

Week One At-A-Glance				Grade 10
Week 1 focus: AVID Overview – introduction to AVID mission and tutorial process; positive participation in group activities; tools and strategies to arrange class materials				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. AVID Introduction</b></p> <ul style="list-style-type: none"> <li>• “AVID Overview” Activity 1.0 <i>AVID Tutorial Support Teacher Guide</i> (Unit 1)</li> </ul> <p><b>2. Silent Introductions</b></p> <ul style="list-style-type: none"> <li>• Students choose a partner they do not know well. Partner #1 sits facing the board and partner #2 faces their partner (with back to the board)</li> <li>• Teacher puts questions on the board (ask questions that will help partners get to know one another: favorite subject, music, TV show, vacation, etc.)</li> <li>• Without using words or writing, partner #1 tries to solicit answers to the questions for 2 minutes.</li> <li>• Partners switch places and repeat using different questions.</li> <li>• Partners debrief what they learned.</li> </ul>	<p><b>1. Tutorial Introduction</b></p> <ul style="list-style-type: none"> <li>• “Expectations of the AVID Team Members” Activity 1.5 <i>AVID Tutorial Support Teacher Guide</i> (Unit 1)</li> </ul> <p><b>2. Questionnaire</b></p> <ul style="list-style-type: none"> <li>• “Student Questionnaire” Activity 1.7 <i>AVID Tutorial Support Teacher Guide</i> (Unit 1)</li> </ul>	<p><b>1. AVID Agreement and Syllabus</b></p> <ul style="list-style-type: none"> <li>• “Expectations of the AVID Team Members” Activity 1.5 <i>AVID Tutorial Support Teacher Guide</i> (Unit 1)</li> <li>• “AVID Contract” <a href="http://www.avidonline.org">www.avidonline.org</a>&gt; MyAVID&gt;File Sharing&gt;Elective Program Resources and Beyond</li> </ul> <p><b>2. AVID Binder Setup</b></p> <ul style="list-style-type: none"> <li>• “Binder Overview” <i>Organizing the AVID Student Binder</i> (Unit 1)</li> </ul>	<p><b>1. Tutorial Introduction (Cont.)</b></p> <ul style="list-style-type: none"> <li>• “Steps to the Tutorial Process” Activity 1.8 <i>AVID Tutorial Support Teacher Guide</i> (Unit 1)</li> <li>• “Ideal Tutor and Student Activity” Activity 1.9 <i>AVID Tutorial Support Teacher Guide</i> (Unit 1)</li> </ul>	<p><b>1. Agendas/ Calendaring</b></p> <ul style="list-style-type: none"> <li>• “Check out My Agenda Scavenger Hunt” Activity 2.1 <i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</li> </ul> <p><b>2. Teambuilding</b></p> <ul style="list-style-type: none"> <li>• “Party Mixer” Activity 6.2 <i>Strategies for Success</i> (Unit 6)</li> </ul>

Week 2 focus: Introduction to/review of AVID corner stones - organization, time management, Cornell note taking; playing different roles within groups topics/skills

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Agendas / Calendaring</b></p> <ul style="list-style-type: none"> <li>• “Is Your Calendar Full?” Activity 2.1 <i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</li> </ul> <p><b>2. Time Management</b></p> <ul style="list-style-type: none"> <li>• “Time Log” Activity 7.1 <i>Strategies for Success</i> (Unit 7) <i>(Assign the time log for the week to revisit next Monday)</i></li> </ul>	<p><b>1. AVID Binder Set Up &amp; Grading</b></p> <ul style="list-style-type: none"> <li>• “AVID Binder Check Grading Practice”</li> <li>• “AVID Binder Grade Sheets”</li> <li>• “Got P-M-I (+ - !) for Your Binder Check?”</li> <li>• “AVID Classroom Binder Check With Classroom Form”</li> <li>• “How Does Your AVID Binder Compare?”</li> <li>• “AVID Binder Response Form and Reflection Activities” Activity 2.2 <i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</li> </ul>	<p><b>1. Refining Cornell Notes</b></p> <ul style="list-style-type: none"> <li>• Using Cornell Notes students have already taken this year, assess and ratchet up expectations using the following activities: “Cornell Notes Activities for the Note-taking System;” “Cornell Note Practice;” “Is There a Short Cut?;” “Student Cornell Note Content Samples;” “How Do You Grade Cornell Notes?;” “Cornell Note-Taking Checklist;” and “Cornell Notes Rubric” Activity 2.4 <i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• “Taking Notes: Some Tips” Activity 3.1 and “STAR Notetaking Strategy” Activity 3.6 <i>Strategies for Success</i> (Unit 3)</li> </ul>	<p><b>1. Tutorial Process</b></p> <ul style="list-style-type: none"> <li>• “Tutorial Process Graphic, Step 1: Tutorial Preparation Outside the AVID Classroom” Activity 2.3 <i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</li> </ul> <p><b>2. Cornell Notes</b></p> <ul style="list-style-type: none"> <li>• “Tips for Studying with Notes” Activity 3.7 <i>Strategies for Success</i> (Unit 3)</li> <li>• “High School Cornell Notes Sample” <i>Organizing the AVID Student Binder</i> (Unit 2)</li> </ul> <p><b>3. Inquiry</b></p> <ul style="list-style-type: none"> <li>• “Three-Story House Poem and Graphic;” “Vocabulary for Costa’s Levels of Thinking And Questioning;” and “Costa’s Content Specific Questions” Activity 2.5 <i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</li> </ul>	<p><b>1. Successful Class Interactions</b></p> <ul style="list-style-type: none"> <li>• “What It Takes to Make Me Feel Comfortable Here” Activity 5.2 <i>Strategies for Success</i></li> <li>• <a href="http://www.avidonline.org">www.avidonline.org</a> &gt; <i>MyAVID</i> &gt; <i>file sharing</i> &gt; <i>Elective Program</i> &gt; <i>Collaboration</i></li> </ul> <p><b>2. Time Management</b></p> <ul style="list-style-type: none"> <li>• Reminder that completed “Time Log” is due Monday</li> </ul> <p><b>3. Binder Check</b></p> <ul style="list-style-type: none"> <li>• Check for binder set-up. First binder check is next Friday.</li> </ul>

Week Three At-A-Glance				Grade 10
Week 3 Focus: Inquiry and Cornell note taking in preparation for tutorials; Costa’s Levels of Questioning; participating positively in group activities				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Time Management</b></p> <ul style="list-style-type: none"> <li>• “Time Log Reflection;” Activity 7.1</li> <li>• “Time Management Questionnaire;” Activity 7.2</li> <li>• “Barriers &amp; Solutions to Using Time Effectively;” Activity 7.3 and “Get Ready, Get Set...Plan” Activity 7.4</li> </ul> <p><i>Strategies for Success</i> (Unit 7)</p> <p><b>2. Learning Logs</b></p> <ul style="list-style-type: none"> <li>• “Learning Log Questions” Activity 4.1</li> </ul> <p><i>Strategies for Success</i> (Unit 4)</p> <ul style="list-style-type: none"> <li>• Ask students to respond to the questions for one content area.</li> <li>• Encourage students to share responses with partner.</li> </ul>	<p><b>1. Inquiry</b></p> <ul style="list-style-type: none"> <li>• “What Do Inquiring Minds Wanna Know?” Activity 2.5</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</p>	<p><b>1. Inquiry</b></p> <ul style="list-style-type: none"> <li>• “Moving on Up: Writing Higher Level Questions” and “Steps to the Inquiry Process in Tutorials” Activity 2.5</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</p> <p><b>2. Inquiry</b></p> <ul style="list-style-type: none"> <li>• “Tutorial Process Graphic, Step 2: Complete the Tutorial Request Form for Homework” Activity 2.6</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</p>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• “Tutorial Request Forms” Activity 2.7</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</p> <ul style="list-style-type: none"> <li>• “Guidelines for Effective Tutorials” Activity 3.2</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i> (Unit 3)</p> <ul style="list-style-type: none"> <li>• “P-Q-R-S-T Guidelines for Effective Tutorials” Activity 3.2</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i> (Unit 3)</p> <ul style="list-style-type: none"> <li>• “Guide on the Side” Activity 3.2</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i> (Unit 3)</p>	<p><b>1. Learning Logs</b></p> <ul style="list-style-type: none"> <li>• Ask students to write about their understanding of inquiry and its connection to effective tutorials. using “Learning Log Questions” Activity 4.1</li> </ul> <p><i>Strategies for Success</i> (Unit 4)</p> <ul style="list-style-type: none"> <li>• Partner Share</li> </ul> <p><b>2. Binder Checks</b></p> <ul style="list-style-type: none"> <li>• Since this is the first binder check, it may be done as a self or peer check while tutors assist students.</li> <li>• “AVID Binder Response Form and Reflection: Form A” Activity 2.2</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i> (Unit 2)</p>

