



7th Grade Elective

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

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“Education is learning to use the tools which the race has found indispensable.”^[1]

Class Description:

Regardless of a student’s life circumstances, AVID students overcome obstacles and achieve success. They can graduate and attend college at higher rates, and more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them in the future.

Course Objective: The mission of AVID is to ensure that motivated students who have the potential to be successful in a college preparatory path will:

- Succeed in a rigorous curriculum
- Enroll in a four year college or further inquiry of study
- Enter and participate in mainstream activities of the school

¹LINDA STEINER L | March 15, 1998: First Provost has last word—in stone. UCSB Provost Moore

- Become educated and responsible participants and leaders in a democratic society

The foundation of the AVID program is an elective class that provides academic support for students who aspire to college and who would benefit from daily in school instructional support in order to be successful in a college preparatory course of study. AVID course content includes instruction intended to improve a variety of skills; tutorials designed to increase higher level thinking and success in rigorous courses; and motivational activities, guest speakers, and college and career exploration.

Most students can succeed in rigorous courses and get into and through college by perseverance, hard work, and, as the AVID program's name reveals, "individual determination." However, many students need assistance in reaching the goal of going to college. AVID students are placed with a strong group of peers and adults who share a commitment to academic excellence and who work together for student success. In the AVID classroom students find high expectations, encouragement, day-to-day help, a vision of college as an expected and attainable goal, and guidance in and skills for reaching that goal. Ultimately, AVID provides a social and academic structure to support students as they work to succeed.

The AVID Elective course helps students:

- Appreciate the interaction between human communities and the environment
- Develop an understanding of the importance of Writing, Inquiry, Collaboration, Organization and Reading (WICOR)
- Gain the skills necessary to become more organized using a variety of approaches to learning, and to study for and take tests more effectively
- To better understand connections between organization, motivation, hard work and discipline with desired outcomes

Classroom Guidelines and Procedures: The AVID program requires hard work and perseverance and is effective only if participation is voluntary. Students must sign a contract agreeing to:

- Enroll in AVID as an elective class
- Enroll in a rigorous course of study
- Study at least two hours a day and complete all assignments
- Maintain an organized AVID binder that includes class notes, study material, assignments, and completed work
- Participate in AVID tutorial groups

- Assist teachers and students in maintaining a positive learning environment
- Participate in AVID field trips and activities

AVID students should always:

- Come to class prepared to learn.
- Give 100% effort in all that they do.
- Live by the 8 Keys of Excellence : Integrity, Failure Leads to Success, Speak with Good Purpose, This is It, Commitment, Ownership, Flexibility, and Balance.

Monday	Tuesday	Wednesday	Thursday	Friday
*Warm Up	*Warm Up	*Warm Up	*Warm up	*Warmup
*AVID curriculum	*Tutorials	*AVID curriculum	*Tutorials	*Fun Friday
*Agenda	*Agenda	*Agenda	*Agenda	*Binder checks

<u>AVID Curriculum Includes:</u>	<u>Fun Fridays:</u>
• Levels of Questioning	• Academic, intellectual, fun
• Cornell Notes	• Team Building activities
• Philosophical Chairs	• Getting to know you...
• Socratic Seminars	• Scavenger Hunt and Race
• College and Careers	• College, University highlights
• Vocabulary development	• Creative projects
WICOR	
Tutorials:	• Etc.....
• Student-led study groups	
• Each student brings 2 questions a week	

REQUIRED MATERIALS- must be brought to class everyday: :

- AVID Binder

- AVID Binder Pouch
- Tab Dividers
- Student Planner

Required Materials (to purchase):

- Two or more Black/Blue Pens
- Two or more Pencils
- Two or more Packs of Lined Paper
- Binder hole reinforcement labels

Suggested Materials:

- One or more colored highlighters
- Calculator
- Six inch ruler
- Three Hole Punch

Assessment (Summative/Formative):

- Maintaining a well organized AVID Binder and Agenda book
- Active participation in weekly tutorials
- Completion of assigned reading and writing activities (WICOR/Class fun)

Summative Assessments can account for 70% of a student's grade, while formative assessments can average to 30%.

