a Tutorial Member Protocol Summary (Pg. 217)

AVID Tutorial Guide
3.11b Teacher Daily Tutorial Protocol (Pg. 218)

AVID Tutorial Guide
3.11c Tutor Facilitation Protocol (Pg. 219)

Documentation for Essential

8.1
Lesson Plan, Day 38

AVID -- 11th Grade

Standards and Essential Question:

- 11-CP.C2 Determine which colleges/universities will best meet academic pursuits
- 11-CD.A5 Examine potential career paths and college degrees that align with abilities, talents, and interests
- EQ: “What am I looking for in an ideal college?”

Lesson

1. Finding Colleges That Fit

☑ Ask students to get out their completed Decisions I Need to Make About College handout from Monday of this week.
☑ Pass out a copy of the Finding Colleges that Fit handout to each student.
☑ Give students the remainder of class to follow the instructions on the handout and develop a list of their “Top 10” colleges.
☑ As time allows, encourage students to try and add diversity to their list by including at least one of the following:
  - Public university
  - Private university
  - In-state university
  - Out-of-state university
  - International university

☑ Note: Special thanks to Kim Hendrix for her ideas and resources with this lesson.

Materials/Notes

Class Set
Finding Colleges That Fit

Materials
All Students Will Need
Access to Tools for Research (e.g., a computer lab)
Standard and Essential Question:
• **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input
• **EQ:** “How can we effectively use an observation tool to strengthen our tutorials?”

### Lesson

1. **Tutorials**
   - ✕ Before tutorials today, encourage students and tutors to focus on the steps from the protocols that we reviewed on Tuesday of this week.
   - ✕ During tutorials, monitor each group for adherence to the steps in each of the protocols.

### Materials/Notes

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 40

AVID – 11th Grade

Standards and Essential Question:

- **11-ORG.B1** Take 15 to 25 quality Cornell notes per week
- **11-ORG.B5** Review, refine, and use color-coding on notes focusing on unimportant information, key information, and potential test questions
- **11-CP.C3** Examine the cost of colleges and determine how financial aid, grants, scholarships, work study programs, and other funding sources can help meet those cost needs
- **EQ:** “What are my options in paying for college?”

Lesson

1. **Cornell Note Quantity Check**
   - ✓ Remind students that the expectation for juniors is that they take 15 to 25 pages of quality Cornell notes per week.
   - ✓ Ask students to get out Cornell notes for a quantity check.
   - ✓ As you circulate the room for the check, make sure to complete the following:
     - Confirm that all notes have Essential Questions, notes, questions, and summaries.
     - Place a stamp or check mark on the notes so that students can’t use them again for future checks.
   - X Inform students that, on the next Cornell note quality check (Day 64), their notes will be specifically checked for use of notations (such as asterisks) that differentiate between unimportant information, key information, and potential test questions.

2. **Financial Aid**
   - X Cut the *Financial Aid Myths* document into strips, fold them, and put them into a container.
   - X Select a student to draw one myth and read it. Ask other students to share why they think that it is a myth. Then, read the answer from the *Financial Aid Myths...and Realities* handout.
   - X Using the *Financial Aid Glossary*, introduce students to the terms that they will encounter as they research financial aid opportunities.
     - Introduce one word a day as a “sponge” or “bell-ringer” activity and have students add the word to their notes.
   - ✓ Consider adding new words to the College Word Wall.

3. **Vocabulary Game Options***
   - X Play a game to reinforce these new terms:
   - X Search the Internet for templates to create games.
     - Go [http://teach.fcps.net/trt10/PowerePoint.htm](http://teach.fcps.net/trt10/PowerePoint.htm) for templates for Jeopardy, Who Wants to be a Millionaire, and Hollywood Squares.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

References

*Preparation for College*
4.1 Financial Aid—Separating the Myths from the Realities (Pg. 59)

*Preparation for College*
4.1c Financial Aid Myths...and Realities (Pgs. 62–63)

Class Set

*Preparation for College*
4.1a Financial Aid Glossary (Pg. 60)

One Copy, Cut Into Strips

*Preparation for College*
4.1b Financial Aid Myths (Pg. 61)
Lesson Plan, Day 40

A Game Called Bluff:

- Divide students into two teams.
- As the teacher, read either the word or the definition. When you read the definition, then students must provide the word. When you read the word, then students must provide the definition.
- Students who know the answer stand up, and those who don’t and wish to “bluff” the answer also stand up.
- One of the students who is standing is to give either the definition or the word.
- If the student provides the correct answer, count the number of students standing and award that number of points to the student’s team.
- If the student answers incorrectly, count the number of students standing and deduct that number of points from the student’s team.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 41

Standards and Essential Question:

- **11-CP.C1** Develop an understanding of the scholarship application process and required information
- **11-CP.C3** Examine the cost of colleges and determine how financial aid, grants, scholarships, work study programs, and other funding sources can help meet those cost needs
- **EQ:** “Why is it important to know about financial aid, even as a junior?”

**Lesson**

1. **Quickwrite**
   - Tell students to imagine the following scenario: “You have a friend on Facebook who is smart, making good grades, and planning on going to college. But, they just saw a video that said college can cost up to $200,000, so now, they’re saying that they don’t want to go to college because they can’t afford it. Write a Facebook message response to them.”
   - On a sheet of paper, have students compose a quickwrite response.
   - Optional: *If time allows, ask for a few students to volunteer to role play this conversation in front of the class.*
   - To wrap up this activity, ask the class the day’s Essential Question: “Why is it important to know about financial aid, even as a junior?” Have a few students share their answers.

2. **Jigsaw – Financial Aid Facts and Reducing the Cost of College**
   - Put students into five groups. Cut the Federal Student Aid at a Glance document into five strips (questions 1–5):
     - What is federal student aid?
     - What are the types of student aid?
     - Who gets federal student aid?
     - How do you apply for federal student aid?
     - What happens after the FAFSA is submitted?
   - Give each group one of the strips. Ask each group to discuss their question and prepare an answer to the question that they can share with the class. Be sure that they include the following:
     - The information from the strip
     - Any other related information that they may know
     - If time and technology allow, give students the option of researching other information related to their question.
   - Have each group share their answer. As each group shares their section with the class, students should be taking Cornell notes.

**Materials/Notes**

**Reference**

*Preparing for College*

4.2 Financial Aid Facts and Reducing the Cost of College (Pg. 64)

**Class Set**

*Preparing for College*

4.2a Federal Student Aid at a Glance (Pg. 65)

*Preparing for College*

4.2b Reducing the Cost of College (Pg. 66)
Lesson Plan, Day 41

- Share with students some of the strategies for reducing college costs, using the *Reducing the Cost of College* handout, as they take notes.
- Optional: If time allows, give students time to review and revise their notes, as well as exchange ideas by comparing their notes with a partner.
Lesson Plan, Day 42

AVID – 11th Grade

Standards and Essential Question:
- **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input.
- **11-ORG.B6** Refine content on notes as new understanding is gained through reading the textbook(s), tutorial sessions, study groups, and discussions with the teacher/peers.
- **EQ:** “How can we effectively use an observation tool to strengthen our tutorials?”

Lesson

1. Tutorials
   - Before tutorials today, encourage students and tutors to focus on the steps from the protocols reviewed last Tuesday.
   - During tutorials, monitor each group for adherence to the steps in each of the protocols.
   - Also, encourage students to add to the Cornell notes that they took during their content classes, as they gain new information during tutorials.

Materials/Notes

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 43
AVID – 11th Grade

Standards and Essential Question:
- **11-CP.C1** Develop an understanding of the scholarship application process and required information
- **11-CP.C3** Examine the cost of colleges and determine how financial aid, grants, scholarships, work study programs, and other funding sources can help meet those cost needs
- **EQ:** “What is my status in the process of applying for financial aid?”

**Lesson**

1. **Binder/Planner Check**
   - Start class today by conducting a binder/planner check to make sure that students have the following:
     - An organized binder (e.g., everything in rings, nothing in pockets)
     - A planner which is being kept up to date

2. **Keep Track of All Parts of Financial Aid**
   - To transition from the binder check, explain that, as students apply to colleges and universities, it is equally important that they develop a system for keeping track of financial aid, including the information below:
     - Required forms and/or information
     - Follow-up required
     - Contact information for the financial aid office
     - All communications regarding financial aid
   - Give each student a copy of the *Financial Aid Checklist*.
   - Explain that, once they complete these forms, they will be kept in their college crate, and then utilized during their senior year.
   - Ask students to select their first choice of college and begin to complete the form.
     - Students will need a copy of this sheet for each college. You can make copies or provide the checklist electronically for them to complete.
     - Students should research and complete as much information as possible about financial aid opportunities at their chosen schools.
   - **Optional:** If students don’t have access to technology, assign the checklist as homework.

**Materials/Notes**

**Class Set**
*Preparing for College*
4.3 Financial Aid Checklist
(Pg. 68)

**Materials**
All students will need access to tools for research (e.g., a computer lab)
Lesson Plan, Day 44

AVID – 11th Grade

Standard and Essential Question:

- **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input
- **Theme tie-in: Organize**
- **EQ:** “How can we effectively use an observation tool to strengthen our tutorials?”

Lesson

1. Tutorials
   - During tutorials today, encourage students and tutors to focus on following the steps of the protocols.

2. Reflection – Tutorial Process Observation Checklist (Student Focus)
   - **Note:** This activity should take less than 15 minutes to complete. The objective of this lesson is to briefly review the protocols and support tools for each member involved with the tutorial process.
   - Instead of having students complete a reflection over tutorials today, pass out a copy of the Tutorial Process Observation Checklist to each student and tutor.
   - Have one person in each group draw a large 2x2 table on their whiteboard, and then label the quadrants “Teacher,” “Tutor,” “Group Members,” and “Student Presenter.”
   - Within each group, have the students and tutors read through the checklist, discuss how each quadrant would have been scored using the checklist, and then write one or two goals on how they could improve in the boxes.
   - If time allows, have each group share one of the goals that they wrote down.

Materials/Notes

**Class Set**
AVID Tutorial Guide
3.18e Tutorial Process Observation Checklist (Pgs. 290–291)

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 45
AVID – 11th Grade

Standards and Essential Question:
- 11-CP.A1 Formulate and ask questions during guest speaker, such as college admissions officers, presentations
- 11-CP.A3 Utilize Cornell notes as a means to track main points from guest speakers, keeping them as an ongoing reflective tool, as part of a multi-year portfolio
- 11-CP.A4 Reflect upon the guest speakers of the previous two years
- EQ: “What can I learn from speaking to a college representative?”

Lesson

1. **Guest Speaker – College Representative**
   - Schedule a college representative as a guest speaker today. If a college representative is unavailable, consider asking someone else who would be knowledgeable about a certain college, such as:
     - Current college students
     - School counselor
     - “Live Chat” on Collegeweeklive.com
   - Have students refer to Questions to Ask a College Representative for questions that they can ask to the guest speaker.
   - Make sure that all students take Cornell notes. These Cornell notes should eventually end up in each student’s portfolio or college crate.

Materials/Notes

Class Set
Preparing for College
1.6b Questions to Ask a College Representative (Pgs. 18–19)
Lesson Plan, Day 46
AVID – 11th Grade

Standard and Essential Question:
- 11-CP.E3 Begin writing personal statement essays and a personal résumé for college applications
- EQ: “What is the purpose of having a résumé?”

Lesson

1. Preparing the Résumé
   - Write the word “résumé” on the board and ask students the following questions:
     - What is a résumé?
     - What is a résumé’s purpose?
     - What information should be included on a résumé?
   - Explain that each student will develop his or her own educational résumé that will help them complete college and scholarship applications.
   - Give each student a copy of The Art of the Résumé handout. Walk students through these guidelines, making sure that all of the important points are covered. Show students different sample résumés and how to find templates online or through Microsoft.
   - Demonstrate how to write a résumé, beginning with the contact information (heading).
   - Display the Sample Résumé for them to follow as a guide, as they develop their résumé.
   - Have students write a résumé on a sheet of paper. Stress organization and content in this step. On Wednesday, formatting will be the focus.

2. Debrief/Reflection
   - If students are struggling with not having enough personal material to fill up their résumé, take this opportunity to discuss the following as a class:
     - Why is each section included on the résumé?
     - Why is a résumé important to colleges/employers?
     - What action steps can you take to improve in your weaker areas?

Materials/Notes

References
Preparing for College
2.4 Preparing the Résumé
(Pg. 39)

Preparing for College
2.4b Sample Résumé (Pg. 42)

Class Set
Preparing for College
2.4a The Art of the Résumé
(Pgs. 40–41)

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 47

AVID – 11th Grade

Standard and Essential Question:

- **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input
- **Theme tie-in: Advance**
- **EQ:** “How can we effectively use an observation tool to strengthen our tutorials?”

**Lesson**

1. **Tutorial Process Observation Checklist (Student Focus)**
   - The objective of this lesson is to have students use the *Tutorial Process Observation Checklist* that was introduced during tutorials last Thursday. Accordingly, as students move into their tutorial groups, have each student take out their checklist.
   - During tutorials today, have students individually complete the checklist based on what they see and hear during the tutorial. Provide the following instructions:
     - Write your name in the top-right of the checklist.
     - During the tutorial, record your observations for the “teacher,” “tutor,” and “group members” by making check marks next to all statements that apply to the person(s).
     - “Student presenter”: Each person in your group will be observing one student presenter. When it is your turn to be the student presenter, pass your paper to the person on your left, so he or she can observe you as you present a question to the group. (You will have a chance to observe the person on your right when it is his or her turn.)
     - Interacting with and understanding this observation document will help increase overall consistency with tutorials and grading, since all participants (teachers, tutors, and students) will have the same understanding.

2. **Reflection**
   - After tutorials, rather than completing the normal reflection, have students complete the *Reflection: Tutorial Process Observation*. This allows students time to reflect on the overall process and how they can become a more effective student presenter and a collaborative group member.

3. **Homework**
   - For homework, each student will need to complete the *Tutorial Process Observation Debrief* and have it ready for tutorials on Thursday.
Standard and Essential Question:
- 11-CP.E3 Begin writing personal statement essays and a personal résumé for college applications
- EQ: “What is the purpose of having a résumé?”

Lesson

1. Creating a Résumé
   - Using the information from this past Monday, each student will create their own résumé.
   - If using Microsoft Word, consider showing students how to access and utilize the résumé templates.
   - Also, encourage students to explore online, to find other résumé formats that they prefer.
   - All students should submit their completed résumé by the end of class.
   - If students don’t have computer access today, ask them to write it as neatly as possible by hand, and then type it for homework.
   - If students don’t finish their résumé during class, they will need to complete it for homework.

2. Mystery Check
   - While students are working on their résumé, conduct one of the following: a binder check, planner check, Cornell note quantity check, or Cornell note quality check.
   - Consider choosing which check you do from one of the following methods:
     - Focusing on the area where students have the greatest need
     - Coming up with a fun way to randomly select the topic, such as rolling a die or spinning a wheel

Materials/Notes

Materials
Each Student Will Need
Access to a Computer

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Standard and Essential Question:

- **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input
- **EQ:** “How can we effectively use an observation tool to strengthen our tutorials?”

Lesson

1. **Tutorial Process Observation Debrief**
   - **Note:** This activity should take less than 10 minutes.
   - Before tutorials start today, have each student take out their homework, the completed *Tutorial Process Observation Debrief*, from this past Tuesday.
   - Give each student time to share one or two highlights, and then have the tutor share their evaluations of the group.
   - Collect each student’s completed *Tutorial Process Observation Debrief*.

2. **Tutorials**
   - During tutorials today, monitor the class, paying particular attention to how students are following through on their responses to Question #2 from their *Tutorial Process Observation Debrief*.

Materials/Notes

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Standards and Essential Question:

- 11-COMM.A1 Review all aspects of public speaking and presenting
- 11-COMM.B1 Listen and respond to others in formal and informal settings
- 11-CD.A3 Develop skills in offering and receiving criticism
- Theme tie-ins: Organize, Relate
- EQ: “What skills are necessary in order to interview well?”

**Lesson**

1. Mock Interviews
   - Ask each student to take out their résumé from this past Wednesday.
   - Explain that, today, we will be conducting mock interviews.
   - Have students brainstorm possible jobs that they could apply for and scribe the list on the board. Encourage them to think of “teenage” jobs, as well as professional jobs.
   - Pull a desk and two chairs to the front of the class. Choose one job from the board, such as “pizza delivery.” Ask who would like to apply for delivering pizzas.
   - Choose one volunteer to come and sit in one of the chairs at the front of the class, while you mock interview them for the job.
   - Use *Sample Interview Questions* to ask a few interview questions.
   - Make sure to read through their résumé for any specific questions that you could ask related to their academic or work experience.
   - After the interview, ask the class for feedback on what went well, along with what didn’t go as well, and do a poll of who would hire the candidate.
   - Conduct a few more mock interviews, using different jobs from the board. Have students role-play as the interviewer, as well.
   - This should be a fun activity!

2. Goal-Setting Exit Pass
   - With about five minutes left in class, stop the activity.
   - Ask students, “Based on your experience with writing a résumé and using the résumé in a mock job interview, what are your action steps in improving your résumé before we use it for college applications?”
   - Have students turn in their written response as an exit pass.
Standard and Essential Question:
- **11-CP.D2** Chart scores from PSAT®/PLAN®, monitoring areas of weakness and creating a study plan to meet testing needs
- **EQ:** "What strategies can I use while taking a test?"

**Lesson**

1. **Practice Math Test**
   - Check: Have the room set up in tutorial format, with groups of desks in a horseshoe shape around a dry erase board.
   - Check: Students will complete a Math section for practice, such as Section 2 of the Official 2012–2013 SAT® Practice Test. Make sure to only allow 25 minutes to complete the section.
     - Consider asking your school counselor for released test booklets or going to a computer lab to have students view the test electronically.
     - Make sure to print off an answer grid for each student, so they can practice filling in the bubble portion of the test.
   - Check: After students complete their test, call out the correct answers and have them grade their test.
   - Check: In each group, have students use the board to demonstrate how they solved problems that other students in their group missed.

2. **Debrief**
   - Check: Discuss the following with the class:
     - What did you find most difficult?
     - In what areas should you seek out additional help?
     - What test-taking strategies did you use?

**Materials/Notes**

- Reference
- SAT Practice Test

Documentation for Essential

4.4

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 52
AVID – 11th Grade

Standard and Essential Question:
• 11-INQ.B1 Student group members and the presenter will lead the discussion with minimal tutor input
• EQ: “How can we effectively use an observation tool to strengthen our tutorials?”

Lesson

1. Tutorials
   - During tutorials today, monitor the class, paying particular attention to how students are following through on their responses to Question #2 from their Tutorial Process Observation Debrief on Day 44.

Materials/Notes

For this lesson, click here to share:
• Improvement ideas
• Pictures or Samples
• Questions
Lesson Plan, Day 53

Standards and Essential Question:
- **11-CP.C2** Determine which colleges/universities will best meet academic pursuits
- **11-CD.A5** Examine potential career paths and college degrees that align with abilities, talents, and interests
- **EQ:** “What do I need to do to be prepared for our college field trip?”

Lesson

*Note: The lesson plans for Day 53 and Day 55 are intended to correspond with a college field trip (physical or virtual). If you are not able to arrange a field trip this week, consider skipping these days and coming back to them at the appropriate time.*

1. **Cornell Note Quality Check**
   - **X** Have each student turn in one page of their best Cornell notes to be graded for quality.
   - **X** Consider one of the following methods:
     - Having students choose their best page from any subject
     - Rolling a die:

     | If you roll a... | Students choose their best page of Cornell notes from... |
     |------------------|-----------------------------------------------|
     | 1                | Math                                           |
     | 2                | History                                        |
     | 3                | English                                        |
     | 4                | Science                                        |
     | 5                | AVID                                           |
     | 6                | Any Subject                                    |

   - **X** If possible, try to grade and return students’ notes before the end of class.

2. **Preparation for College Visit**
   - **X** In preparation for the college visit this Friday, students will need to research the school.
   - **X** Pass out a copy of the *College Research Summary* to each student and give them the remainder of class to complete the worksheet.

Materials/Notes

Class Set
*College Research Summary*

Materials
Students Will Need Access to Individual Tools for Research (e.g., a computer lab)

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 54

Standard and Essential Question:
- **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input
- EQ: “How can we effectively use an observation tool to strengthen our tutorials?”

Lesson

1. Tutorials
   - During tutorials today, monitor the class, paying particular attention to how students are following through on their responses to Question #2 from their *Tutorial Process Observation Debrief* from last Thursday.

2. NCAA Athletes*
   - This can be utilized as an alternate activity. If you have any athletes who are considering playing at a Division I or II college/university, pull them aside for today.
   - Pass out a copy of the *National Collegiate Athletic Association (NCAA)* handout to each athlete. As a group, read through the handout and answer any questions that they may have.
   - If there are questions to which you are unsure, make sure to follow up with a school counselor or by researching online.
   - Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and select the link for college-bound student athletes. Follow the steps to create a new account.

Materials/Notes

*Preparing for College*

2.5 National Collegiate Athletic Association (NCAA)
(Pgs. 44–45)

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Lesson Plan, Day 55
AVID – 11th Grade

Standard and Essential Question:
- **11-CP.B1** Attend as many college/university visits as possible, with opportunities to sit in on college classes or attend a cultural event on campus
- **EQ:** “How are college classes different from high school classes?”

**Lesson**

Note: The lesson plans for Day 53 and Day 55 are intended to correspond with a college field trip (physical or virtual). If you are not able to arrange a field trip this week, consider skipping these days and coming back to them at the appropriate time.

1. **College Field Trip**
   - **Note:** While physical college field trips are highly encouraged, if this is impossible at your site, consider taking a virtual college field trip. [Click here](#) for related resources.
   - This is a great time of the year to arrange for a college visit.
   - Work with the relevant college’s representatives to arrange for the following:
     - Time for students to sit in on a class and take Cornell notes over the lecture
     - An opportunity for students to attend some type of event on campus
   - For more information on arranging a college field trip, see Unit 16 of *Strategies for Success.*

**Materials/Notes**

- Documentation for Essential 3.3

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 56

AVID – 11th Grade

Standards and Essential Question:
- **11-ORG.A5** Continuously add to, and reflect on, multi-grade level portfolio throughout the school year
- **11-WRI.C5** Draft and respond to the AVID Summer Institute Student Speaker Contest
- **EQ:** "What did I learn on our field trip?"

**Lesson**

1. **Field Trip Learning Log**
   - **Note:** If you were not able to have a field trip last Friday, save this activity for the appropriate day.
   - As a reflection on the college field trip, have each student complete a Field Trip Learning Log.
   - After being graded, make sure that this learning log ends up in the student’s portfolio.

2. **Binder Clean-Out**
   - This is a great time of the year to clean out and restock each student’s binder.

3. **Portfolio**
   - Make sure that all important documents, such as writing samples and reflections, are placed in each student’s portfolio.

4. **Summer Institute Student Speaker Contest**
   - Consider introducing the AVID Summer Institute Student Speaker Contest to the entire class, either as a quickwrite activity or by identifying specific students who have compelling personal stories.
   - If possible, connect the activity to this Wednesday’s lesson on goals.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

**Materials/Notes**

Reference
AVID Summer Institute
Student Speaker Contest
Information

Class Set
Field Trip Learning Log

Documentation for Essential

5.2

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Standard and Essential Question:
- **11-INQ.B1** Student group members and the presenter will lead the discussion with minimal tutor input
- **EQ:** "How can we effectively use an observation tool to strengthen our tutorials?"

**Lesson**

1. **Tutorials**
   - During tutorials today, monitor the class, paying particular attention to how students are following through on their responses to Question #2 from their *Tutorial Process Observation Debrief* on Day 49.

**Materials/Notes**

For this lesson, click here to share:
- Improvement ideas
- Pictures or samples
- Questions
Lesson Plan, Day 58

Standard and Essential Question:
- **11-CD.B5** Refine plans for ongoing personal and academic development
- **EQ:** "Am I making progress toward the goals that I set earlier in the year?"

Lesson

1. Reflecting on Goals Quickwrite
   - Ask each student to get out My Goals from Day 9.
   - Facilitate a quickwrite over the following prompt: "I would describe my status toward my goal as ___________ because ___________." Encourage students to be creative in their completion of the prompt.
   - Place students in groups of three and have each student share their quickwrite with their group.

2. Helping Trio Over Goals
   - In each triad, have the students assign one as person as “A,” one as “B,” and one as “C.”
     - Give student “A” two minutes to be on the “hot seat” and talk about their challenges so far this year in their classes and in achieving their goals. Student “B” and student “C” should stay silent.
     - After two minutes, give student “B” and student “C” two minutes to offer advice or suggestions to student “A,” while student “A” is silent.
     - Give two minutes for open dialogue in the triad.
     - Repeat the three steps above with student “B” being on the hot seat, and then repeat the three steps again with student “C” being on the hot seat.
   - While the groups are conducting their Helping Trios, make sure to monitor the class and look for themes in students’ conversations.

3. Debrief
   - Lead a class discussion about the themes that you heard from the conversations and your observations about their progress toward meeting their goals.
Lesson Plan, Day 59
AVID – 11th Grade

Standard and Essential Question:
- 11-INQ.B1 Student group members and the presenter will lead the discussion with minimal tutor input
- EQ: “How can we effectively use an observation tool to strengthen our tutorials?”

Lesson

1. Tutorials
   • During tutorials today, monitor the class, paying particular attention to how students are following through on their responses to Question #2 from their Tutorial Process Observation Debrief on Day 49.
Lesson Plan, Day 60

AVID – 11th Grade

Standards and Essential Question:
- **11-INQ.C1** Students provide the central statement for Philosophical Chairs
- **11-ORG.B3** Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading, or collaborative work
- **11-ORG.B8** After the test is returned, reflect on all of the notes taken during a unit of study and consider gaps of study that led to missed questions
- **Theme tie-in: Serve**
- **EQ:** “Should students be required to complete community service?”

**Lesson**

1. **Cornell Note Quantity Check**
   - *x* Ask students to get out their Cornell notes for a quantity check.
   - *x* As you circulate the room for the check, make sure to complete the following:
     - Confirm that all notes have Essential Questions, notes, questions, and summaries.
     - Place a stamp or check mark on the notes so that students can’t use them again for future checks.
   - *x* After the test is returned, take a few minutes to have students gather all of their notes taken during a unit of study and consider gaps of study that led to missed questions.
   - *x* Let some students share strategies with the class that have been particularly successful in using Cornell notes to prepare for tests.

2. **Philosophical Chairs**
   - *x* Arrange the classroom for a Philosophical Chairs discussion.
   - *x* Pass out a copy of the *Philosophical Chairs Preparation* handout to each student and have them copy down the central statement:
     - “All high school students should be required to complete 100 hours of community service in order to graduate.”
   - *x* Ask them to label the left side of the T-chart “agree” and the right side “disagree,” and then provide a few minutes for them to brainstorm their thoughts individually.
   - *x* After reminding students of the ground rules, conduct a Philosophical Chairs discussion.
   - *x* If the energy in the discussion is fading, consider slightly modifying the prompt with one of the following:
     - “All United States citizens should be required to complete community service each year.”
     - Take one of the arguments made by the students, and as a class, turn that argument into a new central statement.

**Materials/Notes**

Class Set
*The Student Success Path*
12.1 Philosophical Chairs Preparation (Pg. 190)

Documentation for Essential 7.3

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Lesson Plan, Day 60

- Stop the discussion with about five minutes left in class to allow time for students to write their reflection.
- For more information about conducting a Philosophical Chairs discussion, see Unit 11 of Strategies for Success.
See Appendix
For
Cool Avid
Material!
Student Name ________________________________

Teachers,

Please sign your name on the appropriate line once the student has

1. Greeted you with a handshake
2. Introduced himself/herself as an AVID student
3. Asked to be seated in the front of the class

Period 1 _____________________________________

Period 2 _____________________________________

Period 3 _____________________________________

Period 4 _____________________________________

Period 5 _____________________________________

Period 6 _____________________________________
I want to teach AVID because...

Major

Attended University of

English 9 and AVID Elective Teacher

Mr./Mrs.
Since 1990, more than 85,500 AVID students have graduated countries/territories. 4,500 schools in 47 states and 16 other countries. 400,000 students in approximately 400,000 students and today reaches more than students, and today reaches more than programs for low-income, underrepresented the most successful college-preparatory. Over 30 years, AVID has become one of.
training throughout the world
A professional development program providing
and 16 countries
adopted by more than 4,500 schools in 47 states
A schoolwide approach to curriculum and rigor
A schoolwide, college-goers, grades 4-12
A direct support structure for first-generation
directly with schools and districts
A structured, college preparatory system working

WHAT IS AVID?
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success in a global society. Students for college readiness and achievement gap by preparing all AVID's mission is to close the
What does AVID mean to you?

Advancement Via Individual Determination
Why do you want to be in AVID?

What are your expectations for the class?

With an elbow partner, discuss.
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<th>Semester Schedule</th>
<th>After school activities (e.g., sports, job, music, clubs, etc.)</th>
<th>Parent/Guardian work #</th>
<th>Parent/Guardian Email Address</th>
<th>City, State, Zip Code</th>
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