

Week 1 focus: AVID Overview -- introduction to AVID Mission and tutorial process; positive participation in group activities; tools and strategies to arrange class materials

Materials: *Implementing and Managing the AVID Program*, “AVID Celebrating 25 Years of College Dreams” DVD, www.avidonline.org, *Wall of Fame*, *Strategies for Success*, *Tutorial Support Curriculum Resource Guide*, *Organizing the Student Binder*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. AVID Introduction</p> <ul style="list-style-type: none"> • “AVID Mission” <i>Implementing & Managing the AVID Program</i> (page iii) • “AVID Celebrating 25 Years of College Dreams” DVD • Any <i>Wall of Fame</i> book excerpt • www.avidonline.org > <i>MyAVID</i> > <i>file sharing</i> > <i>powerpoint presentations</i> <p>2. Team Building</p> <ul style="list-style-type: none"> • “People Bingo” Activity 6.1 <i>Strategies for Success</i> (Unit 6) 	<p>1. AVID Mission Revisited</p> <ul style="list-style-type: none"> • “Getting the GIST of the AVID Mission” Activity 1.2.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1) <p>2. Questionnaire</p> <ul style="list-style-type: none"> • “Student Questionnaire” Activity 1.7.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1) 	<p>1. AVID Agreement High School</p> <ul style="list-style-type: none"> • <i>Implementing & Managing the AVID Program</i> (Section 1) • <i>Strategies for Success</i> (Unit 1) <p>2. AVID Binder Introduction</p> <ul style="list-style-type: none"> • “Binder Overview” <i>Organizing the AVID Student Binder</i> (Unit 1) <p>3. Team Building</p> <p>“Partner Interview Notes” Activity 6.4 <i>Strategies for Success</i> (Unit 6)</p>	<p>1. Cornell Notes Introduction</p> <ul style="list-style-type: none"> • “Cornell Notes Format” and “The Cornell Notetaking System” Activities 3.2/3.3 <i>Strategies for Success</i> (Unit 3) • www.avidonline.org > <i>MyAVID</i> > <i>file sharing</i> > <i>elective program resources and beyond</i> > <i>Cornell notetaking</i> 	<p>1. Jigsaw Reading: Who Are We?</p> <ul style="list-style-type: none"> • <i>Wall of Fame</i> book excerpt: “Six Who Came by Bus” <p>2. Team Building</p> <ul style="list-style-type: none"> • “Partner Interview Notes” Activity 6.4 (continued) <i>Strategies for Success</i> (Unit 6) • Partners introduce themselves to small groups

Week 2 focus: Arrange class materials in Binder; introduce “writing to learn” with Cornell Notes; learn about the AVID tutorial process

Materials: www.avidonline.org, *Strategies for Success*, *Tutorial Support Curriculum Resource Guide*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. AVID Binder Set Up</p> <ul style="list-style-type: none"> • “Binder Check-Off Sheet” Activity 2.2.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) • “AVID Binder Check-Weeks 1 and 2” Activity 2.2 <i>Strategies for Success</i> (Unit 2) • Guidelines/handouts www.avidonline.org > <i>MyAVID</i> > <i>file sharing >elective program resources and beyond>binder</i> <p>2. Introduce Learning Logs</p> <ul style="list-style-type: none"> • “Learning Logs” <i>Strategies for Success</i> (Unit 4) • Topic: First Week of High School 	<p>1. Tutorial Introduction</p> <ul style="list-style-type: none"> • “Steps in the Tutorial Process” Activity 1.8.2 and “Summarizing: Pyramid” Activity 1.8.3 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 1) • Tutorial guides/student handouts www.avidonline.org > <i>MyAVID</i> > <i>file sharing >elective program resources and beyond>collaboration >tutorial</i> 	<p>1. Cornell Notes Practice</p> <ul style="list-style-type: none"> • “Cornell Notes Rubric” and “STAR Notetaking Strategy” Activities 3.5/3.6 <i>Strategies for Success</i> (Unit 3) • Demonstrate Cornell notes for students using the Cornell Notes PowerPoint www.avidonline.org > <i>MyAVID</i> > <i>file sharing >elective program resources and beyond>Cornell notetaking</i> 	<p>1. Tutorial Process</p> <ul style="list-style-type: none"> • “The Inquiry Process” Activity 2.5.10 and “Reflection: Do You Have a Handle on It?” Activity 2.8.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) • Tutorial guides/student handouts www.avidonline.org > <i>MyAVID</i> > <i>file sharing >elective program resources and beyond>collaboration >tutorial</i> 	<p>1. Binder Check</p> <ul style="list-style-type: none"> • “AVID Binder Grade Sheet Forms 1, 2, or 3” Activity 2.2.3 and “Got P-M-I For Your Binder Check?” Activity 2.2.4 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) <p>2. Team Building</p> <ul style="list-style-type: none"> • “One-One-Two Minute Partner Share” Activity 6.6 <i>Strategies for Success</i> (Unit 6) • Have students discuss the first two weeks of school, summer activities, or other topics to help students get to know each other.

Week 3 focus: Understand and begin to use Costa’s Levels of Questioning; become proficient with Cornell Notes and Learning Logs; continue preparing for tutorials

Materials: *Implementing and Managing the AVID Program*, www.avidonline.org, *Strategies for Success, Tutorial Support Curriculum Resource Guide*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Introduce Costa’s Levels of Questioning</p> <ul style="list-style-type: none"> • “Three Story House” poem and graphic Activity 2.5.1 and “Vocabulary for Costa’s Levels of Thinking and Questioning” Activity 2.5.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) • “Inquiry” Section Two: Classroom Applications <i>Implementing and Managing the AVID Program</i> • Handouts/Overheads www.avidonline.org > MyAVID > file sharing > elective program resources and beyond>inquiry>levels of questioning 	<p>1. Tutorials: Collaboration through Inquiry</p> <ul style="list-style-type: none"> • “Let’s Collaborate Group Activity” Activity 3.5.1 and “Reflection: Let’s Collaborate” Activity 3.5.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 3) 	<p>1. Cornell Notes Practice</p> <ul style="list-style-type: none"> • “Is There a Short Cut” Activity 2.4.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) <p>2. Costa’s Levels of Questioning Practice</p> <ul style="list-style-type: none"> • Student Activities www.avidonline.org > MyAVID >file sharing >elective program resources and beyond>inquiry> levels of questioning • “Arthur Costa’s Model of Intellectual Functioning in Three Levels” Section Two: Classroom Applications <i>Implementing and Managing the AVID Program</i> 	<p>1. Tutorials</p> <ul style="list-style-type: none"> • “Tutorial Request Form” Activity 2.7.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) • “Tutorial Worksheet” Activity 8.1 <i>Strategies for Success</i> (Unit 8) • “Tutorial Request Form” Section Two: Classroom Applications <i>Implementing & Managing the AVID Program</i> <p>2. Learning Logs</p> <ul style="list-style-type: none"> • Students can reflect over tutorials using “Reflective Learning Log” Activity 4.2.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Team Building</p> <ul style="list-style-type: none"> • “Team Huddle” Activity 6.8 <i>Strategies for Success</i> (Unit 6) • Review Cornell Notes taken this week and have students evaluate using “Notetaking Checklist” www.avidonline.org > MyAVID > file sharing >elective program resources and beyond>Cornell Note Taking <p>2. Binder Check</p>

Week Four At-A-Glance				Grade 9
Week 4 focus: Prewriting strategies; make effective presentation; plan and manage time; tutorial reflections				
Materials: <i>Strategies for Success, Tutorial Support Curriculum Resource Guide, High School Writing, Implementing & Managing the AVID Program</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Mandala Autobiography Unit</p> <ul style="list-style-type: none"> • “What is a Mandala?” and “The Symbols of My Life” Activity 5.1 <i>High School Writing</i> (Unit 5) <p>2. Time Management</p> <ul style="list-style-type: none"> • “Time Log” Activity 7.1 <i>Strategies for Success</i> (Unit 7) 	<p>1. Tutorials</p> <ul style="list-style-type: none"> • Begin the process of AVID tutorials with students. Tutorials will take place twice a week for the remainder of the school year. See “The Principals of Tutoring” <i>Strategies for Success</i> (Unit 8) <p>2. Debrief Tutorials</p> <ul style="list-style-type: none"> • “Reflecting on Learning” Activity 4.1.1 and “Reflective Learning Log” Activity 4.2.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Create Mandala</p> <ul style="list-style-type: none"> • <i>High School Writing</i> Activity 5.1 (Unit 5) <p>2. Time Management</p> <ul style="list-style-type: none"> • “Barriers and Solutions to Using Time Effectively” Activity 7.3 <i>Strategies for Success</i> (Unit 7) <p>3. Homework: Tutorial Questions</p> <ul style="list-style-type: none"> • “Tutorial Request Form” Activity 2.7.2 or 2.7.4 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) OR “Tutorial Worksheet” Activity 8.1 <i>Strategies for Success</i> (Unit 8) OR “Tutorial Request Form” Section Two: Classroom Applications <i>Implementing & Managing the AVID Program</i> 	<p>1. Tutorials</p> <p>2. Tutorial Reflections</p> <ul style="list-style-type: none"> • “Higher-Level Reflections” Activity 4.2.3 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Finish Mandala</p> <ul style="list-style-type: none"> • <i>High School Writing</i> Activity 5.1 (Unit 5) <p>2. Student Oral Presentations of Mandalas</p> <ul style="list-style-type: none"> • <i>High School Writing</i> Activity 5.1 (Unit 5) • Discuss presentation skills using the “Presentation Rubric” Activity 14.7 <i>Strategies for Success</i> (Unit 14) • Involve the whole class in feedback to student presenters using the presentation rubric <p>3. Binder Check</p>

Week Five At-A-Glance				Grade 9
Week 5 focus: Plan and manage time effectively; produce high quality piece of personal writing; listen effectively to a speaker while taking notes				
Materials: <i>Strategies for Success, High School Writing</i> , www.avidonline.org				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Assign and discuss Mandala Auto-biographical Essay</p> <ul style="list-style-type: none"> • “Autobiographical Mandala Essay” and “Mandala Auto-biography: Assignment Description” Activity 5.1c <i>High School Writing</i> (Unit 5) <p>2. Time Management</p> <ul style="list-style-type: none"> • Using Time Logs, complete and discuss “Time Log Reflection” Activity 7.1 <i>Strategies for Success</i> (Unit 7) 	<p>1. Tutorials</p>	<p>1. Complete rough draft of Mandala Autobiography Essay</p> <ul style="list-style-type: none"> • “Mandala Autobiography Rubric” Activity 5.1d <i>High School Writing</i> (Unit 5) <p>2. Time Management</p> <ul style="list-style-type: none"> • “Time Management Questionnaire” Activity 7.2 <i>Strategies for Success</i> (Unit 7) 	<p>1. Tutorials</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • Principal/other school official • <i>Strategies for Success</i> (Unit 15) • www.avidonline.org > MyAVID > file sharing > elective program resources and beyond > Guest Speakers <p>2. Create AVID Portfolios</p> <ul style="list-style-type: none"> • <i>Strategies for Success</i> (Unit 17) <p>3. Binder Check</p>

Week 6 focus: Edit and revise writing for a finished and polished final draft

Materials: *Strategies for Success, High School Writing*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Revise Mandala Autobiography Essay</p> <ul style="list-style-type: none"> • Conduct Focus Lesson(s) as determined. Suggestions could include -- “4.11: Developing an Introduction”, “4.14: Developing a Conclusion” or “4.6: Using ‘Showing’ Writing” <i>High School Writing</i> (Unit 4) 	<p>1. Tutorials</p>	<p>1. Edit Mandala Autobiography Essay</p> <ul style="list-style-type: none"> • Conduct Focus Lesson(s) as determined. Suggestions could include -- “4.7a: Making Sense with Commas”, “4.17: Sentence Combining/Revision” or “4.12: Using Transitions” <i>High School Writing</i> (Unit 4) 	<p>1. Tutorials: Writing Revision Small Groups</p> <ul style="list-style-type: none"> • Reader Response Activities 2.6, 2.7 or 2.8 <i>High School Writing</i> (Unit 2) 	<p>1. Publish Mandala Autobiography Essay</p> <ul style="list-style-type: none"> • Take students to computer lab to type final draft of essay. This will go in their AVID portfolio (created week 5 Friday) <i>Strategies for Success</i> (Unit 17) • Consider publishing a book of student writing and mandala art to share at a parent night or AVID awareness event <p>2. Binder Check</p>

Week Seven At-A-Glance				Grade 9
Week 7 focus: College entrance examination preparation				
Materials: <i>Strategies for Success, High School Writing</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. College Admissions Testing Information</p> <ul style="list-style-type: none"> • “Preliminary Scholastic Aptitude Test (PSAT)” and “The PLAN Test” <i>College and Careers</i> (Unit 3) 	<p>1. Tutorials</p> <p>2. Tutorial Debrief</p> <ul style="list-style-type: none"> • “Tutorial Group Norms” Activity 3.2.5 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 3) 	<p>1. College Admissions Testing Information</p> <ul style="list-style-type: none"> • Give students practice test (PSAT or PLAN). These should be available in the counselor’s office. • For more information, visit: http://www.collegeboard.com or http://www.act.org 	<p>1. Tutorials: Collaborative problem-solving with test prep items from practice PSAT or PLAN</p>	<p>1. College Activity</p> <ul style="list-style-type: none"> • “College Test Trivia” Activity 3.2 <i>College and Careers</i> (Unit 3) <p>2. Guest Speaker to talk about Test Prep</p> <ul style="list-style-type: none"> • School Career Counselor or other administrator <i>Strategies for Success</i> (Unit 15) • www.avidonline.org > <i>MyAVID</i> > <i>file sharing >elective program resources and beyond</i>><i>Guest Speakers</i> <p>3. Binder Check</p>

Week Eight At-A-Glance				Grade 9
Week 8 focus: Commitment to topics of interest; goal setting; four-year college admission requirements				
Materials: <i>Strategies for Success, College and Careers</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Going Beyond the Classroom</p> <ul style="list-style-type: none"> • “My Extracurricular Activities Log” Activity 3.8 <i>College and Careers</i> (Unit 3) <p>2. Introduce Goal Setting</p> <ul style="list-style-type: none"> • “Introduction” and “The GPA of Success” Classroom activities: discussion/brainstorm/pair share <i>Strategies for Success</i> (Unit 9) 	<p>1. Tutorials</p>	<p>1. Goal Setting</p> <ul style="list-style-type: none"> • “Goal Setting Outline” and “A GPA for My College Road Map” Activities 9.1/9.2 <i>Strategies for Success</i> (Unit 9) 	<p>1. Tutorials</p>	<p>1. Team Building</p> <ul style="list-style-type: none"> • “Tower Building” Activity 6.7 <i>Strategies for Success</i> (Unit 6) <p>2. Debrief Tower Activity</p> <ul style="list-style-type: none"> • Discuss how building the tower is like setting and working towards goals. • “Learning Log” Activity 4.7 <i>Strategies for Success</i>. Students apply Tower Building activity to their own life. <p>3. Binder Check</p>

Week Nine At-A-Glance				Grade 9
Week 9 focus: "Writing to learn" with notes; behaving appropriately in academic and social settings; recording information gained by listening; goal-setting; introduction to the writing process				
Materials: <i>High School Writing</i> , www.avidonline.org				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Prewriting and research for Explanation of Life Goals Essay</p> <ul style="list-style-type: none"> • Prewriting and Research Activity 6.1 Steps 1-6 <i>High School Writing</i> (Unit 6) • Focus Lesson "4.15: Using MLA Format to Document Research Sources" <i>High School Writing</i> (Unit 4) <p>Extension: Steps 7-8 Take students to computer lab, library or career center to research "setting life goals". Alternatively, find a video segment related to Goal-Setting. Cornell Notes should be taken over the information found.</p>	<p>1. Tutorials</p> <p>2. Share life goals in small groups if there was no time on Monday</p>	<p>1. Rough Draft of Explanation of Life Goals Essay</p> <ul style="list-style-type: none"> • Quickwrite and Explain Assignment-Rubric Activity 6.1 Steps 9-10 <i>High School Writing</i> (Unit 6) • "Student Sample" Activity 6.1a and Steps 11-13 <i>High School Writing</i> (Unit 6) • Drafting Activity 6.1 Steps 1-4 <i>High School Writing</i> (Unit 6) 	<p>1. Tutorials</p> <p>2. Develop questions for guest speaker</p>	<p>1. Guest Speaker to talk about Goal Setting</p> <ul style="list-style-type: none"> • Athletic coach or community member (many business owners or service organizations are happy to come) <i>Strategies for Success</i> (Unit 15) • www.avidonline.org > MyAVID > file sharing > elective program resources and beyond > Guest Speakers <p>2. Continue drafting essay</p> <p>3. Binder Check</p>

Week 10 focus: Edit and revise writing for a finished and polished final draft

Materials: *High School Writing, Strategies for Success*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Editing Explanation of Life Goals Essay</p> <ul style="list-style-type: none"> • Conduct Focus <p>Lesson(s) as needed– “4.9: Conventions of English Grammar and Punctuation” or “4.17: Sentence Combining/Revision” or “4.12: Using Transitions” <i>High School Writing</i> (Unit 4)</p>	<p>1. Tutorials</p>	<p>1. Revising Explanation of Life Goals Essay</p> <ul style="list-style-type: none"> • Conduct Focus <p>Lesson(s) as needed– “4.10: Developing a Thesis Statement,” “4.5: Upgrading Vocabulary” or “4.6: Practicing ‘Showing’ Writing” <i>High School Writing</i> (Unit 4)</p>	<p>1. Tutorials: Reader Response in small groups</p> <ul style="list-style-type: none"> • Activity 2.6 <i>High School Writing</i> (Unit 2) • Students revise and edit essays 	<p>1. Publish Explanation of Life Goals Essay</p> <ul style="list-style-type: none"> • Take students to computer lab to type final draft of essay. This will go in their AVID portfolio. <i>Strategies for Success</i> (Unit 17) <p>2. Binder Check</p>

Week Eleven At-A-Glance				Grade 9
Week 11 focus: Making positive adjustments in challenging situations; identifying core values; participating positively in group activities				
Materials: <i>Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Successful Classroom Interactions</p> <ul style="list-style-type: none"> • “Conflict Management” Students share written reflection with a partner and teacher leads a discussion with entire class. Activity 5.3 <i>Strategies for Success</i> (Unit 5) 	<p>1. Tutorials</p>	<p>1. Successful Classroom Interaction</p> <ul style="list-style-type: none"> • “Understanding My Behavior in Controversial Situations” Activity 5.4 <i>Strategies for Success</i> (Unit 5) 	<p>1. Tutorials</p>	<p>1. Discussion Activity</p> <ul style="list-style-type: none"> • “Philosophical Chairs” Select a topic from list provided – “Philosophical Chairs Topics” <i>Strategies for Success</i> (Unit 11) <p>2. Debrief Philosophical Chairs</p> <ul style="list-style-type: none"> • “Group Discussion Self-Evaluation” Activity 5.8 <i>Strategies for Success</i> (Unit 5) • “Philosophical Chairs Reflection” Activity 11.3 <i>Strategies for Success</i> (Unit 11) <p>3. Binder Check</p>

Week Twelve At-A-Glance				Grade 9
Week 12 focus: Self-evaluation of contributions made to discussions; tools to improve writing abilities				
Materials: <i>High School Writing</i> , Active and Passive Voice Game cards (<i>High School Writing</i> , Activity 4.16b)				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Timed Writing</p> <ul style="list-style-type: none"> • Select a timed writing prompt from a recent academic class. Teach students how to dissect a prompt and prepare for a timed writing. “How to Read and Analyze a Writing Prompt” Activity 8.1 Activity <i>High School Writing</i> (Unit 8) • Give students 25-30 minutes to write. • Debrief 	<p>1. Tutorials</p>	<p>1. Improving Writing Skills</p> <ul style="list-style-type: none"> • Focus Lesson “4.16: Active and Passive Voice” Steps 1-6 <i>High School Writing</i> (Unit 4) 	<p>1. Tutorials</p>	<p>1. Improving Writing Skills</p> <ul style="list-style-type: none"> • Focus Lesson “4.16b: Active and Passive Voice Game” <i>High School Writing</i> (Unit 4) • Teacher Note: Be sure to copy game cards and Active/Passive Voice cards <p>2. Binder Check</p>

Week Thirteen At-A-Glance				Grade 9
Week 13 focus: Insights from mentors and topics; using Cornell Notes to improve learning				
Materials: <i>High School Writing, Strategies for Success, Tutorial Support Curriculum Resource Guide</i> , www.avidonline.org				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Improving Writing Skills</p> <ul style="list-style-type: none"> • Focus Lesson “4.16: Active and Passive Voice” Steps 10-11 <i>High School Writing</i> (Unit 4) • Students will take “Mandala Autobiography” and “Life Goals Essay” from AVID portfolio and edit for Passive Voice. • Teachers may take students to computer lab to make corrections and print revised copies for the AVID Portfolio. 	<p>1. Tutorials</p> <p>2. Debrief Tutorials</p> <ul style="list-style-type: none"> • “Reflective Learning Log” Activity 4.2.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Using Cornell Notes to Improve Student Grades</p> <ul style="list-style-type: none"> • Students reflect upon grades in each class up to this point in the semester. Conduct a quickwrite and discussion to determine strengths and weaknesses of student performance in classes. • Students evaluate sample Cornell notes and compare to teacher provided examples then work in collaborative groups to create a rubric to grade Cornell Notes. • Activity 1.2 <i>High School Writing</i> (Unit 1) Activities 2.4 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) 	<p>1. Tutorials: Focus on using Cornell Notes in Tutorial</p>	<p>1. Guest Speaker to talk about GPA and Class Rank OR the importance of volunteering</p> <ul style="list-style-type: none"> • School Career Counselor/ College Recruiter OR community member <i>Strategies for Success</i> (Unit 15) • www.avidonline.org > <i>MyAVID</i> > <i>file sharing >elective program resources and beyond</i>><i>Guest Speakers</i> <p>2. Binder Check</p>

Week Fourteen At-A-Glance				Grade 9
Week 14 focus: Active citizenship on multiple levels; life-long community service involvement				
Materials: <i>Implementing and Managing the AVID Program</i> , www.avidonline.org , <i>Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Reading Activity</p> <ul style="list-style-type: none"> • Conduct KWL over service learning and community service. Have students write what they know and what they want to know about the topic. Section 2: Classroom Applications (Reading) <i>Implementing and Managing the AVID Program</i> and <i>AVID online > file sharing home > AVID Central Division > Texas > Essential 5: Writing</i> • Select an article about the importance of helping your community. Read the article aloud with class. When finished, students fill in KWL chart what they learned. http://www.servicelearning.org/ • Discuss importance of service learning and what information students still need to complete chart. 	<p>1. Tutorials</p>	<p>1. Community Service/Service learning</p> <ul style="list-style-type: none"> • Select a photograph of people volunteering. Complete “POSERS” strategy over the picture. Adaptation of Activity 2.5.4 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) • Have students research, brainstorm and determine a service learning project to participate in as a class. Suggestions include: food or clothing drive, cleaning up school grounds, car wash to raise money for a charity. • Teacher or students should seek permission from the school principal to conduct class service project. 	<p>1. Tutorials</p>	<p>1. Community Service/Service learning</p> <ul style="list-style-type: none"> • Students can conduct their service learning project (if possible) or create signs/posters to advertise project. <p>2. Binder Check</p>

Week 15 focus: Life-long community service involvement; making effective presentations

Materials: *High School Writing, Strategies for Success*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Learning Logs</p> <ul style="list-style-type: none"> • Complete learning log over volunteering. <i>Strategies for Success</i> (Unit 4) or Activity 1.1 <i>High School Writing</i> (Unit 1) <p>2. Community Service/Service learning - research</p> <ul style="list-style-type: none"> • In collaborative groups, students research types of service projects available in your community. Groups create flyers or pamphlets advertising a project (one project per group). Groups create a short 3-5 minute presentation covering their research. • Review “Presentation Rubric” Activity 14.7 <i>Strategies for Success</i> (Unit 14) 	<p>1. Tutorials</p>	<p>1. Community Service/Service learning – Presentations</p> <ul style="list-style-type: none"> • Groups present findings of their research using “Presentation Rubric” Activity 14.7 <i>Strategies for Success</i> (Unit 14) • Create a bulletin board of projects available to students. • Encourage students to be involved in community service throughout their high school years. 	<p>1. Tutorials</p>	<p>1. Collaborative Writing</p> <ul style="list-style-type: none"> • Have students work in small groups to read press releases. Students will then work collaboratively to write a press release for the community service project they conducted as a class. • Sample press releases can be found at: http://www.publicityinsider.com/release.asp <p>2. Binder Check</p>

Week Sixteen At-A-Glance				Grade 9
Week 16 focus: Using effective study habits; contributing effectively to discussions				
Materials: <i>Implementing and Managing the AVID Program, Strategies for Success</i> , www.avidonline.org				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Test Taking Strategies</p> <ul style="list-style-type: none"> • Quickwrite: Reflect on the test you have taken in the past. How do you feel about testing experience? Describe the best and worst test you've taken, the way you study, strategies you have used, etc. • Give short lecture about test taking strategies – including what to do before, during and after the test while students take Cornell Notes. “Test-Taking” <i>Strategies for Success</i> (Unit 13) • Students work with a partner to review and make additions to notes using their quickwrites and own experiences. Share aloud what students would add to lecture notes. 	<p>1. Tutorials</p> <ul style="list-style-type: none"> • For many 9th grade students, semester examinations will be their first major testing experience. Tutors should help students begin to organize notes and review what they have learned during the semester. Looking over returned tutorial forms is an excellent way for students to review concepts they struggled with during the semester. 	<p>1. “Test Taking Tips”</p> <ul style="list-style-type: none"> • Divide students into five groups. Jigsaw the information for true/false, matching, fill-in-the-blank, multiple choice and vocabulary test. <i>Strategies for Success</i> (Unit 13) • Jigsaw strategy – Section 2: Classroom Applications “Reading” <i>Implementing and Managing the AVID Program</i> • If time permits, groups may present information while classmates take notes. 	<p>1. Tutorials</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • Recent graduates from your school will be coming home for break from college. These students make excellent guest speakers if given guidelines and topics to discuss. <i>Strategies for Success</i> (Unit 15) • www.avidonline.org > <i>MyAVID</i> > <i>file sharing</i> > <i>elective program resources and beyond</i> > <i>Guest Speakers</i> <p>2. Discussion Activity (if no guest speaker is available):</p> <ul style="list-style-type: none"> • “Philosophical Chairs” Select a topic from the list of “Philosophical Chairs Topics” provided in <i>Strategies for Success</i> (Unit 11) <p>3. Binder Check</p>

Week Seventeen At-A-Glance				Grade 9
Week 17 focus: Using effective study habits; contributing effectively to discussions				
Materials: <i>High School Writing, Strategies for Success</i> , www.avidonline.org				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Test Taking Strategies</p> <ul style="list-style-type: none"> • Students finish Jigsaw activity if necessary. • Review information on taking Essay test. • Discuss the importance of talking to teachers about the format of finals. Work with students to create a plan for preparing for exams (similar to setting goals and time management lessons in <i>Strategies for Success</i>) • “Test-Taking Problems” Activity 13.1 <i>Strategies for Success</i> (Unit 13) 	<p>1. Tutorials</p>	<p>1. Test Taking Strategies</p> <ul style="list-style-type: none"> • Select an article about managing test anxiety to read with the class. http://www.testtakingtips.com/ • Allow students to annotate the text, complete a learning log/Cornell Notes, design a storyboard or summarize the text before having a discussion over how the article may help them with testing. Activities 1.1 – 1.5 <i>High School Writing</i> (Unit 1) • Review student answers to “Test-Taking Problems” Activity 13.1 <i>Strategies for Success</i> (Unit 13) 	<p>1. Tutorials</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • Recent graduates from your school will be coming home for break from college. These students make excellent guest speakers if given guidelines and topics to discuss. <i>Strategies for Success (Unit 15)</i> www.avidonline.org > <i>MyAVID</i> >file sharing >elective program resources and beyond><i>Guest Speakers</i> <p>2. AVID Online Friday Activities (Select one if no guest speaker is available)</p> <ul style="list-style-type: none"> • www.avidonline.org > <i>MyAVID</i> >file sharing >elective program resources and beyond><i>Friday Activities</i> <p>3. Binder Check</p>

Week Eighteen At-A-Glance				Grade 9
Week 18 focus: Semester review; listening to gain information				
Materials: <i>Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Review</p> <ul style="list-style-type: none"> • Students have now completed their first semester of high school AVID. Congratulations! • Review what you have learned this semester with one of the following activities: <ul style="list-style-type: none"> ➤ Students create a video, powerpoint, etc. demonstrating an AVID methodology. ➤ Make a class newsletter to send home to parents. ➤ Create posters of the “Ideal AVID Student,” “Tutor” and “Teacher” ➤ Create a commercial for the AVID class. 	<p>1. Tutorials</p>	<p>1. Review Project</p> <ul style="list-style-type: none"> • Continue review project. 	<p>1. Tutorials</p>	<p>1. Present Review Projects</p> <ul style="list-style-type: none"> • “Presentation Rubric” Activity 14.7 <i>Strategies for Success</i> (Unit 14)

Week Nineteen At-A-Glance				Grade 9
Week 19 focus: Examining learning styles; setting and following up on appropriate goals				
Materials: <i>Strategies for Success, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Goal Setting</p> <ul style="list-style-type: none"> • Goal Setting Outline Activity 9.1 <i>Strategies for Success</i> (Unit 9) <p>2. Learning Styles</p> <ul style="list-style-type: none"> • Quickwrite: “What does it mean to learn how to learn?” • Complete “Learning Style Survey” Activity 10.1 <i>Strategies for Success</i> (Unit 10) • Complete learning log about what students learned in class today. Activity 4.2 <i>Strategies for Success</i> (Unit 4) 	<p>1. Tutorials</p> <p>2. Debrief Tutorials</p> <ul style="list-style-type: none"> • “Reflective Learning Log” Activity 4.2.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Goal Setting</p> <ul style="list-style-type: none"> • Visualizing Your Goal Activity 9.3 <i>Strategies for Success</i> (Unit 9) <p>2. Complete “Study Buddy Contract”</p> <p>Activity 5.6 <i>Strategies for Success</i> (Unit 5)</p> <p>3. Learning Styles</p> <ul style="list-style-type: none"> • Pair share learning logs completed on Monday. • Put students into groups by learning styles and have students answer questions provided in “Activities: Day 2” <i>Strategies for Success</i> (Unit 10) • Assign “Learning Style Classroom Observation” Activity 10.2 <i>Strategies for Success</i> (Unit 10) to be completed in the next week in academic classes. 	<p>1. Tutorials</p>	<p>1. Binder Organization</p> <ul style="list-style-type: none"> • Set up binder for second semester. • Discuss keeping important papers and notes from first semester. • Create a file storage system for AVID students. These can be kept in the AVID classroom or students can keep at home. <p>2. AVID Portfolio</p> <ul style="list-style-type: none"> • Add important pieces to AVID Portfolio • Review Portfolio and respond to various questions from “Portfolio Guiding Questions” Activity 17.1 <i>Strategies for Success</i> (Unit 17)

Week 20 focus: Producing written pieces for different audiences and purposes; pre-writing

Materials: *High School Writing*, www.avidonline.org

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Description of a Place (Prewriting)</p> <ul style="list-style-type: none"> Follow steps 1-7: (observe, list, narrow topics, start a cluster, guided visualization, quickwrite). Activity 6.3 <i>High School Writing</i> (Unit 6) 	<p>1. Tutorials</p>	<p>1. Description of a Place (Prewriting)</p> <ul style="list-style-type: none"> Follow steps 8-14: (guided reflection, critique, explain assignment, model, select audience, point of view, plan). Activity 6.3b <i>High School Writing</i> (Unit 6) 	<p>1. Tutorials</p>	<p>1. Draw the Shape Activity</p> <ul style="list-style-type: none"> www.avidonline.org > <i>MyAVID</i> >file sharing > elective program resources and beyond>Friday activities>handouts and overheads>draw the shape <p>2. Binder Check</p>

Week Twenty-one At-A-Glance				Grade 9
Week 21 focus: Producing written pieces for different audiences and purposes				
Materials: <i>High School Writing, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Description of a Place (Drafting)</p> <ul style="list-style-type: none"> Follow steps 1-3: (set the stage, write a draft, remind). Activity 6.3 <i>High School Writing</i> (Unit 6) 	<p>1. Tutorials</p>	<p>1. Description of a Place (Drafting)</p> <ul style="list-style-type: none"> Follow steps 4-6: (focus lesson, introduction, sentence crafting). Activity 6.3 <i>High School Writing</i> (Unit 6) Ask questions to help students during the drafting process. What senses have you already used to describe your place? What is important about your place? How have you used description to create a mood for your piece? 	<p>1. Tutorials</p>	<p>1. Discussion Activity</p> <ul style="list-style-type: none"> “Philosophical Chairs” Select a topic from list provided. <i>Strategies for Success</i> (Unit 11) <p>2. Debrief Philosophical Chairs</p> <ul style="list-style-type: none"> “Philosophical Chairs Reflection” Activity 11.3 <i>Strategies for Success</i> (Unit 11) “Group Discussion Self-Evaluation” Activity 5.8 <i>Strategies for Success</i> (Unit 5) <p>3. Binder Check</p>

Week Twenty-two At-A-Glance				Grade 9
Week 22 focus: Using feedback to edit and revise drafts				
Materials: <i>Strategies for Success, High School Writing</i> , www.avidonline.org				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Description of a Place (Reader Response)</p> <ul style="list-style-type: none"> Follow steps 1-7: (model giving a response, debrief, verbal feedback). Activity 6.3 <i>High School Writing</i> (Unit 6) Instruct students to use “I” statements to frame revision comments/questions. 	<p>1. Tutorials</p>	<p>1. Description of a Place (Revising)</p> <ul style="list-style-type: none"> Follow steps 1-7: (model using student reader responses, rubric, debrief, revision plan, read-aloud). Activity 6.3 <i>High School Writing</i> (Unit 6) 	<p>1. Tutorials</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> Local artist/architect or journalist to discuss description. <i>Strategies for Success</i> (Unit 15) www.avidonline.org > <i>MyAVID >file sharing >elective program resources and beyond>Guest Speakers</i> <p>2. Binder Check</p>

Week Twenty-three At-A-Glance				Grade 9
Week 23 focus: Producing written pieces for different audiences and purposes; using feedback to edit and revise drafts				
Materials: <i>Strategies for Success, High School Writing</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Description of a Place (Editing)</p> <ul style="list-style-type: none"> Follow steps 1-5: (focus lesson, general editing, rewrite, final proofread). Activity 6.3 <i>High School Writing</i> (Unit 6) 	<p>1. Tutorials</p>	<p>1. Publish Description of a Place Essay</p> <ul style="list-style-type: none"> Take students to computer lab to type final draft of essay. This will go in their AVID portfolio. <i>Strategies for Success</i> (Unit 17) “Reflection and Self-Evaluation Questions” Activity 2.11 <i>High School Writing</i> (Unit 2) 	<p>1. Tutorials</p>	<p>1. Share Essays</p> <ul style="list-style-type: none"> Allow students to read essays to class in small groups. Evaluate essays using Rubric Activity 6.3b <i>High School Writing</i> (Unit 6) <p>2. Binder Check</p>

Week Twenty-four At-A-Glance				Grade 9
Week 24 focus: Exploring career path options; moral sensitivity and judgment				
Materials: <i>College and Careers, Tutorial Support Curriculum Resource Guide</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Knowledge of Self</p> <ul style="list-style-type: none"> • “Me, Personally” Activity 3.3 <i>College and Careers</i> (Unit 3) • Whole class brainstorm of values • Small groups create categories of values and label the values as intrinsic or extrinsic. • Students list top five values and determine if their values overlap with other students’. 	<p>1. Tutorials</p>	<p>1. Knowledge of Self</p> <ul style="list-style-type: none"> • Administer (or have counselor administer) Values Inventory such as the Myers-Briggs Personality Test or other suitable inventory. 	<p>1. Tutorials</p>	<p>1. Knowledge of Self</p> <ul style="list-style-type: none"> • “Learning Styles Inventory” Activity 2.9.6 and “More About Learning Styles” Activity 2.9.7 and “What Kind of Learner Are You” Activity 2.9.9 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2) <p>2. Binder Check</p>

Week Twenty-five At-A-Glance				Grade 9
Week 25 focus: Exploring career path options; moral sensitivity and judgment				
Materials: <i>College and Careers, Tutorial Support Curriculum Resource Guide, Implementing and Managing the AVID Program</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Knowledge of Self</p> <ul style="list-style-type: none"> Review and discuss results of the inventory with students. Have students revisit “Me, Personally” and determine if they want to change or keep the values listed last week. Begin “Career Values Inventory” Activity 3.4 <i>College and Careers</i> (Unit 3) 	<p>1. Tutorials</p> <p>2. Debrief Tutorials</p> <ul style="list-style-type: none"> “Reflective Learning Log” Activity 4.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Knowledge of Self</p> <ul style="list-style-type: none"> Finish “Career Values Inventory” Activity 3.4 <i>College and Careers</i> (Unit 3) Have students share career values and get into groups with like career values to brainstorm possible careers. List and post in classroom. <p>2. Begin Public Speaking</p> <ul style="list-style-type: none"> Students complete KWL over a career they are interested in. Section Two: Classroom Applications <i>Implementing and Managing the AVID Program</i> 	<p>1. Tutorials</p> <p>2. Students apply knowledge of Self to Tutorial Groups. “Making the Connection Between Collaborative Groups and Tutorial Groups” Activity 2.8.1 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 2)</p>	<p>1. Knowledge of Self</p> <ul style="list-style-type: none"> Have students complete a pictorial representation of learning style, personal values and/or career values. Share images with class and post in AVID Classroom. <p>2. Binder Check</p>

Week Twenty-six At-A-Glance					Grade 9
Week 26 focus: Understanding new words; making effective presentations					
Materials: <i>Strategies for Success</i>					
Monday	Tuesday	Wednesday	Thursday	Friday	
<p>1. Public Speaking</p> <ul style="list-style-type: none"> • Take students to library or computer lab to complete research for a 3-5 minute presentation over the career selected last week. 	<p>1. Tutorials</p>	<p>1. Public Speaking</p> <ul style="list-style-type: none"> • Complete vocabulary lesson over “Public Speaking Terminology” Student Handout 14.1 <i>Strategies for Success</i> (Unit 14) • Students should use research to write 3-5 minute speech. If time permits, allow students to create a visual aid or PowerPoint to use during speech. 	<p>1. Tutorials</p>	<p>1. Public Speaking</p> <ul style="list-style-type: none"> • “Fish Bowl Speeches” Student Activity 14.2 <i>Strategies for Success</i> (Unit 14) • Have students complete “Presentation Rubric” Activity 14.7 <i>Strategies for Success</i> (Unit 14) <p>2. Public Speaking</p> <ul style="list-style-type: none"> • Instead of “Fish Bowl Speeches,” complete “Tongue Twister Stations,” Student Activity 14.3 or “Taking a Different Tone,” Student Activity 14.4 <i>Strategies for Success</i> (Unit 14) 	

Week Twenty-seven At-A-Glance				Grade 9
Week 27 focus: Making effective presentations; listening strategies; recording information gained by listening				
Materials: <i>Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Public Speaking</p> <ul style="list-style-type: none"> • Complete speeches, assessing with “Presentation Rubric” Student Activity 14.7 <i>Strategies for Success</i> (Unit 14) • During speeches, students should be taking Cornell Notes over presentations. <i>Strategies for Success</i> (Unit 3) 	<p>1. Tutorials</p>	<p>1. Public Speaking</p> <ul style="list-style-type: none"> • Complete speeches, assessing with “Presentation Rubric” Student Activity 14.7 <i>Strategies for Success</i> (Unit 14) • During speeches, students should be taking Cornell Notes over presentations. <i>Strategies for Success</i> (Unit 3) 	<p>1. Tutorials</p>	<p>1. Discussion Activity</p> <ul style="list-style-type: none"> • “Philosophical Chairs” Select a topic from list provided <i>Strategies for Success</i> (Unit 11) <p>2. Debrief</p> <p>Philosophical Chairs</p> <ul style="list-style-type: none"> • “Philosophical Chairs Reflection” Activity 11.3 <i>Strategies for Success</i> (Unit 11) • “Group Discussion Self-Evaluation” Activity 5.8 <i>Strategies for Success</i> (Unit 5) <p>3. Binder Check</p>

Week Twenty-eight At-A-Glance				Grade 9
Week 28 focus: Determining a purpose for reading; understanding text				
Materials: <i>High School Writing</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Character Analysis Prewriting</p> <ul style="list-style-type: none"> • Select a short story that will be interesting and accessible to students from www.bartleby.com or other source • Follow prewriting steps 1-4: (read, brainstorm, guided reflection). Activity 7.1 <i>High School Writing</i> (Unit 7) 	<p>1. Tutorials</p>	<p>1. Character Analysis Prewriting</p> <ul style="list-style-type: none"> • Follow prewriting steps 5-12: (narrow down, graphic organizer, explain assignment, model, thesis statement, focus lesson option, plan). Activity 7.1, Student Handout 7.1a and 7.1b <i>High School Writing</i> (Unit 7) • Conduct focus lesson on “Developing a Thesis Statement” Activity 4.10 <i>High School Writing</i> (Unit 4) <p>2.Using MLA Format</p> <ul style="list-style-type: none"> • Conduct Focus Lesson on citing sources. Guide students in citing the short story used for essay. “4.15b: Crediting Sources Within Your Text” <i>High School Writing</i> (Unit 4) 	<p>1. Tutorials</p>	<p>1. Character Analysis</p> <ul style="list-style-type: none"> • Have students complete a pictorial representation of character selected to use – creating a cover for the Character Analysis Essay. <p>2. Binder Check</p>

Week Twenty-nine At-A-Glance				Grade 9
Week 29 focus: Analyzing text; producing written pieces for different audiences and purposes				
Materials: <i>High School Writing, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Character Analysis Drafting</p> <ul style="list-style-type: none"> Follow drafting steps 1-6: (set the stage, write, remind, introduction, sentence crafting, quote blending). Activity 7.1 <i>High School Writing</i> (Unit 7) Conduct Focus Lesson on “4.13: Integrating Quotations” <i>High School Writing</i> (Unit 4) <p>2.Using MLA Format</p> <ul style="list-style-type: none"> Review citing sources and complete a “Works Cited” page. Guide students in citing the short story used for essay. “4.15c: Guidelines for Creating a ‘Works Cited’ Page.” <i>High School Writing</i> (Unit 4) 	<p>1. Tutorials</p>	<p>1. Character Analysis Reader Response</p> <ul style="list-style-type: none"> Follow reader response steps 1-5: (model, debrief, verbal feedback, written feedback, evaluate feedback). Activity 7.1, Student Handout 2.5/2.6 and 2.8 <i>High School Writing</i> (Units 7 and 2) Debrief the feedback process. 	<p>1. Tutorials: Continue Reader Response in Writing Response groups if necessary</p>	<p>1. Discussion Activity</p> <ul style="list-style-type: none"> “Philosophical Chairs” Select a topic from list provided <i>Strategies for Success</i> (Unit 11) <p>2. Debrief Philosophical Chairs</p> <ul style="list-style-type: none"> “Philosophical Chairs Reflection” Activity 11.3 <i>Strategies for Success</i> (Unit 11) “Group Discussion Self-Evaluation” Activity 5.8 <i>Strategies for Success</i> (Unit 5) <p>3. Binder Check</p>

Week 30 focus: Analyzing text; using feedback for editing and revision

Materials: *High School Writing, Strategies for Success*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Character Analysis Revising</p> <ul style="list-style-type: none"> Follow revising steps 1-8: (model, debrief, revision plan, revise). Activity 7.1 and Student Handout 7.1c <i>High School Writing</i> (Unit 7) 	<p>1. Tutorials</p>	<p>1. Character Analysis Editing</p> <ul style="list-style-type: none"> Follow editing steps 1-5: (specific focus lessons, general editing, remind, rewrite, final proofread). Activity 7.1 <i>High School Writing</i> (Unit 7) Conduct Focus Lessons as needed from <i>High School Writing</i> (Unit 4) 	<p>1. Tutorials</p>	<p>1. Publish Explanation of Character Analysis Essay</p> <ul style="list-style-type: none"> Take students to computer lab to type final draft of essay. This will go in their AVID portfolio. <i>Strategies for Success</i> (Unit 17) “Reflection and Self-Evaluation Questions” Activity 2.11 <i>High School Writing</i> (Unit 2) Check to ensure that students have cited their work internally and in a “Works Cited” page. Focus Lesson 4.15c <i>High School Writing</i> (Unit 4)

Week Thirty-one At-A-Glance				Grade 9
Week 31 focus: Planning for the future; self-advocacy				
Materials: <i>College and Careers</i> , <i>Tutorial Support Curriculum Resource Guide</i> , www.avidonline.org , <i>Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Cost of Living</p> <ul style="list-style-type: none"> • Divide students into groups and give each group a packet including Housing, Transportation, Clothing, Food and Sundries, Extras and Cost of Living handouts. Student Activities 3.9-3.14 <i>College and Careers</i> (Unit 3) • Students use newspapers, internet or other sources to begin determining cost of living. 	<p>1. Tutorials</p> <p>2. Debrief Tutorials</p> <ul style="list-style-type: none"> • “Reflective Learning Log” Activity 4.2 <i>Tutorial Support Curriculum Resource Guide</i> (Unit 4) 	<p>1. Cost of Living</p> <ul style="list-style-type: none"> • Continue cost of living activity in groups. <p>2. Cost of Living</p> <ul style="list-style-type: none"> • “Written Reflection” Lifestyle and Cost of Living. Activity 3.15 <i>College and Careers</i> (Unit 3) • Conduct a discussion about lifestyle and cost of living revolving around the following questions: What kind of lifestyle do you want to lead? What sacrifices will you need to make to have that lifestyle? What decisions are you making now that will help you have the lifestyle you desire? 	<p>1. Tutorials</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • www.avidonline.org > <i>MyAVID</i> > <i>file sharing</i> > <i>elective program resources and beyond</i> > <i>Guest Speakers</i> • <i>Strategies for Success</i> (Unit 15) <p>2. Binder Check</p>

Week Thirty-two At-A-Glance				Grade 9
Week 32 focus: Understanding collegiate options				
Materials: <i>Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. College Research</p> <ul style="list-style-type: none"> Take students to the library or research center to find out the following information about a college they are interested in: Admissions requirements, SAT/ACT scores, location, contact information, cost of attending, popular majors, colors, mascot, logo. Students should take Cornell Notes over information they gather. Students should complete “College Matchmaker” found at www.collegeboard.com/student/csearch/ <p>2. College Pennant</p> <ul style="list-style-type: none"> Students cut a pennant shape from construction paper or tag board and begin to design an original college pennant with important information about the college and their goals for acceptance. 	<p>1. Tutorials</p>	<p>1. Backwards Mapping Template</p> <ul style="list-style-type: none"> Discuss end of year projects students need to complete for classes. Introduce “Backwards Mapping Template”, model and show examples. Student Activity 7.9 <i>Strategies for Success</i> (Unit 7) Have students complete a “Backwards Mapping Template” for each project they need to complete between now and the end of the school year. <p>2. College Research</p> <ul style="list-style-type: none"> Students take information from Cornell Notes and write the information on the back of their pennant. 	<p>1. Tutorials</p>	<p>1. College Research</p> <ul style="list-style-type: none"> Give students time to complete college pennants by coloring the front of the pennant with the college colors, logo and/or mascot. Hang a string or clothesline in the AVID Classroom or hallway and display college pennants.

Week Thirty-three At-A-Glance				Grade 9
Week 33 focus: Understanding collegiate options				
Materials: <i>High School Writing, College and Careers, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Early Planning for Financial Aid</p> <ul style="list-style-type: none"> • Have students research the cost of colleges they are interested in and types of financial aid available for college. • In groups, have students prepare a flyer or brochure for parents showing them the types of financial aid available. 	<p>1. Tutorials</p>	<p>1. “Early Planning for Financial Aid”</p> <ul style="list-style-type: none"> • Complete and publish flyer with information about financial aid. <i>College and Careers</i> (Unit 3) <p>2. Timed Writing</p> <ul style="list-style-type: none"> • Have students brainstorm and write a letter to their parents about how they intend to pay for college. Activity 8.1 Activity <i>High School Writing</i> (Unit 8) • Place plans in AVID portfolio. <i>Strategies for Success</i> (Unit 17) 	<p>1. Tutorials</p>	<p>1. Game Day</p> <ul style="list-style-type: none"> • Give students the day to play charades or other games. www.wilderdom.com/games <p>2. Binder Check</p>

Week Thirty-four At-A-Glance				Grade 9
Week 34 focus: Sustaining inquiry of a topic or problem; giving information effectively				
Materials: <i>Implementing and Managing the AVID Program</i> , www.avidonline.org				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. WICR</p> <ul style="list-style-type: none"> • Divide students into four groups. • Review WICR with students as the year ends by having students make posters for each letter listing activities/lessons completed during the year that fall into each of the categories. <p>Section 2: Classroom Applications <i>Implementing and Managing the AVID Program for High Schools</i></p>	<p>1. Tutorials</p> <p>2. Finals</p> <ul style="list-style-type: none"> • Students should begin to focus tutorials on mastering information they may need to review for examinations. 	<p>1. WICR</p> <ul style="list-style-type: none"> • Students present WICR posters in class. <p>Section 2: Classroom Applications <i>Implementing and Managing the AVID Program for High Schools</i></p> <p>2. WICR Quickwrite/Reflection</p> <ul style="list-style-type: none"> • How has WICR and AVID helped you to succeed in school this year? 	<p>1. Tutorials</p>	<p>1. Guest Speaker</p> <ul style="list-style-type: none"> • Invite a site team member or AP teacher to talk about preparing for finals. <i>Strategies for Success</i> (Unit 15) • www.avidonline.org > MyAVID >file sharing >elective program resources and beyond>Guest Speakers <p>2. Binder Check</p>

Week Thirty-five At-A-Glance					Grade 9
Week 35 focus: Using effective test taking strategies; effective study habits					
Materials: <i>Strategies for Success</i>					
Monday	Tuesday	Wednesday	Thursday	Friday	
<p>1. Review Study Skills and Test Taking Skills</p> <ul style="list-style-type: none"> Focus on preparing for examinations- to include working in groups to write hypothetical test questions for advanced classes, discussions of good test taking strategies and confronting nerves. <i>Strategies for Success</i> (Unit 13) 	<p>1. Tutorials</p> <p>2. Finals</p> <ul style="list-style-type: none"> Students should continue to focus tutorials on mastering information they need for examinations. 	<p>1. Review Study Skills and Test Taking Skills</p> <ul style="list-style-type: none"> Focus on preparing for examinations - to include working in groups to write hypothetical test questions for advanced classes, discussions of good test taking strategies and confronting nerves. <i>Strategies for Success</i> (Unit 13) 	<p>1. Tutorials</p>	<p>1. Discussion Activity</p> <ul style="list-style-type: none"> “Philosophical Chairs” Select a topic from list provided <i>Strategies for Success</i> (Unit 11) <p>2. Debrief</p> <p>Philosophical Chairs</p> <ul style="list-style-type: none"> “Philosophical Chairs Reflection” Activity 11.3 <i>Strategies for Success</i> (Unit 11) “Group Discussion Self-Evaluation” Activity 5.8 <i>Strategies for Success</i> (Unit 5) <p>3. Binder Check</p>	

Week Thirty-six At-A-Glance				Grade 9
Week 36 focus: Organizing information; arranging class materials				
Materials: <i>College and Careers, Strategies for Success</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. Portfolio</p> <ul style="list-style-type: none"> • Students should work to update student portfolio and complete "My Extracurricular Activities Log" <i>College and Careers</i> (Unit 3) • <i>Strategies for Success</i> (Unit 17) 	<p>1. Tutorials</p>	<p>1. Binder Clean Out</p> <ul style="list-style-type: none"> • Have students organize information from binders and help them determine what to keep for the future and what to dispose of. <p>2. Portfolio</p> <ul style="list-style-type: none"> • Complete "Portfolio Guiding Questions" Student Handout 17.1 <i>Strategies for Success</i> (Unit 17) 	<p>1. Tutorials</p>	<p>1. Celebration Activities</p> <ul style="list-style-type: none"> • Give students the opportunity to write a class letter to next year's ninth grade class with advice for surviving ninth grade, have a mini "graduation ceremony," or tape students as they discuss the best moments from the year. These can be played next year at parent night.