

College and Career Readiness for All

Handouts

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2. Access to Rigor and Student Support		Rating for Access to Rigor and Student Support	
<p>Access to Rigor and Student Support ensures the master schedule, curriculum, instructional practices, and academic support structures are in place and implemented to promote students' access to and success in courses of high rigor.</p>		<p>Number of Indicators at Each Level:</p> <p>Does Not Meet AVID Implementation Expectations</p> <p>Meets AVID Implementation Expectations</p> <p>Emerging AVID Schoolwide</p> <p>Sustaining AVID Schoolwide</p>	<p>Overall Level for Access to Rigor and Student Support:</p> <hr/>
Examples of Evidence Sources and Resources			
<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> • Reviews of the <i>master schedule</i> • <i>Reviews of student schedules</i> • <i>School policy and procedures that outline student enrollment guidelines</i> • <i>Data on course enrollments by ethnicity</i> • Academic support structures (e.g., tutorials, mentoring) • <i>Academic support schedules</i> (e.g., when support is offered to students) • <i>Teacher and classroom observations</i> 			

2. Access to Rigor and Student Support

Indicator	AVID Criteria	Master schedule is <u>not</u> developed...	Master schedule is developed...	Master schedule supports...	Master schedule reflects...
18	Courses of High Rigor	<input type="checkbox"/> with a sufficient number of AVID Elective sections or courses of high rigor, and includes course conflicts that prevent open access to courses of high rigor. <small>(SWCRCT*, Domain II, 4b)</small>	<input type="checkbox"/> with a sufficient number of AVID Elective sections and courses of high rigor, and includes few course conflicts that prevent open access to courses of high rigor. <small>(SWCRCT, Domain II, 4b)</small>	<input type="checkbox"/> the AVID Elective, and includes Honors, Pre-AP® and AP®/IB®/Dual Enrollment growth. There are very few conflicts with the AVID Elective in the master schedule . <small>(SWCRCT, Domain II, 4b)</small>	<input type="checkbox"/> alignment of AVID and school's mission and vision as evidenced by site policies and procedures that ensure all students access courses of high rigor. <small>(SWCRCT, Domain II, 4b)</small>

*SWCRCT – Schoolwide College Readiness Coaching Tool

2. Access to Rigor and Student Support

Indicator	AVID Criteria	Principal and School Leadership Team (SLT) do <i>not</i> ...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...
19	Grade-Level Vertical and Horizontal Articulation	<input type="checkbox"/> implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective students are college ready. (SWCRCT, Domain II, 4f)	<input type="checkbox"/> implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective students , members, and students instructed in core academic courses are college ready. (SWCRCT, Domain II, 4f)	<input type="checkbox"/> implement a system of grade-level vertical and horizontal articulation , including the expansion of AVID to feeder schools (including schools that may or may not have AVID) that helps ensure students throughout the school are college ready. (SWCRCT, Domain II, 4f)
20	Academic Support Structures and Rigorous Instructional Practices	<input type="checkbox"/> implement academic support structures and rigorous instructional practices to help ensure AVID Elective students develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	<input type="checkbox"/> implement academic support structures and rigorous instructional practices to help ensure AVID Elective students , members, and students instructed in core academic courses develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	<input type="checkbox"/> implement, monitor, and adjust academic support structures as needed and rigorous instructional practices to ensure students throughout the school develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; "Sustaining"; SWCRCT, Domain I, 3b)

3. Assessment of Student Progress		Rating for Assessment of Student Progress	
<p>Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.</p>		<p>Number of Indicators at Each Level:</p> <p>Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide</p>	
<p>Overall Level for Assessment of Student Progress:</p> <hr/>			
Examples of Evidence Sources and Resources			
<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> ● Report cards and/or student grades ● Analyses of student schedules ● Master course enrollment lists ● Transcripts ● College entrance test prep exams ● College acceptance lists 			

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
MIDDLE-SCHOOL/JUNIOR-HIGH INDICATORS					
21	Grades of "C" or Better	<input type="checkbox"/> Fewer than 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses. (CSS, 4.1.0)	<input type="checkbox"/> At least 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses. (CSS, 4.1.1)	<input type="checkbox"/> At least 50% of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.	<input type="checkbox"/> At least 70% of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.
22	Enrollment in At Least One Course of Rigor	<input type="checkbox"/> Fewer than 50% of 8th-grade AVID Elective students are enrolled in or have completed at least one course of rigor . (CSS, 4.6.0)	<input type="checkbox"/> At least 50% of 8th-grade AVID Elective students are enrolled in or have completed at least one course of rigor . (CSS, 4.6.1)	<input type="checkbox"/> At least 40% of <i>all</i> 8th-grade students are enrolled in or have completed at least one course of rigor .	<input type="checkbox"/> At least 60% of <i>all</i> 8th-grade students are enrolled in or have completed at least one course of rigor . (AVID Schoolwide Metric)

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
MIDDLE-SCHOOL/JUNIOR-HIGH INDICATORS (continued)					
23	Pre-Collegiate Exams (Paid or Practice)	<input type="checkbox"/> Fewer than 50% of 7th- and 8th-grade AVID Elective students have taken a pre-collegiate exam, paid or practice (e.g., ACT [®] Aspire™, Stanford 10, PSAT™ 8/9), appropriate for their grade level. (CSS, 4.8.0)	<input type="checkbox"/> At least 50% of 7th- and 8th-grade AVID Elective students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level. (CSS, 4.8.1)	<input type="checkbox"/> At least 50% of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level. (AVID Schoolwide Metric)	<input type="checkbox"/> At least 70% of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level. (AVID Schoolwide Metric)
24	Students' Schedules Reflect Enrollment in Rigorous Courses	<input type="checkbox"/> Fewer than 100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements. (CSS, 4.5.0)	<input type="checkbox"/> 100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements. (CSS, 4.5.1)	<input type="checkbox"/> At least 50% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.	<input type="checkbox"/> At least 70% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.
25	Selection of College-Prep Courses for 9th Grade	<input type="checkbox"/> Fewer than 80% of AVID Elective 8th graders have chosen college-prep courses for 9th grade. (CSS, 4.7.0)	<input type="checkbox"/> At least 80% of AVID Elective 8th graders have chosen college-prep courses for 9th grade. (CSS, 4.7.1)	<input type="checkbox"/> At least 50% of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.	<input type="checkbox"/> At least 70% of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
26	Grades of "C" or Better	<input type="checkbox"/> Fewer than 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses. (CSS, 4.1.0)	<input type="checkbox"/> At least 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses. (CSS, 4.1.1)	<input type="checkbox"/> At least 50% of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.	<input type="checkbox"/> At least 70% of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.
		<input type="checkbox"/> Fewer than 100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements. (CSS, 4.2.0)	<input type="checkbox"/> 100% of AVID Elective students' schedules reflect enrollment in rigorous courses appropriate to the student, and AVID students have a plan that will enable them to fulfill the sequence of four-year college or university entrance requirements. (CSS, 4.2.1)	<input type="checkbox"/> At least 50% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.	<input type="checkbox"/> At least 70% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.
27	Students' Schedules Reflect Enrollment in Rigorous Courses	<input type="checkbox"/> Fewer than 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.0)	<input type="checkbox"/> At least 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.1)	<input type="checkbox"/> At least 40% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)	<input type="checkbox"/> At least 60% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)
28	Enrollment in At Least One Course of Rigor	<input type="checkbox"/> Fewer than 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.0)	<input type="checkbox"/> At least 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.1)	<input type="checkbox"/> At least 40% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)	<input type="checkbox"/> At least 60% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)

HIGH-SCHOOL INDICATORS

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
HIGH-SCHOOL INDICATORS (continued)					
29	AP, IB, AICE, or End-of-Course (EOC) Dual Enrollment Exams	<p><input type="checkbox"/> Fewer than 50% of 11th- and 12th-grade AVID Elective students have taken at least one AP, IB, AICE, or EOC dual enrollment exam.</p> <p>(CSS, 4.3.0)</p>	<p><input type="checkbox"/> At least 50% of 11th- and 12th-grade AVID Elective students have taken at least one AP, IB, AICE, or EOC dual enrollment exam.</p> <p>(CSS, 4.3.1)</p>	<p><input type="checkbox"/> At least 40% of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, AICE, or EOC dual enrollment exam.</p> <p>(AVID Schoolwide Metric)</p>	<p><input type="checkbox"/> At least 60% of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, or AICE, or EOC dual enrollment exam.</p> <p>(AVID Schoolwide Metric)</p>
30	College Entrance Requirements	<p><input type="checkbox"/> Fewer than 100% of AVID Elective seniors have completed college entrance requirements.</p> <p>(CSS, 4.2.0)</p>	<p><input type="checkbox"/> 100% of AVID Elective seniors have completed college entrance requirements.</p> <p>(CSS, 4.2.1)</p>	<p><input type="checkbox"/> At least 60% of <i>all</i> seniors have completed college entrance requirements.</p> <p>(AVID Schoolwide Metric)</p>	<p><input type="checkbox"/> At least 80% of <i>all</i> seniors have completed college entrance requirements.</p> <p>(AVID Schoolwide Metric)</p>
31	State-Mandated High School Exit Exam and/or End-of-Course (EOC) Exam	<p><input type="checkbox"/> Fewer than 50% of AVID Elective students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.</p> <p>(CSS, 9.5.0)</p>	<p><input type="checkbox"/> At least 50% of AVID Elective students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.</p> <p>(CSS, 9.5.1)</p>	<p><input type="checkbox"/> At least 50% of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.</p> <p>(AVID Schoolwide Metric)</p>	<p><input type="checkbox"/> At least 70% of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.</p> <p>(AVID Schoolwide Metric)</p>
32	Pre-Collegiate Exams (Paid or Practice)	<p><input type="checkbox"/> Fewer than 95% of AVID Elective high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT® and/or PSAT 10, ACT®, SAT®), appropriate for their grade level.</p> <p>(CSS, 4.4.0)</p>	<p><input type="checkbox"/> 95% or more of AVID Elective high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. AVID Elective seniors have taken at least one paid test.</p> <p>(CSS, 4.4.1)</p>	<p><input type="checkbox"/> At least 50% of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level.</p> <p>(AVID Schoolwide Metric)</p>	<p><input type="checkbox"/> At least 70% of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level.</p> <p>(AVID Schoolwide Metric)</p>

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
HIGH-SCHOOL INDICATORS (continued)					
33	Application to Colleges/Universities	<input type="checkbox"/> Fewer than 100% of AVID Elective seniors have applied to one or more colleges/universities. (CSS, 9.6.0)	<input type="checkbox"/> 100% of AVID Elective seniors have applied to one or more colleges/universities. (CSS, 9.6.1)	<input type="checkbox"/> At least 50% of all seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)	<input type="checkbox"/> At least 70% of all seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)
34	Acceptance to Colleges/Universities	<input type="checkbox"/> Fewer than 100% of AVID Elective seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	<input type="checkbox"/> 100% of AVID Elective seniors have been accepted to a two- or four-year college/university.	<input type="checkbox"/> At least 50% of all seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	<input type="checkbox"/> At least 70% of all seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
DATA COLLECTION AND ANALYSIS (ALL SCHOOLS)					
35	AVID Center Data	<input type="checkbox"/> AVID Center data are <u>not</u> submitted and analyzed to improve AVID implementation for AVID Elective students . (CSS, 9.2.0)	<input type="checkbox"/> AVID Center data are submitted and analyzed to improve AVID Elective implementation for AVID Elective and AVID-Site-Team -instructed students. (CSS, 9.2.1)	<input type="checkbox"/> AVID Center data are submitted and analyzed to expand schoolwide for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses. (CSS, 9.2.2)	<input type="checkbox"/> AVID Center data are submitted and analyzed to sustain AVID Schoolwide for students throughout the school. (CSS, 9.2.3)
36	Performance, Enrollment, and/or Staffing Data	<input type="checkbox"/> Performance, enrollment, and/or staffing data are <u>not</u> analyzed to promote AVID Elective students' access to and success in rigorous advanced courses. (CSS, 9.3.0)	<input type="checkbox"/> Performance, enrollment, and/or staffing data are analyzed to promote AVID Elective and AVID-Site-Team -instructed students' access to and success in rigorous advanced courses. (CSS, 9.3.1)	<input type="checkbox"/> Performance, enrollment, and/or staffing data are analyzed to promote access to and success in rigorous advanced courses for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses. (CSS, 9.3.2)	<input type="checkbox"/> Performance, enrollment, and/or staffing data are analyzed to ensure all students' access to and success in rigorous advanced courses. (CSS, 9.3.3)
37	Standardized Test Data and Outcome Data	<input type="checkbox"/> Standardized test data and outcome data are <u>not</u> analyzed to inform instruction for AVID Elective students and assess the quality of AVID implementation. (CSS, 9.4.0; SWCRCT, Domain II, 2)	<input type="checkbox"/> Standardized test data and outcome data are analyzed to inform instruction and assess achievement of AVID Elective and AVID-Site-Team -instructed students, as well as to assess the quality of AVID Elective implementation. (CSS, 9.4.1; SWCRCT, Domain II, 2)	<input type="checkbox"/> Standardized test data and outcome data are analyzed to inform instruction and assess achievement for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses, as well as to assess the quality of schoolwide implementation. (CSS, 9.4.2; SWCRCT, Domain II, 2)	<input type="checkbox"/> Standardized test data and outcome data are analyzed to sustain schoolwide implementation, to inform instruction and assess achievement for all students and has led to changes in policy and instructional decision-making schoolwide. (CSS, 9.4.3; SWCRCT, Domain II, 2)

A. Guest Speakers

1. Choose guest speakers who represent careers of interest and prepare questions for the speakers with teacher support
2. Use listening skills during presentations by guest speakers, regarding career preparation and attendance at four-year colleges and universities
3. Write to reflect on the learning from guest speaker presentations

B. Field Trips

1. Participate in field trips, such as visiting a career/technical education center, community college or cultural/arts venue
2. Use skills of listening and observing during field trip experiences
3. Write to reflect on the learning from field trip experience(s)

C. College and Career Knowledge

1. Use technology to understand differences in postsecondary institutions

A. Guest Speakers

1. Choose guest speakers who represent careers of interest and prepare questions for the speakers prior to their visit when appropriate
2. Use listening skills during presentations, by guest speakers from the school, community and college, which focus on the value of postsecondary education and choosing a college
3. Draft, peer edit, revise and create a final draft of a thank-you letter to guest speakers

B. Field Trips

1. Participate in field trips, such as college/university visits that are different from the previous year, feeder high school trips for a shadow day to visit an AP[®]/IB[®]/AICE/DE class, and feeder elementary visits for service learning and/or a trip that focuses on careers
2. Use skills of listening and observing during field trip experiences

C. College and Career Knowledge

1. Use technology to research colleges of interest
2. Begin developing an understanding about the value of a college education
3. Begin a basic understanding of college vocabulary
4. Prepare for and conduct a career interview on a profession of choice
5. Research various careers, comparing salaries and qualifications

A. Guest Speakers

1. Prepare for guest speaker presentations by creating questions for the speakers prior to their visits
2. Use listening skills during presentations by guest speakers which focus on careers in education, careers in business, community involvement, public speaking and preparation for high school
3. Draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers

B. Field Trips

1. Participate in field trips, including, but not limited to, the following: one or two college/university visits that are different from previous year, feeder high school visits for a shadow day of an AVID student, and feeder elementary visits to discuss AVID
2. Use skills of listening and observing during field trip experiences
3. Draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

C. College and Career Knowledge

1. Use technology, guest speakers and field trips to expose students to different aspects of college
2. Use the Internet to analyze a career-related website
3. Utilize email, when appropriate, to interview a person regarding a specific career
4. Understand differences between jobs and careers
5. Complete a career interest inventory to determine potential career opportunities that align with interests

D. College Entrance Testing

1. Take practice exams of EXPLORE, Readistep, PSAT, and/or PLAN
2. Participate in an official administration of EXPLORE, Readistep, PSAT and/or PLAN
3. Develop a personal action plan based upon analysis of practice and official test results
4. Utilize AP® indicators to plan coursework for high school

A. Guest Speakers

1. Prepare for guest speaker presentations by creating questions for the speakers prior to their visit
2. Greet and escort guest speakers to the classroom
3. Use skills of listening and note-taking during presentations by guest speakers
4. Gather insight from a variety of guest speakers who discuss various aspects of their careers
5. Draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers

B. Field Trips

1. Participate in field trips to include one or two college/university visits that are different from previous year
2. Engage in at least one "e-trip" that has an interactive component that is outside of the state
3. Use skills of listening and note-taking during field trip experiences
4. Draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

C. College and Career Knowledge

1. Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice
2. Continue developing a basic understanding of college vocabulary
3. Research a career of interest, based upon career values
4. Participate in career awareness tests and activities to help build awareness of personal strengths

D. College Entrance Testing

1. Take and analyze the results from a PLAN and/or PSAT test
2. Develop vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT® word lists
3. Collaboratively problem solve PSAT/PLAN test preparatory items

E. College Admissions/Financial Aid

1. Understand the importance of community service and grades as a requirement for scholarships
2. Identify schools of interest and examine cost of attendance

A. Guest Speakers

1. Practice strong usage of academic language through thought-provoking questions that clarify or will lead to greater depth of knowledge
2. Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
3. Write letters of appreciation to guest speakers, making sure to reflect on and express learning from the presentation

B. Field Trips

1. Participate in field trips, including, but not limited to, the following: one or two college/university visits that are different from previous year, including time spent with admissions counselors, and a field trip that has a career focus
2. Meet set minimum grade and behavior criteria (as determined by the school), in order to attend the field trips
3. Use skills of listening and note-taking during field trip experiences
4. Track thoughts and potential attendance of the college/university through Cornell notes, learning logs, and/or reflective essays

C. College and Career Knowledge

1. Narrow down potential colleges/universities of interest, choosing campuses that fit personality, academic interests and goals
2. Sign-up for ongoing information regarding admissions and potential scholarships from colleges/universities of interest
3. Develop an understanding of the college application process and required information
4. Begin developing an understanding of career paths and the associated college degree

D. College Entrance Testing

1. Prepare for, take and analyze the results for the PSAT and/or PLAN tests
2. Focus on test-taking strategies to help determine correct answers on high-stakes tests
3. Continue developing vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT® word lists
4. Understand the differences between various college entrance tests

E. College Admissions/Financial Aid

1. Identify key differences between costs for public and private universities
2. Examine potential scholarships from colleges of interest and local scholarships and design plans to meet selection criteria

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

A. Guest Speakers

1. Attend college awareness nights, where multiple postsecondary institutions are present, gaining information about institutions of interest, and integrate information into student projects and presentations
2. Utilize Cornell notes as a means to track main points from guest speakers, keeping them as ongoing reflective tools to utilize as a part of a multi-year portfolio
3. Have at least one current college student as a guest speaker, with students pre-generating questions about campus life
4. Seek information from an array of guest speakers who provide expertise in college admissions, financial aid and the FAFSA, college selection and scholarships

B. Field Trips

1. Attend as many college/university visits early in the year, including listening to speakers from admissions who can focus on tips for college applications
2. Determine and plan college/university field trips, including contacting admissions counselors and student guides
3. Attend a cultural event trip for the second half of the year (the theater, a play or a museum visit) and complete a written assignment
4. Visit schools of interest independently during weekends or summer, to gain further exposure to postsecondary opportunities

C. College and Career Knowledge

1. Apply for scholarships as a class and individually
2. Check any specific college requirements or local graduation requirements for community service and log those in the student portfolio
3. Examine cost of colleges to which students have been accepted and determine how financial aid, grants, scholarships, work study programs and other funding sources can help meet those cost needs
4. Develop an understanding of selecting and scheduling courses in college, including fulfilling the requirements of a degree plan
5. Ask for letters of recommendation from teachers and club advisors with whom a strong relationship has been established
6. Select a college major based on a career choice of interest

D. College Entrance Testing

1. Prepare for and take the SAT and/or ACT at least once during the fall semester
2. Solve college entrance sample questions both independently and in groups and discuss how to best approach solutions

3. Execute the study plan during the fall, in order to prepare for college entrance testing
4. Independently utilize online college testing study websites to practice for exams
5. Become familiar with the formatting of college entrance exams, such as the SAT and ACT, and college level credit exams, such as Advanced Placement tests
6. Use SAT and ACT results from junior year to determine areas of weakness and independently address them with online resources
7. Track all testing results for input into college admission applications

E. College Admissions/Financial Aid

1. Select appropriate teachers/counselors for letters of recommendation
2. Distinguish between universities based on personal and academic need
3. Complete and submit college/university applications for schools of interest, including admission essays, letters of recommendation, SAT/ACT scores and official transcripts within the appropriate timeframe
4. Research and prepare financial aid application, including the FAFSA
5. Create a financial plan for the cost of applications and university expenses
6. Create and design a resume that reflects personal and academic strengths
7. Write an effective personal statement that illustrates academic and/or personal accomplishments where applicable
8. Fulfill all course and grade requirements during senior year to remain eligible for college acceptance

7th Grade, Day 113

AVID Weeks at a Glance Lesson Plan



Standards and Essential Question:

- **7-CP.C2** Begin developing an understanding about the value of a college education
- **7-CP.C3** Begin a basic understanding of college vocabulary
- **EQ:** “How do I need to prepare myself to be able to attend the college that I am researching?”

Lesson

1. Public College Showcase*

- ✗ Select a public college to showcase.
 - Option 1: www.youniversitytv.com/colleges. Show students a 5 minute video.
 - Option 2: www.collegeweeklive.com Log in and visit a public college’s exhibit.
 - While watching the video have students add to their College Vocabulary Rating Scale from Day 98.
- ✗ In pairs, students will convince each other that their college is best. Have one or two students select a peer whose argument was strong to share with the class.

2. “I AM” Poem as a College Student

- ✗ Pass out a copy of the “I AM” poem template to each student. Students will write an “I AM” poem through the lens of a current student on the college campus that they researched.
- ✗ Instruct them all to complete the first line with “I am a college student at (the college they researched).”
- ✗ At least 10 questions from the research must be addressed within the poem.
- ✗ Encourage them to include some of the college vocabulary that they have picked up throughout this unit.

3. Homework

- ✗ Students should complete the first draft of the “I AM” poem.

Materials/Notes

Resource

College and Careers

1.6b I AM Poem (Pgs. 18-19)



7th Grade, Day 120

AVID Weeks at a Glance Lesson Plan



Standard and Essential Question:

- **7-CD.B3** Create an action plan to identify goals for attending a college or university
- **EQ:** “How do I need to prepare myself to be able to attend the college that I am researching?”

Lesson

1. Cornell Note Check and Binder Check

- ✗ As students walk into class, they need to complete the following:
 - Turn in six pages of completed Cornell notes.
 - Show you their binder for a quick binder spot-check.

2. College Pennant Presentations

- ✗ Divide the class into three groups, arranging their seats in a horseshoe or circle.
- ✗ Students will display their pennant/banner as they read their “I AM” poem to their group. All groups should present simultaneously. After each person within the groups has presented, have students select a person from their respective group to share class-wide.
- ✗ Utilize the Banner Project Rubric to grade students’ processes and projects.

3. My College Admission Action Plan*

- ✗ Pass out a copy of the My Summer Action Plan handout to each student.
- ✗ Explain that we will be changing the focus and title to “My College Admission Action Plan.”
- ✗ Walk students through the process of setting goals for college admission and specific action steps that they can take now.
- ✗ After grading “My College Admission Action Plan,” have students put these into their portfolio.

4. AVID Schoolwide Connection: Culture*

- ✗ To increase college visibility on campus, consider displaying the college pennants in key locations around the school.

Materials/Notes

Class Set

College and Careers

5.13 My Summer Action Plan
(Pg. 184)



Resource

Banner Project Rubric



8th Grade, Day 38

AVID Weeks at a Glance Lesson Plan



Standard and Essential Question:

- **8-CP.D1** Take practice pre-collegiate exams
- **EQ:** “What strategies can I use while taking a test?”

Lesson

1. Bellwork

- ✕ Review the posters for test-taking tips.

2. Practice Math Test

- ✕ This unit is intended to reinforce your school’s administration of the ACT Aspire® and/or PSAT 8/9®.
- ✕ Before starting the practice test, lead a brief discussion about what the SAT®/ACT® are and why they are important for college preparedness and readiness.
- ✕ Students will complete a sample Math section/questions for practice.
- ✕ Decisions that need to be made include the following:
 - Should we practice the SAT or ACT? Decide based on what is more prevalent in your region.
 - Should we test individually or in pairs? Consider the overall math strength of your students.
- ✕ If you have time, after students complete their test, call out the correct answers and have them grade their test.

3. Debrief

- ✕ Discuss the following with the class:
 - What did you find most difficult?
 - What test-taking strategies did you use?

Materials/Notes

Resources

SAT Practice Materials



ACT Aspire Practice Materials (Exemplar Test Items)



For this lesson, click here to share:

- Improvement Ideas
- Pictures or Samples
- Questions



Standards and Essential Question:

- **8-CP.B1** Participate in field trips, including, but not limited to, one or two college/university visits that are different from the previous year and feeder high school visits
- **8-CP.B2** Use skills of listening and observing during field trip experiences
- **EQ:** “What can I be doing now to prepare for college?”

Lesson

Note: If you cannot plan a college field trip on this exact day, consider using one of the resources in the sub/sponge day folder.

1. College Field Trip

- ✗ This is a great time of the year to plan a college field trip with the help of your Site Team.
- ✗ Utilize the resources on Field Trips to help with the following:
 - Develop, present, and finalize field trip plans.
 - Create your itinerary.
 - Procure volunteers/chaperones.
 - Create a “College Visit Questionnaire” or scavenger hunt.
- ✗ Encourage students to take pictures on the field trip and then send them to you. Keep copies for future slide shows.
- ✗ Consider scaffolding the locations of trips as suggested in College Field Trip Scaffolding.

2. College Field Trip Alternatives

- ✗ If arranging a physical college field trip is not possible, consider having students take a virtual college field trip using online resources.
- ✗ Utilize websites, such as www.collegeweeklive.com, to expose students to colleges across the country.

3. Other Thoughts on Field Trips

- ✗ Organizing a field trip is very difficult, but well worth the time of you and your Site Team. It is quite difficult to convince a student that being in AVID is an honor and a special privilege, if they aren’t doing things that are special privileges which other classes and students aren’t getting to do.
- ✗ Also, Essential 3, Indicator 3 specifically states the following: “AVID students have access to field trips.”

4. AVID Schoolwide Connection: Culture*

- ✗ Consider inviting faculty and administrators to chaperone the field trip, especially if they are alumnus or have connections to the field trip’s destination.

Materials/Notes

Field Trips



Collegeweeklive.com



College Field Trip Scaffolding



8th Grade, Day 126

AVID Weeks at a Glance Lesson Plan



Standards and Essential Question:

- **8-CD.B2** Revisit academic six-year plan for secondary education with teachers, parents, and guidance counselors, especially during registration for ninth-grade courses
- **8-CD.B6** Select an honors course in high school and write an action plan for successfully completing the course
- **8-CP.D4** Utilize AP[®] indicators to plan coursework for high school
- **EQ:** “What classes do I need to take in high school to help me be ready for college?”

Lesson

1. Six-Year Plan Preparation

- ✗ Consider timing this week (Days 126, 128, 130) to coincide with registration for ninth-grade coursework.
- ✗ Work with your school counselors to obtain AP indicators from the most recent EXPLORE or Readistep administration for each student.

2. Quickwrite

- ✗ Conduct a quickwrite toward the prompt: “When you think about your grades from seventh grade and the first semester of eighth grade, what patterns do you see? In which courses did you have strong grades? In which courses did you struggle?”

3. Six-Year Plan – Option 1

- ✗ If students didn’t create a six-year plan during seventh-grade AVID, or if they’ve lost their plans, this class period needs to be spent creating their plan.
- ✗ Work with your counselors, in order to have all of the necessary information to coach your students through completing the Six-Year Plan Grid.
- ✗ As students complete their plan, make sure that they take the following into consideration:
 - Their strong and weak subjects (from their quickwrite)
 - AP indicators, when deciding which honors classes they will take in high school
 - A plan for how they will successfully complete their honors classes

4. Six-Year Plan – Option 2

- ✗ If students created a six-year plan during seventh-grade AVID, have them retrieve them from their portfolio. Make sure to have blank copies available for students that are new to AVID or don’t have their plan from seventh grade.
- ✗ Guide students through updating their six-year plan, taking into consideration:
 - The current classes that they are taking in eighth grade
 - Their strong and weak subjects (from their quickwrite)
 - AP indicators, when deciding which honors classes they will take in high school
- ✗ Distribute the My Progress handout to students, having them answer the questions.

5. Technology Extension*

- ✗ Create the six-year plan on a spreadsheet such as MS Excel and save as part of their digital portfolio.

Materials/Notes

Resource

College and Careers
1.13 Six-Year Plan Grid
(Pgs. 42-43)



Class Set

College and Careers
2.6 My Progress (Pg. 65)



9th Grade, Day 33

AVID Weeks at a Glance Lesson Plan



Standards and Essential Question:

- **9-CD.C1** Be exposed to a variety of school activities/clubs and community service opportunities at the beginning of the year
- **9-CD.C3** Track community service hours and extracurricular activity participation in a multi-year student portfolio
- **9-CP.E1** Understand the importance of community service and grades as a requirement for scholarships
- **EQ:** “What types of community service do I find interesting?”

Lesson

1. Pair-Share: “Community Service and Post-secondary Options”

- ✗ Students should take out the “Community Service and Post-Secondary Options” worksheet that was to be completed as homework.
- ✗ Students share information gathered with an elbow partner.
- ✗ Ask for volunteers to share with the class.

2. “My Extracurricular Activities Log”

- ✗ Distribute copies of the “My Extracurricular Activities Log” handout.
- ✗ Model an example in front of the class, employing overhead or similar technology, using specific student activities.
- ✗ You may want students who are members of clubs or organizations to share with the class what they have done and what other opportunities the club or organization may offer, as a sort of informal club fair.
- ✗ Mention that it is permissible to include activities from prior to high school if the activities are either significant or ongoing.
- ✗ Give students ample time to fill out the handout independently.
- ✗ As an extension, have them pair-share with others to come up with ideas of activities that could be added. Have them indicate the planned activity in pencil on the form.

3. Wrap-Up and Reflection

- ✗ Students should take out the three-column brainstorming from Day 31.
- ✗ Give the students five minutes to add to the chart. Under “What I Have Done,” they should list anything that they have done to assist others, be it small and at home, or as part of a large group or community effort. Under “What I Would Do,” they should list what things they would do to make the world a better place if money were no object. This is their opportunity to give an idea for their own charity or organization. Under “What We Should Do,” they should list specific ideas that the class could undertake as a community service project.
- ✗ They will keep these papers and build on this list in the next few days.
- ✗ Do not give time to share yet, as that will be part of a following lesson.

4. Technology Extension*

- ✗ Consider having students submit their reflection via a website, such as www.Edmodo.com. That way, they can also comment on other students’ reflections.

Materials/Notes

Class Set

College and Careers

3.8 My Extracurricular Activities Log (Pgs. 103-104)



Standards and Essential Question:

- **9-CP.C3** Research a career of interest, based upon career values
- **9-CP.C4** Participate in career awareness tests and activities to help build awareness of personal strengths
- **9-WRI.D3** Use learning logs to reflect on performance on assessments, where the learning broke down, and where confusion exists
- **EQ:** “How do the decisions that I make now connect with the events of my future?”

Lesson

1. Option 1 – Career Assignments

Note: If you used Option 1 on Day 156 as a quick assessment about future costs, you can use this option to tie to future decision-making. Also note that there are items in the Career Assignments cards that include various topics, such as pregnancy, dropping out of college, and drug use. It is highly advisable that you read through the cards before you use them. Change them as you see fit.

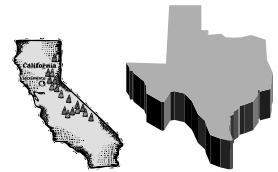
- ✗ Make sure that students have their Cost of Living worksheets from Day 156.
- ✗ Randomly hand students one of the Career Assignments. (Note: There are a few that are gender-specific.)
- ✗ Instruct students that they will be using the reality check website to develop a budget, which will allow them not to overspend.
- ✗ At the end, have students write a reflection on how this experience was different from Day 156’s experience.
- ✗ Allow students to share their various experiences. Make sure students notice the differences between those that became doctors and lawyers and those that dropped out of college.
- ✗ Have students that did not graduate from college talk about what they had to cut from their budget.
- ✗ End with a four corners activity.
 - The 4 corners should be: less than \$25,000 a year, between \$25,000 and \$50,000, between \$50,001 and \$100,000, and more than \$100,000 a year.
 - Allow students to talk about how they budgeted for housing, food, etc. Allow students to talk about what they had to cut or what they could add. Was it easy or difficult to determine how to budget? How was education tied to your career?
 - Say that the average American with no high school diploma makes \$33,695, those with a HS diploma earn \$39,225, those with a Bachelor’s degree earn \$56,415, those with a Master’s degree make \$69,235, and those with a professional or Doctorate degree earn \$87,015. (These are from National Center for Educational Statistics.)

2. Option 2 – Continue Cost of Living

- ✗ Continue working on the Cost of Living worksheets.

Materials/Notes

Website – Reality Check



Reference

College and Careers
3.14-3.15 Cost of Living
(Pgs. 113-114)



Class Set

Career Assignments



For this lesson,
click here to share:

- Improvement Ideas
- Pictures or Samples
- Questions



10th Grade, Day 73

AVID Weeks at a Glance Lesson Plan



Standard and Essential Question:

- **10-CP.C1** Narrow down potential colleges/universities of interest, choosing campuses that fit personality, academic interests, and goals
- **EQ:** “What does my perfect college/university look like?”

Lesson

1. Preparation

- ✗ Have students cut all seven of their index cards in half. They will end up with a total of 14 cards. It might also be wise to do this ahead of time.

2. Designing the Perfect College

- ✗ Instruct students to write topics on one side of the index card, and on the other, they will record questions that they can use to guide future research.
- ✗ Refer to the Designing the Perfect College PowerPoint, in order to deliver the lecture information.
- ✗ You will be discussing the following:
 - Competitiveness of Admission
 - Academic Program
 - Cost
 - Geographic Location
 - Size
 - Surrounding Community
 - Campus Safety
 - Student Body
 - Religious Orientation
 - Sports Programs
 - Academic Atmosphere
 - Social Atmosphere
 - Extracurricular
 - Other
- ✗ Have students remove any cards that will not be some part of their decision process.

3. Reflection

- ✗ Looking back at your collage, which characteristics of a college/university have you already considered? Which ones have you never thought of? Why? Share with your tablemates.

Materials/Notes

Project

Designing the Perfect College PowerPoint



Reference

Preparing for College
1.5 Designing the Perfect College (Pgs. 14-15)



Materials

Index Cards (seven per student)



Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage
- **10-CP.C2** Sign-up for ongoing information regarding admissions and potential scholarships from colleges/universities of interest
- **10-CP.E2** Examine potential scholarships from colleges of interest and local scholarships and design plans to meet selection criteria
- **EQ:** “How can I improve my chances of winning scholarships?”

Lesson

1. Vocabulary

- ✗ Project Week 20 SAT/ACT Vocabulary PowerPoint
- ✗ **Ambivalence – (n)** [am-biv-uh-luhns] the state of having contradictory or conflicting emotional attitudes (*Caught off guard by his invitation to the dance, the girl could not keep her ambivalence from quickly showing on her face.*)
- ✗ **Appraise – (v)** [uh-preyz] to estimate the nature, quality, importance, or value of (*Most jewelry stores will appraise gems that you have inherited.*)
- ✗ **Conflagration - (n)** [kon-fluh-grey-shuhn] great fire (*Over thirty homes were lost in the sudden conflagration.*)
- ✗ **Provincial – (adj)** [pruh-vin-shuhl] pertaining to a province; limited in outlook; unsophisticated (*The New Yorker socialite always found her country cousin quite provincial.*)

2. Scholarship Advice Jigsaw

- ✗ Have students form groups of 4, and arrange them to face each other
- ✗ Distribute one copy of the 4 different scholarship tips to each group
- ✗ Have students number off 1, 2, 3, and 4
 - 1 – Secrets to winning a college scholarship, 2 – secrets to winning, 3 – Highly Successful Scholarship winning, 4 – Seven Major Scholarship Scams
- ✗ Be sure students know they need to be experts on their articles
- ✗ Give students 3 minutes to read through their paper and underline key info
- ✗ Have groups share their information with their other group members.
- ✗ Have groups share out what they learned
- ✗ Be sure that students key in on NEVER paying for anything about scholarships, and the importance of becoming involved

3. Scholarship Searches

- ✗ If there is time, have students begin searching for scholarships.
 - Have students use fastweb, scholarships.com, etc.
- ✗ Have students focus on scholarship that they might be eligible for now, and have them use 8.4b Scholarship Search to record information.

Documentation
for Essential
7.4

Materials/ Notes

Project

Week 20 SAT/ACT
Vocabulary PowerPoint



¼ Class Set

Preparing for College
8.4a Seven Major
Scholarship Scams
(pgs. 145-146)



Class Set (Back-2-Back)

Preparing for College
8.4b Scholarship Search
(pg. 147)



¼ of a Class Set

(I.E. 32 students, 8 of
each)

Scholarship tips



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



Days 121-150 One Pager

Major Objectives: Presentations of Service Learning Unit; Introduction to College Choices and Financial Aid

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

Preparation: Field trip on Day 140; Computer lab access on day 131, 136; Guest speaker on Day 150

Monday	Tuesday	Wednesday	Thursday	Friday
121	122	123	124	125
Final Work Day for I-search Paper 11-WRI.B3,B4	Tutorials – Focus on Reflections 11-INQ.B2	Timed Writing 11-WRI.A2	Tutorials – Focus on Reflections 11-INQ.B2	Cornell Note quality check; Flex Day/ Team Builder (aligned with lesson choice)
126	127	128	129	130
Research Presentations –Day 1 11-COMM.A1,A2,B3	Tutorials – Focus on Reflections; Tutor Meeting 11-INQ.B2	Research Presentations –Day 2 11-COMM.A1, A2,B3	Cornell Note quantity check; Tutorials – Focus on Reflections 11-INQ.B2	Research Presentations –Day 3 11-COMM.A1, A2,B3
131	132	133	134	135
AVID-Friendly College Research Project (5.5) 11-CP.E1	Tutorials – Focus on Reflections 11-INQ.B2	AVID-Friendly College Research Project (5.5) continued 11-CP.E1	Tutorials – Focus on Reflections 11-INQ.B2	The College Admissions Game; Binder/Planner Check 11-CP.E2 3.3
136	137	138	139	140
My Top Ten College Choices (5.6) - Research 11-CP.B4,C2 3.3	Tutorial Focus – AP Exams 11-CP.D7	My Top Ten College Choices (5.6); Field Trip Preparation 11-COMM.A4 11-CP.C2	Tutorial Focus – AP Exams 11-CP.D7	Spring College Field Trip 11-CP.B2
141	142	143	144	145
Field Trip Reflection 11-CP.B3 6.4	TAG Reflection – Part C, Tutorials 11-CD.B7 5.5	Real Cost of Attending College Day 1 11-CP.C3	Mystery Check, Tutorials 11-CD.B7	Real Cost of Attending College Day 2 11-CP.C3
146	147	148	149	150
Types of Financial Aid and mini-presentations 11-CP.C1	Tutorial Focus – AP Exams 11-CP.D7	Financial Aid One-Pager 11-CP.E1	Tutorial Focus – AP Exams 11-CP.D7	Financial Aid Advisor Guest Speaker 11-CP.A2

Key:

Major activities for the day

AVID Elective
Standard(s)
covered

CSS
evidence

Days 151-180 One Pager

Major Objectives: Transitioning to Senior year tutorial model; Planning for Summer Priorities

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

Preparation: Computer lab access on 156,158

Monday	Tuesday	Wednesday	Thursday	Friday
151	152	153	154	155
SAT/ACT Review 11-CP.D4 4.4	Tutorials – Focus on preparation for Senior tutorials 11-ORG.C1 11-COLL.A1	Tutorials over SAT/ACT problems 11-CP.D4	Tutorials – Focus on preparation for Senior tutorials 11-ORG.C1 11-COLL.A1	Cornell Note quality check; SAT/ACT Goals 11.CP.D4 6.4
156	157	158	159	160
Common Application (6.4) 11-CP.E1	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	Common Application 11-CP.E1	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	Peer Binder/Planner Check; Mock College Application Interviews 11-COMM.A4
161	162	163	164	165
Letter of Recommendation (6.5) 11-CD.C5	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	FAFSA Overview, College Scholarships 11-ORG.C5 11-CP.C4	Cornell Note quantity Check; Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	Preparing for the College Essay (6.2) 11-WRI.C2
166	167	168	169	170
Writing the College Essay (6.3) – First Draft 11-WRI.C4 6.2 11-CP.E3	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	Writing the College Essay (6.3) – Second Draft 11-WRI.C4 11-CP.E3	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	Writing the College Essay (6.3) – Peer Editing 11-WRI.A5
171	172	173	174	175
Summer Priorities (6.6) 11-CD.B8 11-ORG.A3	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	Summer Priorities (6.6), Socratic Seminar 11-CD.B8 7.3 11-ORG.A3	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	Mystery Check; Guest Speaker – Summer Internships 11-CP.A5
176	177	178	179	180
College Essay Presentations – Day 1 11-COMM.A1	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	College Essay Presentations – Day 2 11-COMM.A1	Tutorials – Focus on preparation for Senior tutorials 11-INQ.B1	College Essay Presentations – Day 3 11-COMM.A1

Key:

Major activities for the day

AVID Elective
Standard(s)
covered

CSS
evidence

FOCUSED NOTES



TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

SUMMARY/REFLECTION: