



## AVID 9<sup>th</sup> Grade Elective Syllabus

Reynolds High School – School Year (2023-2024)

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### Course Description 9th Grade AVID Elective Class

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

Some students will have previous experience with AVID at the middle grades, and some students will be experiencing AVID for the first time. Either way, the ninth-grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

**A Day Classes: Periods 1, 2, 4, and 4**

**B Day Classes: Periods 5, 6, 7 and 8**

## Materials Needed for Class

1. 2 Inch Binder with tabs
2. College Ruled Notebook Paper
3. Pens (black, blue, red)
4. Spiral Notebook for AVID journals only

## Grading Scale

Letter Grade	Percentage	Description
A	100% - 90%	The student fully understands the content and the course objectives have been mastered.
B	89% - 80%	The student understands the content and course objectives at an above average level.
C	79% - 70%	The student understands the course content and course objectives at an average level.
D	69% - 60%	The student understands the course content at a below average level and a minimum of course objectives are met.
F	59% - 0%	The student has not met a sufficient number of course objectives to pass at a minimum level and receives no credit.

## Grading will be based on the following:

POWER: Binder Checks/Planners/Organizational Strategy 15%

Classwork: Cornell Notes, In-Class Collaborative Activities, 20%

Homework: Community Service 15%

Mastery: End of unit assessments, essays, projects 50%

*Students will be able to resubmit Mastery assignments as many times as desired in order to receive the desired grade provided the Mastery Assignment was submitted on time.*

## **Late work: All late class work must be submitted within two weeks of the unit's conclusion.**

When absent, it is the *responsibility of the student* to log onto Schoology to see what was missed.

## AVID 9 Expectations

1. Maintain a 2.5 GPA, no F or D grades on transcripts. D/F grades can cause removal from AVID.
2. Demonstrate exemplary citizenship.
3. Complete 6 hours of community service per semester.
4. Be involved in one afterschool activity.

## AVID Classroom Expectations POWER

## RAIDERS HAVE POWER

Raiders are:

P--- Punctual and Prepared (Come to class on time and with all necessary materials)

O--- Organized (Maintain a 3-ring binder and update your planner daily)

W--- Writers (Write Journals, Cornell Notes, Essays and Reflections)

E--- Engaged (Engage in all classes, conversations, activities, post-secondary planning and the community)

R--- Respectful (Respect the identify, ideas, time, space, and property of others)

# Course Outline

## Unit 1: AVID Essentials/High School Essentials/College Essentials

<b>Theme:</b>	AVID Essentials/High School Essentials/College Essentials
<b>Topics:</b>	Cornell Notes, Blooms Taxonomy Costa's Levels of Questioning, WICOR, Graduation Requirements, College Admission Requirements
<b>Academic Vocabulary:</b>	Compare and Contrast/Elaboration
<b>Assessment:</b>	Your Road Map to College Test

## Unit 2: Mission Statements/Goal Setting

<b>Theme:</b>	Goal Setting
<b>Topics:</b>	The Importance of Goals, Why Most Goals are not Achieved, Short term, Mid-term, Long-term goals, SMART Goals,
<b>Academic Vocabulary:</b>	Sequencing
<b>Assessment:</b>	Goal Setting Grid and Mission Statement

## Unit 3: Stress and Conflict Management

<b>Theme:</b>	Stress and Conflict Management
<b>Topics:</b>	Stress, Distress, Eustress, Conflict Management Strategies, Conflict responses
<b>Academic Vocabulary:</b>	Elaboration
<b>Assessment:</b>	College Essay: How you managed a stressful situation?

## Unit 4: Academic Readiness/Test Taking Strategies

<b>Theme:</b>	Academic Readiness/Test Taking Strategies
<b>Topics:</b>	Test Taking Strategies for Various Exam Formats
<b>Academic Vocabulary:</b>	Compare and Contrast
<b>Assessment:</b>	Test Taking Poster/Work Sample Speech

<b>Unit 5: Learning Styles/Multiple Intelligences/Personal Strengths</b>	
<b>Theme:</b>	Learning Styles/Multiple Intelligences/Personal Strengths
<b>Topics:</b>	Howard Gardner's 9 Multiple Intelligences, Myers Briggs, Naviance Strengths Explorer
<b>Academic vocabulary:</b>	Compare and Contrast/Elaboration
<b>Assessment:</b>	College Essay My Strengths and Weaknesses
<b>Unit 6: Career Pathways</b>	
<b>Theme:</b>	Career Pathways
<b>Topics:</b>	Aptitudes', Choosing a Career, Job Skills, Naviance Career Explorer
<b>Academic Vocabulary:</b>	Proposition and Support/Cause and Effect
<b>Assessment:</b>	Career Power Point/Speech Work Sample
<b>Unit 7: Colleges and Universities</b>	
<b>Theme:</b>	College Investigations
<b>Topics:</b>	Community Colleges, Colleges and Universities, The College Application Process, College Admissions Criteria, Fields of Study, Naviance College Investigation
<b>Academic Vocabulary:</b>	Proposition and Support
<b>Assessment:</b>	College Brochure
<b>Unit 8: Year End Reflections</b>	
<b>Theme:</b>	Reflections
<b>Topics:</b>	What have you learned? How will these skills assist you in the future? Goal Setting for sophomore year.
<b>Assessment:</b>	Four Year RHS Plan/Post-Secondary Plan

Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_

## Course Syllabus Contract

I, \_\_\_\_\_, have read through the course syllabus with my parents and I understand the course objectives, description, curriculum, grading scales, expectations for the school year, and the material to be covered. I set high expectations for myself and I will do my best to have a successful academic year. I understand that I am responsible for my academic achievement in this class.

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Student Signature

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Date

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Parent Signature

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Date