Week 4 Focus: Clear understanding of tutorial process with emphasis on collaborative group dynamics; AVID tutorial learning process

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Time Management</b></p> <ul style="list-style-type: none"> <li>• “Interview Questions” Activity 7.8 <i>Strategies for Success</i> (Unit 7)</li> <li>• “Backwards Mapping Template” Activity 7.9 <i>Strategies for Success</i> (Unit 7)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>In the fourth week, many students will have a better understanding of the time commitments of accelerated or AP courses. The Backwards Mapping Template is useful in helping them plan accordingly.</i></p> </div>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• “Let’s Collaborate Group Activity” Activity 3.5 <i>AVID Tutorial Support Teacher Guide</i> (Unit 3)</li> </ul>	<p><b>1 Tutorial</b></p> <ul style="list-style-type: none"> <li>• “Presenting and Questioning” Activity 3.7 <i>AVID Tutorial Support Teacher Guide</i> (Unit 3)</li> <li>• “Ideal Tutor and Student” –Revisit and Revise. Activity 1.9 <i>AVID Tutorial Support Teacher Guide</i> (Unit 1)</li> <li>• “Inquiry in Tutorials” <i>Strategies for Success</i> (Unit 8)</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• “Expectations Venn Diagram” Activity 1.5 <i>AVID Tutorial Support Teacher Guide</i> (Unit 1)</li> <li>• “AVID Tutorial Responsibilities” and “The Tutorial Continuum” <i>Strategies for Success</i> (Unit 8)</li> </ul>	<p><b>1. Tutorial Reflection</b></p> <ul style="list-style-type: none"> <li>• “Revising Lower-level Questions Flowchart” and “Goals for AVID Tutorials” Activity 3.10 <i>AVID Tutorial Support Teacher Guide</i> (Unit 3)</li> </ul> <p><b>2. Binder Checks</b></p>

Week 5 Focus: Goal-setting and setting and following up on appropriate goals; long term community service involvement; beginning of first writing project; recording information gained by listening

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Goal Setting Introduction</b></p> <ul style="list-style-type: none"> <li>• Revisit students’ three-year plans (or six-year plans) and readjust or expand academic goals using “Goal Setting Outline” Activity 9.1 <i>Strategies for Success</i> (Unit 9)</li> <li>• Set goals around community service, extracurricular activity involvement, and academic tests (PSAT,PLAN, High School Exit Exams. Activity 9.1 <i>Strategies for Success</i> (Unit 9)</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Revisit “Goals for AVID Tutorials” Activity 3.10 (from last Friday) <i>AVID Tutorial Support Teacher Guide</i> (Unit 3)</li> </ul>	<p><b>1. Explanation of Life Goals (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• “Prewriting” Steps 1 (List) through Step 6 (List) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Teachers, be sure to schedule the library / computer lab for Monday’s class.</i></p> </div>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• After Tutorial: “Reflection: Checking Your Checking” Activity 4.1 <i>AVID Tutorial Support Teacher Guide</i> (Unit 4)</li> </ul>	<p><b>1. Guest Speaker</b></p> <ul style="list-style-type: none"> <li>• “Guest Speakers” <i>Strategies for Success</i> (Unit 15)</li> <li>• Invite an AVID Counselor or someone else to help them define their academic goals and discuss possible college/ career choices.</li> </ul>

Week 6 Focus: Continuation of “Explanation Life Goals” Expository Essay; research methods; pre-writing; contributing effectively to discussions

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Explanation of Life Goals (Prewriting)</b></p> <ul style="list-style-type: none"> <li>Teachers will need to schedule library or computer lab time for these activities</li> <li>Step 7 (Research) and Step 8 (Add to Clusters) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> <li>Students should complete Step 9 (Quickwrite) for homework in preparation for Wednesday’s class. Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Explanation of Life Goals (Prewriting)</b></p> <ul style="list-style-type: none"> <li>Step 9 (Quickwrite). Review from Monday’s homework.</li> <li>Step 10 (Explain Assignment/Rubric)</li> <li>“How to Read and Analyze a Writing Prompt” Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</li> <li>Step 11 (Read Models) In this activity, students are asked to read essay models and to interact with the rubric to ensure common expectations for their own paper.</li> <li>Step 12 (Select an Audience, Purpose, &amp; form) and Step 13 (Plan) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul>	<p><b>1. Tutorial (PSAT / test)</b></p> <ul style="list-style-type: none"> <li>Students jigsaw information about college entrance tests found in Unit 4 of <i>College and Careers</i>, as well as information they can search online or from the College/Career Center on campus</li> <li>Students take Cornell Notes based on the following information.                             <ul style="list-style-type: none"> <li>College Entrance Testing</li> <li>What is the PSAT/PLAN? How are they similar/different?</li> <li>What types of questions are asked on the PSAT/PLAN?</li> <li>What does the PSAT/PLAN measure?</li> <li>How can I prepare for these tests?</li> </ul> </li> </ul> <p>“Beyond the Classroom” <i>College and Careers</i> (Unit 4)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>In preparation for the October PSAT, Thursday tutorials will be dedicated to PSAT Prep. Teachers may also want to begin each day with one or two practice questions in the weeks leading up to the test.</i></p> </div>	<p><b>1. Philosophical Chairs</b></p> <p><i>Strategies for Success</i> (Unit 11)</p> <p>“Goal” Quotes:</p> <p><u>John F. Kennedy</u>: “Change is the law of life. And those who look only to the past or present are certain to miss the future.”</p> <p><u>Michelangelo</u>: “The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”</p> <p><b>2. Binder Checks</b></p>

Week 7 focus: Advancing a thesis; test preparation; “six-trait” tools and feedback to edit and revise drafts; seeking and offering constructive feedback

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Explanation of Life Goals (Drafting)</b></p> <ul style="list-style-type: none"> <li>• Focus Lesson “4.11: Developing an Introduction” <i>High School Writing Curriculum</i> (Unit 4)</li> <li>• “Drafting” Step 1 (Set the Stage) and Step 2 (Write) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul> <div data-bbox="136 865 464 1076" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Students will work at individual paces during these steps. Some of the steps may need to be completed for homework.</i></p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. Explanation of Life Goals (Drafting)</b></p> <ul style="list-style-type: none"> <li>• Step 3 (Revisit thesis) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> <li>• Focus Lesson “4.10: Developing a Thesis Statement” <i>High School Writing Curriculum</i> (Unit 4)</li> </ul> <p><b>2. Explanation of Life Goals (Reader Response)</b></p> <ul style="list-style-type: none"> <li>• Step 1 (Verbal Feedback using Student Handout 2.5 from “Writing Process” Unit 2) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> <li>• Step 2 (Written Feedback using Student Handout 2.8 from “Writing Process” Unit 2) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul>	<p><b>1. Tutorial (PSAT)</b></p> <ul style="list-style-type: none"> <li>• Cornell Notes: review basic test-taking strategies; examine the directions for each type of question</li> <li>• Tutorial on PSAT practice questions.</li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• <i>College and Careers</i> (“Beyond the Classroom” Unit 4)</li> <li>• <a href="http://www.collegeboard.com">www.collegeboard.com</a> (for sample PSAT questions)</li> <li>• <i>Check with college / career counselor for test prep books</i></li> </ul>	<p><b>1. Explanation of Life Goals (Revising)</b></p> <ul style="list-style-type: none"> <li>• Step 1 (Model)</li> <li>• Step 2 (Revise)</li> <li>• Step 3 (Timeline) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul> <p><b>2. Explanation of Life Goals (Editing)</b></p> <ul style="list-style-type: none"> <li>• Step 1 (Specific Focus Lesson) and Step 2 (General Editing) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> <li>• Based on student needs, choose the most appropriate focus lessons from Unit 4</li> <li>• Suggested Focus Lessons:             <ol style="list-style-type: none"> <li>1. “4.6: Using ‘Showing’ Writing”</li> <li>2. “4.14: Developing a Conclusion”</li> <li>3. “4.17: Sentence Combining/ Revision” <i>High School Writing Curriculum</i> (Unit 4)</li> </ol> </li> </ul>

Week 8 focus: Completing writing process; self evaluation; listening strategies; participating positively in group activities

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Explanation of Life Goals (Editing)</b></p> <ul style="list-style-type: none"> <li>• Step 3 (Remind), Step 4 (Rewrite), and Step 5 (Final Proofread) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> <li>• “Self-Evaluation / Reflection” (Student Handout 2.11 from Unit 2)</li> </ul> <p><b>(Publishing)</b></p> <ul style="list-style-type: none"> <li>• Step 1 (Distribute) and Step 2 (For the Teacher) Activity 6.1 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Use Author’s Chair: Students are invited to read Explanation of Life Goals</i></p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. Updating the Six-Year Plan</b></p> <ul style="list-style-type: none"> <li>• After completing the Life Goals essay, this activity is an opportunity for students to review 9<sup>th</sup> grade transcripts, to evaluate individual progress, and to ensure that academic progress is aligned with goals</li> <li>• This is also a powerful opportunity for college tutors to discuss their experiences.</li> <li>• Provide a “reality check” with activities that will encourage students. “Updating the Six-Year Plan” <i>College and Careers</i> (Unit 4)</li> </ul>	<p><b>1. Tutorial (PSAT)</b></p> <ul style="list-style-type: none"> <li>• PSAT questions</li> <li>• Lead students in goal setting for PSAT</li> </ul>	<p><b>1. Philosophical Chairs</b></p> <ul style="list-style-type: none"> <li>• Review “Rules of Engagement” <i>Strategies for Success</i> (Unit 11)</li> </ul> <p>Suggested Prompts:</p> <ul style="list-style-type: none"> <li>• All public education, including post-secondary education, should be free</li> <li>• If you have a high SAT scores and an “A” average, you should be able to go to any college you choose</li> <li>• Be sure to allow time for reflection / learning log. <i>Strategies for Success</i> (Unit 4)</li> </ul> <p><b>2. Binder Checks</b></p>

Week Nine At-A-Glance

Grade 10

Week 9 focus: Reflection on 9<sup>th</sup> grade experiences and preparing for college activities; writing to learn; setting and following up on appropriate goals; college file

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Knowledge of Self</b></p> <ul style="list-style-type: none"> <li>• T-chart and oral sharing of negatives and positives of ninth grade experience; quickwrites about what they learned from past experiences</li> <li>• “Looking Back at Ninth Grade” Activity 4.1 <i>College and Careers</i> (Unit 4)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Knowledge of Self</b></p> <ul style="list-style-type: none"> <li>• “My Accomplishments” Activity 4.2 <i>College and Careers</i> (Unit 4)</li> <li>• “Making good Decisions about the Future” Activity 4.3 <i>College and Careers</i> (Unit 4)</li> <li>• Revisit “Going Beyond the Classroom: Update Extracurricular Activities Log” (from ninth grade) Activity 3.8 <i>College and Careers</i> (Unit 3)</li> </ul>	<p><b>1. Tutorial (PSAT)</b></p> <ul style="list-style-type: none"> <li>• PSAT questions</li> </ul>	<p><b>1. Teambuilding</b></p> <ul style="list-style-type: none"> <li>• “Amnesia Game” - A participant is identified as suffering from amnesia. That person needs to pretend not to know anything about the past. The rest of the group tells some things that help the amnesia victim to remember and to become the same person as before. The amnesia person can ask questions to gain more insight about who they are. Encourage students to practice Levels of Questioning and ask higher level thinking questions!</li> </ul> <p><i>(<a href="http://www.oakharborcheer.com/TeamBuildingGames.html">http://www.oakharborcheer.com/TeamBuildingGames.html</a>)</i></p>

Week Ten At-A-Glance				Grade 10
Week 10 focus: A look at leadership and ways to get involved in school communities; leadership models; active citizenship on multiple levels				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Beyond the Classroom</b></p> <ul style="list-style-type: none"> <li>• Leadership: ask students to define leadership and to include an example that illustrates that definition “Beyond the Classroom: Through” <i>College and Careers</i> (Unit 4)</li> <li>• Philosophical Chairs <i>Strategies for Success</i> (Unit 11)</li> </ul> <p>Suggested Leadership quotes:</p> <p>“Our chief want is someone who will inspire us to be what we know we could be.” (R.W. Emerson)</p> <p>“All leadership is influence.” (John Maxwell)</p> <p>“Leadership cannot really be taught. It can only be learned.” (Harold Green)</p>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Students should have received their latest progress report. It’s important during the next 6 weeks of tutorial that they are bringing questions for the classes in which they are struggling.</li> </ul>	<p><b>1. Beyond the Classroom</b></p> <ul style="list-style-type: none"> <li>• Leadership: Ask students to list people who they believe are leaders on campus, in the community, or at the state, national, international levels.</li> <li>• Have them write about the differences between positive and negative leadership and add to the list names of persons who display negative leadership.</li> <li>• Also discuss prospective occupations in which they are interested. How do these careers require leadership skills?</li> <li>• Goal Setting Activity: Have students set a goal of achieving a leadership position in some capacity no later than junior year and explain the steps they need to take to reach this position. “Beyond the Classroom: Through” <i>College and Careers</i> (Unit 4)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. College Fieldtrip</b></p> <ul style="list-style-type: none"> <li>• As students learn about the college, be sure to ask the tour guide to discuss organizations or activities in which the students may participate at the college level (i.e. clubs, sororities, fraternities, intramural sports, student govt., etc.)</li> <li>• Also discuss how students can go beyond participation and take on leadership roles. “Beyond the Classroom: Beyond” <i>College and Careers</i> (Unit 4)</li> </ul> <p style="text-align: center;">OR</p> <p><b>2. College Guest Speaker/Community Leader</b></p> <ul style="list-style-type: none"> <li>• Encourage guests to reinforce the concepts of leadership and commitment</li> <li>• Thank you letters <i>Strategies for Success</i> (Unit 15)</li> </ul>

Week 11 focus: College research; campus life; collegiate options

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. College Research</b></p> <ul style="list-style-type: none"> <li>• Quickwrite: If you were to choose a college today, which one would it be and why? What are some factors to consider when choosing a college?</li> <li>• Students share with a partner and then as a whole class. Students should record everyone’s ideas and reasons for their choices. “College Research: Into” <i>College and Careers</i> (Unit 4)</li> <li>• “Thinking about the Best College” Activity 4.6 <i>College and Careers</i> (Unit 4)</li> <li>• Facilitate class in discussion to help them understand how their responses translate into choosing a campus that fits their personalities</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. College Research</b></p> <ul style="list-style-type: none"> <li>• “The Ideal College” Activity 4.7 <i>College and Careers</i> (Unit 4)</li> <li>• Quickwrite: Would you still choose the same college you did on Monday? If so, explain how this college fits your personality and goals. If not, tell why this college is not a good fit for you. “College Research: Through” <i>College and Careers</i> (Unit 4)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Teambuilding: “All Aboard”</b></p> <ul style="list-style-type: none"> <li>• Take a large sheet and spread it on the floor.</li> <li>• All students stand on sheet together.</li> <li>• Next, fold the sheet in half, and all students stand on sheet together.</li> <li>• Fold sheet even smaller, and continue the process.</li> <li>• Eventually, the sheet will be so small that the students will need to use cooperation, teamwork, and ingenuity to get the whole class on the sheet without anyone falling off the sheet.</li> </ul> <p>(<a href="http://www.oakharborcheer.com/TeamBuildingGames.html">http://www.oakharborcheer.com/TeamBuildingGames.html</a>)</p> <p><b>2. Binder Checks</b></p>

Week 12 focus: Continuing college research; campus life and collegiate options; research methods

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. College Research</b></p> <ul style="list-style-type: none"> <li>• “Finding Colleges That Fit” Activity 4.8 /“College Research: Beyond” <i>College and Careers</i> (Unit 4) (Requires Library / internet access)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Activity 4.8 is a sample “Guided Internet Lesson.” Teachers may use this sample as written, or as a model to create a unique lesson for specific colleges. This is an ideal time to introduce students to a wide range of web resources, including websites for your local/state universities. Students are also encouraged to create online accounts at prospective universities so that they can receive more information.</p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. College Research</b></p> <ul style="list-style-type: none"> <li>• Students should continue their college research in the computer lab. Be sure to supply them with plenty of website options (check the “Resources” pages at the end of the <i>College and Careers</i> book). Also ask the college counselor for additional sites.</li> <li>• “College Research Worksheet” Activity 4.9 <i>College and Careers</i> (Unit 4)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. College Fieldtrip</b></p> <ul style="list-style-type: none"> <li>• If possible, visit a campus that many of your students are interested in attending.</li> </ul> <p style="text-align: center;">OR</p> <p><b>2. Continue College Research</b></p>

Week 13 Focus: Continuing college research and making effective presentations

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. College Research</b></p> <ul style="list-style-type: none"> <li>• Students should complete their research and begin working on their presentations. “College Research” <i>College and Careers</i> (Unit 4)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>There’s no formal assessment described in this project, but it’s recommended that the students synthesize this information and present it to the class in some original format. Some suggestions are: PowerPoint presentation to the class; display board of the campus and then a full class gallery walk where all students can view and learn about each college; a college brochure where students are persuaded to attend based on the information gathered and presented.</p> <p>Not all students have to do the same type of presentation, but it is important that the information is presented to the class.</p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. College Research</b></p> <ul style="list-style-type: none"> <li>• Students have time in class to work on the college research presentation.</li> <li>• The class should also work together to craft a rubric to assess the presentations. A model can be found in Activity 14.7 from <i>Strategies for Success</i> (Unit 14).</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. College Research</b></p> <ul style="list-style-type: none"> <li>• Class presentations Rubric Activity 14.7 <i>Strategies for Success</i> (Unit 14)</li> <li>• As students present, the audience should be taking Cornell notes and asking clarifying questions of the presenter.</li> </ul>

Week 14 focus: Public speaking practice; making effective presentations; listening strategies; participating positively in group activities

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Public Speaking</b></p> <ul style="list-style-type: none"> <li>• Ask students to define public speaking and to generate a list of occupations that require public speaking and those that involve no public speaking</li> <li>• Introduce “Public Speaking Terminology” and ask students to evaluate what aspects of public speaking are easy for them and which ones are difficult Activity 14.1 <i>Strategies for Success</i> (Unit 14)</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• In addition to tutorial, arrange individual conferences with the students to discuss their progress in their content classes and to assess their needs.</li> </ul>	<p><b>1. Public Speaking</b></p> <ul style="list-style-type: none"> <li>• Generate a list of “Things that Show I’m Listening” (this list will be your audience standards or “norms” during student presentations).</li> </ul> <p><b>2. Fish Bowl Speeches</b></p> <ul style="list-style-type: none"> <li>• Ask students to write down topics (on small pieces of paper) they’d like to hear classmates present spontaneous mini-speeches on. Place topics in a fishbowl.</li> <li>• Drawing a topic, teacher models a brief speech on something silly and informal.</li> <li>• Class creates a rubric based on teacher model.</li> <li>• Ask for student volunteers.</li> <li>• All students will do a fishbowl speech in small groups on Friday. Activity 14.2/14.7 <i>Strategies for Success</i> (Unit 14)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Public Speaking</b></p> <ul style="list-style-type: none"> <li>• Fish Bowl Speeches with rubric and feedback forms</li> <li>• In groups of 5 – 7 (each group with their own “fishbowl” of topics, students will take turns presenting short ( 1-3 minutes) speeches.</li> <li>• After each speech, the small groups will complete the rubric and give informal feedback.</li> <li>• Reflection: Students reflect upon the fishbowl experience. Activity 14.2/14.7 <i>Strategies for Success</i> (Unit 14)</li> </ul> <p><b>2. Binder Checks</b></p>

Week 15 focus: Timed writing and academic vocabulary practice

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Timed Writing</b></p> <ul style="list-style-type: none"> <li>Steps 1 – 3: Students are asked to brainstorm common timed writing situations, to compare and contrast timed writing and process writing, and to discuss how they can transfer their knowledge about the writing process to timed writing situations. Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Timed Writing</b></p> <ul style="list-style-type: none"> <li>Steps 4 &amp; 5: Unpacking timed writing prompts Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</li> </ul> <p><b>2. Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>Using “Academic Vocabulary,” Student Handout 8.1b, students create vocabulary/concepts maps for each term. You may want to use the jigsaw strategy and have group members teach one another the terms. Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Philosophical Chairs</b></p> <ul style="list-style-type: none"> <li>Choose a controversial current event to read about and then discuss or use a controversial topic from the topics in <i>Strategies for Success</i> (Unit 11).</li> </ul> <p><b>2. Binder Checks</b></p>

Week 16 focus: Timed writing practice

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Timed Writing</b></p> <ul style="list-style-type: none"> <li>Steps 6 – 9: Students are to annotate, dissect, and create an organizer or visual representation of the prompt. They should also create a cluster and write a brief outline detailing the information to include in the essay. Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Timed Writing</b></p> <ul style="list-style-type: none"> <li>Steps 10 – 14: These are the final pre-writing activities where students will practice on several timed writing prompts.</li> <li>Teachers may substitute additional prompts and may want to model several with the whole class. Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Teambuilding</b></p> <ul style="list-style-type: none"> <li>“Encouragement” Write each student’s name on a single, separate piece of paper.</li> <li>Sit students in a circle with their piece of paper and ask students to pass their paper to the right.</li> <li>At that point, everyone has 30 seconds to write something affirming or encouraging about the person whose name is at the top of the page.</li> <li>After 30 seconds, pass again to the right and repeat the process until the paper returns to the original person. At the end of the exercise, each student leaves with a sheet of encouraging words about themselves.</li> <li>Discuss the power of positive affirmation in groups and on teams. Evaluate the AVID classroom and compare it to other settings.</li> </ul> <p><i>(<a href="http://www.oakharborcheer.com/TeamBuildingGames.html">http://www.oakharborcheer.com/TeamBuildingGames.html</a>)</i></p>

Week 17 focus: Timed writing practice

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Timed Writing</b></p> <ul style="list-style-type: none"> <li>• Step 15: Practice Writing an actual essay in a specified period of time.</li> <li>• Be sure the prompt is not too complicated, is fair to students, and lends itself to a clear organizational format.</li> <li>• Using released test questions from the SAT or state exit exams is a good resource.</li> <li>• Also be sure to give a good 50 – 60 minutes, so that you can scale the minutes back later as the students improve.</li> </ul> <p>Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</p>	<p><b>1. Tutorial</b></p>	<p><b>1. Timed Writing</b></p> <ul style="list-style-type: none"> <li>• Step 16: Scoring the prompt</li> <li>• This can be done in pairs using a specific rubric for the prompt.</li> <li>• Students should also reflect upon the experience and set goals for their next attempt.</li> </ul> <p>Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</p>	<p><b>1. Tutorial</b></p>	<p><b>1 Teambuilding</b></p> <ul style="list-style-type: none"> <li>• “Create Your Own Island”</li> <li>• Divide class into several groups of five.</li> <li>• Students are asked to create an island that represents their group members.</li> <li>• This can be done as a brochure or a large map.</li> <li>• The information must include: name of island, attractions / landmarks on the island, common activities, flag, national anthem, etc.</li> <li>• Encourage groups to reflect upon past lessons on leadership and team building. As they create their island, keep these lessons in mind and incorporate them into the overall “story of their island”</li> <li>• Groups should present their island, revealing the lessons they have learned.</li> </ul>

Week 18 focus: Preparation of semester finals; test-taking strategies; timed writing practice and/or assessment

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Test Taking Strategies</b></p> <ul style="list-style-type: none"> <li>In preparation for finals, review unit 13.</li> <li>Review with the students what is expected of them on each of their finals and the types of finals they will be taking. <i>Strategies for Success</i> (Unit 13)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Test Taking Strategies</b></p> <ul style="list-style-type: none"> <li>Jigsaw, discuss, and review the 10 “Test-Taking Tips.” Students can create posters or flip books as a way to remember these strategies. <i>Strategies for Success</i> (Unit 13)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Timed Writing</b></p> <ul style="list-style-type: none"> <li>This can be another practice or it can act as the AVID 1<sup>st</sup> semester final. Activity 8.1 <i>High School Writing Curriculum</i> (Unit 8)</li> </ul> <p><b>2. Binder Checks</b></p>

Week 19 focus: Career research; research methods; using information ethically; career paths options

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Career Research (Prewriting)</b></p> <ul style="list-style-type: none"> <li>Engage students in Step 1 (Choose a Topic) activities A – H. Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>As an AVID class, it is important to take this time at the end of the semester to reflect and assess the tutorial practice.</li> </ul> <p>Suggested Activities (use most appropriate):</p> <ul style="list-style-type: none"> <li>“Reflection: Maximizing Tutorial Time” Activity 5.1</li> <li>“Teacher Reflection” Activity 5.2</li> <li>Reflective Thinking About your Coaching as a Teacher” Activity 5.2</li> </ul> <p><i>AVID Tutorial Support Teacher Guide</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>It is also suggested that you survey the students and tutors regarding their feelings/ opinions of the tutorial process.</p> </div>	<p><b>1. Career Research (Prewriting)</b></p> <ul style="list-style-type: none"> <li>Engage students in Steps 2 – 6. Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Be sure to schedule a day in the library / computer lab for research. Also, you may want to give your librarian a list of the chosen careers so he/she can pull some sources aside for your students.</p> </div>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>As a class, debrief Tuesday’s reflections/surveys.</li> <li>Discuss ways to improve the tutorial process.</li> <li>Based on student surveys, determine lessons that may need to be revisited.</li> <li>Engage students in “mock tutorials” that demonstrate the challenges students are facing in tutorials. Ask students to find their own solutions to the challenges they encounter.</li> </ul>	<p><b>1. Career Research (Focus Lesson)</b></p> <ul style="list-style-type: none"> <li>Have students review their quickwrites and career research questions (from Wednesday).</li> <li>Focus Lesson “4.15: Using MLA Format to Document Research Sources” <i>High School Writing Curriculum</i> (Unit 4)</li> <li>Student Handout “4.15a: Options for Tracking Sources and Taking Notes” <i>High School Writing Curriculum</i> (Unit 4)</li> </ul> <p><b>2. Binder Checks</b></p>

Week 20 focus: Career research; research methods; using information ethically; career paths options; guest speaker

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Career Research (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Step 7 (Print Resources) Using last Friday’s notes and handouts on MLA, give students time to research in the library. Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> <li>• Provide students with note cards or a graphic organizer as an aid for gathering the necessary bibliographic information.</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1 Career Research (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Step 8 and 9 (Field Research, Interview and Workplace Observation) As a means to augment the research, it is suggested that students conduct personal interviews with people in the profession or observe the workplace for a day. Although this is an important piece of the assignment, it is not necessary for its completion.</li> <li>• Review materials provided if students will conduct an interview or workplace observation.</li> <li>• If students cannot schedule a fieldwork experience or interview, students should spend another day in the library completing their research and notes. Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Encourage students to invite a “field research” subject to come to the classroom as a guest speaker for next Friday’s class.</p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. Guest Speaker</b></p> <ul style="list-style-type: none"> <li>• From Career Research Project</li> <li>• This can be one or a series of speakers from the student’s fieldwork assignments.</li> <li>• If those speakers are not available, try to arrange a speaker from one of your students’ chosen professions.</li> <li>• Remember the Cornell notes and the thank you letter! <i>Strategies for Success</i> (Unit 15)</li> </ul> <p><b>2. Binder Checks</b></p>

Week 21 focus: Research writing process; “six trait” tools and feedback to edit & revise drafts; formulating and advancing a thesis (theme); producing pieces for audience and purpose

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Career Research (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Step 10 (Plan) - Students should consolidate their gathered information and create an outline by synthesizing the information into a workable outline.</li> </ul> <p><b>(Drafting)</b></p> <ul style="list-style-type: none"> <li>• Step 1 (Theme) - Ask students to identify a unifying theme for their piece that can be used throughout their writing.</li> <li>• Steps 2-5 (Introduction – Write) - Using completed outline, review audience, purpose, and format.</li> <li>• Draft the essay. Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Career Research (Drafting)</b></p> <ul style="list-style-type: none"> <li>• Complete steps 6 – 7 (Revisit the Introduction and Blending Research) through focus lessons and modeling.</li> <li>• Focus Lesson: “4.11 Developing an Introduction” using Student Handout 4.11b, “What’s in an Introduction” <i>High School Writing Curriculum</i> (Unit 4)</li> <li>• Focus Lesson: “4.13 Integrating Quotations” using Student Handouts 4.13a &amp; b</li> </ul> <div data-bbox="915 948 1264 1268" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Teachers are to introduce and model the focus lessons on introductions and integrating quotations. After modeling each, give students time to practice with their paper, share with a partner, and edit where necessary.</p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. Career Research (Drafting)</b></p> <ul style="list-style-type: none"> <li>• Step 8 (“Works Cited” Page) Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> <li>• Focus Lesson “4.15 Using MLA Format to Document Research Sources” <i>High School Writing Curriculum</i> (Unit 4)</li> <li>• Focus Lessons “4.15b Crediting Sources within Your Text” and “4.15c Guidelines for Creating a “Works Cited’ Page” <i>High School Writing Curriculum</i> (Unit 4)</li> </ul> <p><b>2. Binder Checks</b></p>

Week 22 focus: Final drafting and self-evaluation of career research & Socratic Seminar introduction

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Career Research (Reader Response)</b></p> <ul style="list-style-type: none"> <li>Steps 1 and 2 (Verbal Feedback and Written Feedback) Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul> <p><b>2. Career Research (Revising/Editing)</b></p> <ul style="list-style-type: none"> <li>Steps 1-4 (Model – Repeat) and Steps 1-5 (Specific Focus Lesson – Final Proofread) Based on feedback and using the rubric as a guide, students are to revise their paper for the final draft. Student Handout 6.2b, Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>Students may use this tutorial to continue revising the college research paper, if necessary.</li> </ul> <p>OR</p> <p><b>2. Career Research</b></p> <ul style="list-style-type: none"> <li>Students are to type their final drafts</li> </ul> <p>OR</p> <p><b>3. Career Research</b></p> <ul style="list-style-type: none"> <li>Student Handout 2.11. Students choose 3 -5 questions in which to reflect about the writing process just completed. <i>High School Writing Curriculum</i> (Unit 2)</li> <li>Also, have students assess their learning using the rubric for this paper, Student Handout 6.2b Activity 6.2 <i>High School Writing Curriculum</i> (Unit 6)</li> <li>Select a due date for the final draft.</li> </ul>	<p><b>1. Socratic Seminar (Introduction)</b></p> <p>As this is the first Socratic Seminar, it is imperative that students understand the following concepts:</p> <ul style="list-style-type: none"> <li>“Dialogue vs. Debate”</li> <li>“The Elements of Socratic Seminars”</li> <li>“The Role of the Leader”</li> <li>“The Role and Responsibilities of the Seminar Participant”</li> <li>“Socratic Seminar Group Guidelines”</li> </ul> <p><i>Strategies for Success</i> (Unit 12)</p> <p><b>2.</b> Use “Socratic Seminar Lesson Outline” to guide the first seminar <i>Strategies for Success</i> (Unit 12)</p>	<p><b>1. Socratic Seminar (Read &amp; Question)</b></p> <ul style="list-style-type: none"> <li>Review annotation (Activity 1.4) and storyboarding (Activity 1.3) as reading/writing to learn strategies <i>High School Writing Curriculum</i> (Unit 1)</li> <li>Read selected text aloud as students annotate and perhaps visualize images or figurative language by drawing symbols or pictures.</li> <li>Students read text individually and complete additional annotations or symbols.</li> <li>Pair share student work.</li> </ul> <p><b>2. Questioning</b></p> <ul style="list-style-type: none"> <li>Review “Guidelines for Developing Questions,” “Developing Opening, Core, and Closing Questions,” and “Questions Planning Template” <i>Strategies for Success</i> (Unit 12)</li> </ul>	<p><b>1. Socratic Seminar (Seminar &amp; Debrief)</b></p> <ul style="list-style-type: none"> <li>Give students time to revisit their annotated text and questions from yesterday.</li> <li>Review guidelines and expectations of seminar.</li> <li>Determine if whole class or fishbowl is most appropriate.</li> <li>Conduct Seminar. Use “Observation Form: Inner-Outer Discussion Circle” <i>Strategies for Success</i> (Unit 12)</li> </ul> <p><b>2. Debrief</b></p> <ul style="list-style-type: none"> <li>“Critiquing or Debriefing the Seminar” and “Socratic Seminar Discussion Debrief” <i>Strategies for Success</i> (Unit 12)</li> </ul>

Week 23 focus: College preparation; completing sample college application with semester grades

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Sample College Application</b></p> <ul style="list-style-type: none"> <li>Brainstorm: working in small groups, students should list the information they think a college application will request.</li> <li>Have groups share lists and add things that they may not have thought about (i.e extra-curricular activities, community service, leadership opportunities, etc.)</li> <li>Step by step, begin completing the “Sample Application for State College or University” <i>Colleges and Careers</i> (Unit 4)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>You may want students to complete a local college’s application, an application from their Career Research project, or you can use the sample application provided in <i>Colleges and Careers</i> (Unit 4).</p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. Sample College Application</b></p> <ul style="list-style-type: none"> <li>Be sure students have their portfolios with current transcripts, extracurricular activities logs and other information.</li> <li>Guide students step by step through the application process – be prepared to answer questions regarding social security numbers, family background, and low grades.</li> <li>Be sure to decide ahead of time if you’d like students to fill in their Junior and Senior classes and projected grades or to only work with present, accurate information. “Sample Application for State College or University” <i>Colleges and Careers</i> (Unit 4)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Sample College Application</b></p> <ul style="list-style-type: none"> <li>Ask students to compare and contrast the applications. What are the common elements? What are the differences? How are state colleges/ universities different than private universities?</li> <li>Essay/Personal Statement: Ask students to brainstorm a response for the essay question and write a solid paragraph in response to the prompt. <i>Colleges and Careers</i> (Unit 4)</li> </ul>

Week 24 focus: Argument Essay prewriting and teambuilding

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Argument Essay (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Step 2 (Playing with Logic) Student Handout 7.3b</li> <li>• Step 3 (Models) Show students a variety of argument examples. Help them analyze the persuasive elements, the writer’s stand, evidence, argument, etc.</li> <li>• Step 4 (Define)</li> <li>• Step 5 (Brainstorm) <i>High School Writing Curriculum (Unit 7)</i></li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Argument Essay (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Steps 6-9 (Explain the Assignment and Rubric) – (Share)</li> <li>• Step 10 (Select an Audience, Purpose, and Form) using Student Handout 7.3a</li> <li>• Step 11 (Position Statement) using Student Handout 7.3d</li> <li>• Step 12 (Identify Pros / Cons) using Student Handout 7.3d Activity 7.3 <i>High School Writing Curriculum (Unit 7)</i></li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Be sure to schedule the library / computer lab for Monday’s class</p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. Teambuilding</b></p> <ul style="list-style-type: none"> <li>• Students will read and discuss Sandra Cisneros’ vignette “Those Who Don’t”</li> <li>• Using the vignette as a model, students will create their own story with the theme “We Are Going to College”</li> <li>• This can be done individually, in pairs, or in small groups.</li> </ul> <p style="text-align: center;"> <a href="http://www.avidonline.org">www.avidonline.org</a>&gt;  <i>MyAVID</i>&gt;  <i>file sharing</i>&gt;  <i>Elective Program</i>&gt;  <i>Friday Activities</i> </p> <p><b>2. Binder Checks</b></p>

Week Twenty-Five At-A-Glance

Grade 10

Week 25 focus: Argument Essay prewriting and drafting

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Argument Essay (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Step 13 (Research)</li> <li>• Review Focus Lesson “4.15a Options for Tracing Sources and Taking Notes” as needed. Activity 7.3 <i>High School Writing Curriculum</i> (Unit 7)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Argument Essay (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Step 14 (Appeals)</li> <li>• Step 15 (Solidify Claim)</li> <li>• Step 16 (Plan) using Student Handout 7.3e <i>High School Writing Curriculum</i> (Unit 7)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Argument Essay (Drafting)</b></p> <ul style="list-style-type: none"> <li>• Using prewriting activities and research, students should complete a first draft in class. Activity 7.3 <i>High School Writing Curriculum</i> (Unit 7)</li> </ul>

Week 26 focus: Argument essay reader response and team building

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Argument Essay (Reader Response)</b></p> <ul style="list-style-type: none"> <li>• Step 1 (Focused Feedback)</li> <li>• Step 2 (Initial Revisions)</li> </ul> <p>Activity 7.3 <i>High School Writing Curriculum</i> (Unit 7)</p>	<p><b>1. Tutorial</b></p>	<p><b>1. Argument Essay (Reader Response)</b></p> <ul style="list-style-type: none"> <li>• Step 3 (Verbal Feedback)</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>• Step 4 (Written Feedback)</li> <li>• Step 5 (Timeline)</li> </ul> <p>Activity 7.3 <i>High School Writing Curriculum</i> (Unit 7)</p>	<p><b>1. Tutorial</b></p>	<p><b>1. Teambuilding Activity</b></p> <ul style="list-style-type: none"> <li>• Encourage a sense of teamwork in preparation for further group work and continued peer editing of this paper. Students will represent their ideas/argument in the form of a visual representation and proceed in a discussion about core values and beliefs.</li> <li>• “It Takes A Village” (<a href="http://www.nsrpharmony.org/protocol/doc/it_takes_a_village.pdf">http://www.nsrpharmony.org/protocol/doc/it_takes_a_village.pdf</a>)</li> </ul> <p><b>2. Binder Checks</b></p>

Week 27 focus: Argument essay revising and editing and self reflection

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Argument Essay (Editing)</b></p> <ul style="list-style-type: none"> <li>Step 1 (Specific Focus Lesson) Conduct an appropriate lesson for your students’ needs. Activity 7.3 <i>High School Writing Curriculum</i> (Unit 7)/Focus Lessons (Unit 4)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Argument Essay (Editing)</b></p> <ul style="list-style-type: none"> <li>Step 2 (General Editing) – Step 5 (Final Proofread) (These steps can be done individually or in pairs.)</li> </ul> <p><b>2. Argument Essay (Self-Evaluation/Reflection)</b></p> <ul style="list-style-type: none"> <li>Use selected questions from Student Handout 2.11 <i>High School Writing Curriculum</i> (Unit 2)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Socratic Seminar</b></p> <ul style="list-style-type: none"> <li>Based on the success and feedback from the previous Socratic Seminar, refer as needed to the following forms found online. “Handouts/Overheads” <a href="http://www.avidonline.org">www.avidonline.org</a>&gt; <i>MyAVID</i>&gt; <i>file sharing</i>&gt; <i>Elective Program</i>&gt; <i>Inquiry</i>&gt; Socratic Seminars</li> </ul> <p><b>3. Debrief</b> <i>Strategies for Success</i> (Unit 12)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Topic: On Monday, students will begin a service learning project to be followed by a “problem – solution analysis” paper. If possible, try to find an article discussing a problem (&amp; possible solution) that exists in your community, state, or nation.</p> </div>

Week 28 focus: Service learning project (PARC Model)

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Service Learning</b></p> <ul style="list-style-type: none"> <li>Teacher and students brainstorm problems within their school or community.</li> <li>Problems should be “manageable” in that a solution can be implemented relatively quickly.</li> </ul> <p><b>2. Narrow</b></p> <ul style="list-style-type: none"> <li>As a class, students need to narrow down their cause and brainstorm solutions.</li> </ul> <p><b>3. Research</b></p> <ul style="list-style-type: none"> <li>Once problem is decided, students are encouraged to ask parents, peers, other teachers about resources or agencies that work to solve their chosen problem</li> </ul> <p><i>Implementing and Managing the AVID Program</i> (Section Three: Service Learning and the PARC Model)</p>	<p><b>1. Tutorial</b></p>	<p><b>1. Research (Cont.)</b></p> <ul style="list-style-type: none"> <li>Class goes to library/ computer lab for further research on problem (causes, history, and why the problem is difficult to solve). Seek solutions (agencies or individuals already working to combat problem)</li> <li>Students take Cornell notes</li> <li>In groups, students will present their findings in class on Monday</li> </ul> <p><i>Implementing and Managing the AVID Program</i> (Section Three: Service Learning and the PARC Model)</p>	<p><b>1. Tutorial</b></p>	<p><b>1. Socratic Seminar</b></p> <ul style="list-style-type: none"> <li>Use an article /text that directly connects to the service learning problem.</li> <li>Be sure to review seminar expectations &amp; rubrics before the seminar and to debrief after the seminar. <i>Implementing and Managing the AVID Program</i> (Section Three: Service Learning and the PARC Model)</li> </ul> <p><b>2. Binder Checks</b></p>

Week 29 focus: Service learning project (PARC Model)

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Service Learning</b></p> <ul style="list-style-type: none"> <li>• Groups present research findings, highlighting prospective solutions.</li> <li>• Class deliberates regarding the solutions (i.e. feasibility, time commitments, impact on the problem).</li> <li>• Class decides on a solution. Suggested strategy: “4 Corner Debate” <i>(<a href="http://www.educationworld.com/a_lesson/03/lp304-04.shtml">http://www.educationworld.com/a_lesson/03/lp304-04.shtml</a>) Implementing and Managing the AVID Program (Section Three: Service Learning and the PARC Model)</i></li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Service Learning</b></p> <ul style="list-style-type: none"> <li>• Based on Monday’s decisions, class devises a “plan of action” which includes: individual (or perhaps group) responsibilities, timeline with due dates, communication expectations (including publicity of problem and solution), etc.</li> <li>• Begin putting plan into action</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Guest Speaker</b></p> <ul style="list-style-type: none"> <li>• Ideally someone who is involved with the problem and/or someone who can impact the solution <i>Strategies for Success (Unit 15)</i></li> </ul>

Week 30 focus: Service learning project (PARC Model); continued and beginning of problem-solution pre-writing

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Now that while students have a group project in the works, they will now transition to individual problem – solution papers.</i></p> <p><b>1. Problem – Solution Analysis (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Steps 1 – 5: (Guided Visualization) – (Choose A Topic) Students should spend time brainstorming problems that exist in their school, community, state, and nation. As a class, guide students through narrowing their topics and identifying one topic in which they feel passionate. Students should avoid broad social problems in favor of specific issues that can be thoroughly addressed in a short essay.</li> <li>• Students are encouraged to list ideas generated previously during the service learning brainstorms. <i>Activity 7.2 High School Writing Curriculum (Unit 7)</i></li> </ul> <div data-bbox="111 1222 510 1372" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Be sure to schedule the library / computer lab for next Monday’s class.</p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. Problem – Solution Analysis (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Steps 6 – 8: (T-Chart) – (Brainstorm Solutions)</li> </ul> <p>These exercises help students to begin identifying causes, effects, and possible solutions for their problems. They are also asked to question: Who is harmed by the problem? What will happen if the problem is not solved? And, why has the problem not yet been solved? <i>Activity 7.2 High School Writing Curriculum (Unit 7)</i></p> <div data-bbox="900 971 1230 1170" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>The above steps will help students define, clarify, and understand the nature of the problem, as well as its ramifications.</p> </div>	<p><b>1. Tutorial</b></p>	<p><b>1. Problem – Solution Analysis (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Steps 9 – 11: (Review &amp; Narrow Down) – (Generate Questions)</li> </ul> <p>Students are asked to complete Student Handout 7.2b and to generate a list of questions to research during Monday’s class period. <i>Activity 7.2 High School Writing Curriculum (Unit 7)</i></p> <p><b>2. Binder Checks</b></p>

Week 31 focus: Service learning project (PARC Model) continued and problem-solution research

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Problem – Solution Analysis (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Step 12 (Research)</li> </ul> <p>Students will research in the library / computer lab to answer the questions generated during Friday’s class. Be sure to review the bibliographic information they need to record for their sources. Activity 7.2 <i>High School Writing Curriculum</i> (Unit 7)</p>	<p><b>1. Tutorial</b></p>	<p><b>1. Problem – Solution Analysis (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Steps 13 – 19 (Revisit Solution Chart) – (Plan)</li> </ul> <p>These are the last steps in the pre-writing process, so students may move at their own pace. Students learn the expectation of the essay, read models, choose an appropriate purpose, audience, form and plan their essay by completing Student Handout 7.2a and b. Activity 7.2 <i>High School Writing Curriculum</i> (Unit 7)</p>	<p><b>1. Tutorial</b></p>	<p><b>1. Service Learning</b></p> <ul style="list-style-type: none"> <li>• Check in with group / individual progress.</li> <li>• Revise plan of action if needed</li> <li>• Check in next Friday</li> </ul> <p><b>2. Problem-Solution Analysis (Prewriting)</b></p> <ul style="list-style-type: none"> <li>• Continue with Prewriting steps through Step 19</li> </ul> <p>Activity 7.2 <i>High School Writing Curriculum</i> (Unit 7)</p> <p><b>3. Binder Checks</b></p>

Week 32 focus: Service learning project (PARC Model) continued and problem-solution drafting and reader response

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Problem – Solution Analysis (Drafting)</b></p> <ul style="list-style-type: none"> <li>Steps 1 and 2 (Set the Stage and Write) Activity 7.2 <i>High School Writing Curriculum</i> (Unit 7)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Problem – Solution Analysis (Reader Response)</b></p> <ul style="list-style-type: none"> <li>Steps 1 and 2 (Verbal Feedback and Written Feedback) Activity 7.2 <i>High School Writing Curriculum</i> (Unit 7)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Problem Solution Analysis (Revising and Editing)</b></p> <ul style="list-style-type: none"> <li>Depending on the reader responses from Wednesday, several focus lessons can be taught for this essay.</li> </ul> <p><i>Suggested Lessons:</i></p> <ul style="list-style-type: none"> <li>Focus Lesson “4.12 Using Transitions”</li> <li>Focus Lesson “4.17 Sentence Combining/ Revisions”</li> </ul> <p><i>High School Writing Curriculum</i> (Unit 4)</p> <p><b>2. Service Learning</b></p> <ul style="list-style-type: none"> <li>Check in on progress and set dates for implementation and celebrations.</li> </ul>

Week 33 focus: Service learning project (PARC Model) continued and problem-solution essay; revising; editing; and publishing

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Problem – Solution Analysis (Revising)</b></p> <ul style="list-style-type: none"> <li>• Steps 1-4: (Model – Repeat) Using the focus lessons, modeling, and feedback, students should spend time revising their papers.</li> <li>• Students should also read the student samples and rubric for the assignment as they revise to ensure they are meeting all expectations.</li> </ul> <p><i>Activity 7.2 High School Writing Curriculum (Unit 7)</i></p>	<p><b>1. Tutorial</b></p>	<p><b>1. Problem – Solution Analysis (Editing)</b></p> <ul style="list-style-type: none"> <li>• Steps 2-5: (General Editing – Final Proofread) Individually and with a partner, students are to work on their general editing.</li> </ul> <p><i>Activity 7.2 High School Writing Curriculum (Unit 7)</i></p>	<p><b>1. Tutorial</b></p>	<p><b>1. Problem – Solution Analysis (Publishing)</b></p> <ul style="list-style-type: none"> <li>• Steps 1 and 2: (For Their Chosen Audience and For The Teacher) Students are asked to share their final drafts to an audience of their peers. This can be done in small group read-arounds or in whole class presentations.</li> </ul> <p><b>2. Problem-Solution Analysis (Self-Evaluation/Reflection)</b></p> <ul style="list-style-type: none"> <li>• Using questions 3 – 5 from Student Handout 2.11, students are asked to reflect on their learning from this writing assignment and to compare their paper to the rubric and rate or score it.</li> </ul> <p><i>High School Writing Curriculum (Unit 2)</i></p>

Week 34 focus: Revisiting timed writing in preparation for finals

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Additional Practice Activities for Timed Writing (revisit in preparation for finals)</b></p> <ul style="list-style-type: none"> <li>• Prior to the lesson, briefly review how to manage time during Timed Writings and the differences between process writing and timed writing situations.</li> <li>• “Activity 1: Examining Critical Components of Timed Writing” <i>High School Writing Curriculum</i> (Unit 8)</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Additional Practice Activities for Timed Writing</b></p> <ul style="list-style-type: none"> <li>• “Activity 2: Taking Apart a Practice Essay” <i>High School Writing Curriculum</i> (Unit 8)</li> <li>• Students may use previous AVID timed writing practice or one from another content area</li> </ul>	<p><b>1. Tutorial</b></p>	<p><b>1. Socratic Seminar</b></p> <ul style="list-style-type: none"> <li>• Based on the success and feedback from previous Seminars, refer as needed to the following resources. <i>Strategies for Success:</i> (Unit 12) OR <a href="http://www.avidonline.org">www.avidonline.org</a>&gt; <i>MyAVID</i>&gt; <i>file sharing</i>&gt; <i>Elective Program</i>&gt; <i>Inquiry</i>&gt; <i>Socratic Seminar</i></li> </ul> <p><b>2. Binder Checks</b></p>

Week 35 focus: Revisiting timed writing in preparation for finals & service learning

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Additional Practice Activities for Timed Writing</b></p> <ul style="list-style-type: none"> <li>• “Activity 6: Responding to Quotations (Timed)” <i>High School Writing Curriculum</i> (Unit 8)</li> <li>• You may want to use quotations from earlier philosophical chairs or Socratic Seminar texts.</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Preparation for finals</li> </ul>	<p><b>1. Service Learning</b></p> <ul style="list-style-type: none"> <li>• Learning Log/Reflection: Students write about the importance of the issue, the learning involved, the impact of the classes’ solution, and next steps.</li> <li>• Debrief as a whole class Activity 1.1 <i>High School Writing Curriculum</i> (Unit 1)</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Preparation for finals</li> </ul>	<p><b>1. Guest Speaker</b></p> <ul style="list-style-type: none"> <li>• Invite guidance counselor to meet with students and ensure they are enrolled in the correct A-G classes for next year.</li> <li>• As Juniors, many of them should begin to explore AP or Honors classes.</li> <li>• Also want to discuss summer school as a means of remediation and <u>acceleration</u>.</li> </ul> <p><b>2. Final Binder Check</b></p>

Week 36 focus: Service learning project celebration; portfolio; and preparation for finals

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1. Service Learning</b></p> <ul style="list-style-type: none"> <li>• Celebration activity</li> </ul> <p><b>2. Portfolio</b></p> <ul style="list-style-type: none"> <li>• Students should sift through the AVID binder and save work that shows their growth, including WICR activities such as essays, tutorials, Socratic Seminars, reflections, service learning work, college applications, research, etc. “Portfolio” <i>College and Careers</i> (Unit 4)</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Prep for finals</li> </ul>	<p><b>1. Portfolio</b></p> <ul style="list-style-type: none"> <li>• Using their portfolio as evidence, students should write a reflection discussing their learning for the year and their goals for their junior year. This may serve as their “final exam” for AVID.</li> </ul> <p style="text-align: center;">OR</p> <p><b>2. Student Presentation</b></p> <ul style="list-style-type: none"> <li>• Students use portfolio as evidence to deliver an oral presentation that reflects on their learning and growth this past year, as well as their goals for their future.</li> </ul>	<p><b>1. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Prep for finals</li> </ul>	<p><b>1. Teambuilding</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate teambuilding / collaborative activity from following sources.</li> </ul> <p style="text-align: center;"><a href="http://www.oakharborcheer.com/TeamBuildingGames.html">http://www.oakharborcheer.com/TeamBuildingGames.html</a></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><a href="http://www.avidonline.org">www.avidonline.org</a>&gt; <i>MyAVID&gt;file sharing&gt; Elective Program&gt;Friday Activities</i></p>