GRADING POLICY

A= 100%- 90%

B = 89%- 80%

C = 79%- 70%

D = 69%- 60%

F = 59% or lower

GRADES WILL MADE UP OF THE FOLLOWING:

1. AVID Binder (due every Friday):
 - must include Academic Calendar, a minimum of 2 Cornell Notes per class, Weekly Academic Check, Tutorial Sheets,
 - must be neat and organized week binder checks see homework policy
2. 2 Tutorial questions (due every Wednesday and Friday)
3. Listening and speaking: Philosophical Chairs and Socratic Seminars
4. Other assignments, projects, quizzes

CHECKING YOUR GRADE: Utilize Illuminate and e-mail.

Class Grade Policy:

- **70% Assessments:** Notebook, Performance Assessments, Processing Assignments, notebook with interactions, socratic seminar, google classroom, etc.
- **15% Classwork:** Notes, Agendas, Guided Readings, tutorials, WICOR
- **5% Homework:** Reading, Notes, Homework as Reading, maps, unfinished classwork, annotations, Interactions{Outputs}, google classroom.
- **10 % Scholarship:** academic study or achievement; learning at a high level
 - **Curiosity** as evidenced by: asking questions that reflect completed reading assignments seeking out and sharing readings, links, events related to the content area we study listening to classmates and connecting, questioning, or reflecting on what they say
 - **Empathy** as evidenced by: assignments that examine issues from a variety of perspectives identifying one’s own underlying implicit or explicit biases use of inclusive language and respectful dialogue listening to classmates and connecting, questioning, or reflecting on what they say teaching other students learned ideas and thinking structures
 - **Honesty** as evidenced by: original assignments with credit given to sources and collaborators, whether in AVID or other subjects
 - **Presence** as evidenced by: Working on assigned tasks, If finished with assigned tasks, furthering study of WICOR by reading ahead or other sources listening to classmates and connecting, questioning, or reflecting on what they say
 - **Perseverance** as evidenced by: starting tasks or assignments when they are assigned asking for help, after having tried problem-solving strategies completing assignments use different interactions

Student Responsibilities

1. Students will be on time to class.
2. Students will treat themselves, fellow students, and all adults on campus with respect.
3. Students will have all necessary material ready at the beginning of class.
4. Students will follow school rules and Social Contract.
5. Students will have handouts marked with this symbol means all times:
- 6 Students will try their best, and be curious about new things and ideas.



Each and every student has the inalienable right to learn and work in a comfortable, safe, and trusting classroom. All behavior must be supportive of an appropriate learning-teaching environment. NO student has the authority to infringe upon the rights of another person at any time.

Classroom Rules [see Social Contract]-Discipline Policy

Any infringement upon the rights of another students [breaking social contract] may result in **the following and not always in this order based on California law and Board policies:**

1. Warning, student-teacher conference—the student writes an apology and is forgiven; behavior journals, Saturday School
2. 30 minutes detention and a parent contact; 3. Parent contact and possible one hour detention;
4. Referral for parent conference or SST.
5. Suspension

Any further disruption will result in further disciplinary action to be handled by the Administration office. Gratuitous profanity and major disruptions will be immediately referred to Student Support. All disruptions will affect his/her citizenship grade.

IMPORTANT: Are students ever dismissed from the AVID program?

Although AVID attempts to address a number of the issues that can get in the way of school success, there are occasions when students are not successful in the AVID program and the required college preparatory courses. Students may be removed from the AVID program if they are not fulfilling their contractual agreement and are not meeting with success in the AVID program. The AVID teacher and the AVID counselor discuss concerns with the student and his or her parents. If improvement is not seen in the student's performance and/or attitude, the student may be removed from the AVID program based on the following criteria:

- Student does not do homework, complete assignments and/or prepare for classes.
- Student is a chronic absentee.
- Student has disciplinary issues.
- Student qualifies for services that more appropriately meets his/her needs.

FIRST PROVOST HAS LAST WORD -- IN STONE

LINDA STEINER L | March 15, 1998

Anyone who has attended an event in Royce Hall has undoubtedly wondered about this anonymous inscription over the auditorium's proscenium arch.

These words have not been without controversy. They were placed over the arch by architect David Allison, and originated from a suggestion that Provost Ernest Carroll Moore gave to Allison when the architect was building a hall at UCLA's first home, the Normal School on Vermont Avenue.

Allison, however, never consulted Moore about including the inscription in Royce Hall, nor did he receive authorization to do so from University of California President William C. Campbell, which would have been the proper course.

Campbell was not pleased. He objected strongly to the "English composition and the educational philosophy represented by the inscription," and he wrote Moore that several "learned friends" agreed with his stance.

But by then it was too late. Moore's words were literally set in stone. Moore apologized, but not without adding in his reply to Campbell that using "tools" such as art, music, literature, philosophy, religion "or any idealistic subject" as "aids and means to the performing of the work of life É makes them of worth to use. And that I most profoundly believe."

Moore wasn't quick to forget the president's criticism. In "I Helped Make a University" published decades later he wrote: "I stick to the motto of the university over the proscenium arch in Royce Hall."

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Memorandum of Understanding 2018-2019

I have read these guidelines and understand that my child must follow these rules/social contract/policies/California Laws in class & on the Sierra Vista Junior High School campus. Per BPUSD designees, data will be kept on the behaviors and discipline of my child. It will be presented at times on illuminate where other educators can see behaviors. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to *possible consequences from the California Education Code §48900 and other legal statutes.*

Parent/Guardian's Signature _____

Print First & Last name _____

Date _____

E-mail _____ *please, have student setup email or give the email address you gave the school.*

Home Phone(_____) _____ - _____

Work Phone(_____) _____ - _____

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document on the Sierra JHS campus. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I **may** be subject to *possible consequences under the California Education code §48900 and other legal statutes.*

Student's Signature _____

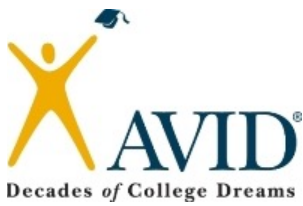
Print First & Last name _____

Student ID# _____ **Period** _____

Date _____

E-mail _____

Any comments or feedback please write below and on the back:



Middle School
AVID Contract

Advancement Via Individual Determination

Name of Student: _____ Enrollment Date: _____
Student Number: _____

AVID is a program that prepares students for four-year college eligibility.

Student goals:

1. Academic success in high school/college preparatory classes.
2. Successful completion of high school/college eligibility requirements.
3. Enrollment in four-year college or university after high school graduation.

Student Responsibilities:

1. Maintain satisfactory citizenship and attendance in all classes.
2. Maintain the AVID binder contents including, but not limited to, assignment sheets and Cornell notes.
3. Complete **all** homework assignments and commit to a minimum of two hours of homework each night.
4. Maintain a grade of 81 or higher in all classes.

Student Agreement:

I agree to accept enrollment into the AVID elective class, which will offer academic support to me. I want to succeed and I understand I must take individual responsibility for my own success. I understand that in order to give fair consideration to my involvement with the program, I must commit to remaining enrolled in the AVID elective for at least one year and that I will be allowed to remain in the program only if I meet the student responsibilities outlined above. I also understand that studies show I will be most likely to demonstrate academic improvement if I remain in the program for at least three years. I will be most likely to achieve my goal of enrollment in a four-year college if I remain in AVID through my senior year in high school.

Student Signature: _____

Support Statement: We agree to support the efforts of this student in meeting the goals outlined above.

AVID Coordinator Signature

Parent Signature:

AVID Counselor Signature:

Site Administrator Signature: