

READINESS PROFILE & COURSE EXPECTATIONS

AVID Senior Seminar

COURSE DESCRIPTION

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 survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

COURSE CONTENT AND EXPECTATIONS

Expectations:

- Maintain a 3.0 point average.
- Pass AVID with a C or higher.
- Maintain satisfactory citizenship and attendance in all classes.
 - no major referrals / suspensions.
 - no major classroom disruptions.

Student Weekly Responsibilities:

- Complete and submit a weekly grade check to both parents and teacher.
- Complete a weekly Binder Check with quality Cornell notes.
- Attend 1 documented Wolverine Time every week on either Tuesday or Thursday.
- Complete a weekly TRF form and Tutorial.

Student Year Long Responsibilities

- Plan for a rigorous course of study appropriate to your skill and interest level.
- Complete 12th Grade A-G Courses.

Please see syllabus for additional course rules and information

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- In the event of receiving a D or F in any A-G course you must attend summer school or plan to retake the course in your schedule.
- Take either the SAT or ACT in the Fall of your Senior year.
- Complete 12th Grade A-G Courses.
- Complete a math course during senior year.
- Apply to at least three 4-year universities.
- Apply to at least 10 scholarships.
- Complete the FAFSA.
- Make up any D's or F's earned in any a-g course.
- Complete 80 total hours of community service per school year. (40 per term.)
 - Summer hours apply to upcoming school year.
 - Proper evaluation form must be completed to receive credit.
- Participate in AVID fundraisers, including program events.

The AVID Senior Seminar course has two objectives. The first, prepare students for college and university entrance requirements. The second, ready students for the rigors of college and university work. This course will offer a challenging curriculum that exposes students to college level reading and writing assignments in an effort to develop students' critical reading and writing academic skills.

It is important to note that good grades, a competitive GPA, and maintaining an organized binder is only part of the AVID commitments; AVID students must also get involved in school leadership, athletics, performing arts, action oriented clubs, community service, or other extra-curricular activities. Getting involved in the school and local community will shape students into responsible participants and leaders in a democratic society--another goal of the AVID class. It is expected that AVID students continue down the college pathway and eventually enter into a four-year college or university. During the year you will...

- develop your ability to read and comprehend challenging texts;
- participate in Socratic seminars or other higher level discussions about texts;
- engage in content and literacy tutorials;
- write summaries and analyses of expository texts;
- develop and maintain an AVID portfolio;
- work collaboratively on assignments and projects;
- participate in short presentations;
- prepare for and take various college tests (ACT, SAT, SAT II, ELM, EPT, etc.);
- and participate in technology based lessons and activities.

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MAJOR UNITS OF STUDY

- Passion versus Practicality: How can we create a tailored application to our needs?
 - Before and After Reflection
 - Argument Analysis
 - Rhetorical Precis
- The Value of Education: Why is an Education Valuable, and How Much Does it Cost?
 - Before and After Reflection
 - Argument Analysis
 - Rhetorical Precis

STUDENT BACKGROUND

Students should be prepared and willing to do the following:

- Attend a minimum of 5 College Workshops.
- Attend 1 documented Wolverine Time a week.
- Complete and follow grade check procedures every week.
- Complete a Tutorial every week.
- Create a professional email that includes your first name (or initial) and last name.
- Create a preliminary list of ten colleges that you would consider attending.
- Draft a "Brag Sheet."
- Draft a business request letter for each recommendation request.
- Write, revise, and prepare your [UC Personal Statement](#).
- Draft a professional resume.
- Create a "Letter of Recommendation Packet".
- Verify Early Action and Early Decision for schools of your choice.
- Register and take the ACT (with writing), the SAT I and SAT II before November.
- Go to [California Colleges](#) and begin filling out your college application.
- Explore colleges on the web. Start at www.californiacolleges.edu or go to www.cccco.edu (California Community Colleges), www.calstate.edu, www.universityofcalifornia.edu, www.aiccumentor.org (California's independent colleges and universities) or www.cappsonline.org (private career colleges).
- Make sure you have a Social Security number. You need to have one to apply for federal and state aid. You can apply for a SSN at your local post office or Social Security office. To learn more, go to www.ssa.gov.
- Go to [CSUMentor](#) and create an account. Begin adding our A-G classes to the "Apply Online" college application tool.
- Request and acquire two letters of recommendation.

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- By the middle of October, reduce your list of potential colleges to 4-7 institutions. "The list should be divided into three groups on the basis of selectivity: "reaches" are the colleges to which you and your counselor estimate you have no more than a 20-30 percent chance to be admitted; "events" are the schools to which you have a reasonable chance of admission; and "plus" are the institutions to which you are certain to be admitted. Remember that you are looking for a college that fits you" (AVID College Counseling, 34).
- Apply for a PIN at www.pin.ed.gov so that you'll be able to electronically sign the online FAFSA in January. Your parents should get a pin too.
- Go to www.fafsa.ed.gov in November and complete the Pre-Application Worksheet for the 2010-2011 FAFSA on the Web.
- Learn more about Cal Grants and other California student aid by going to www.calgrants.org and [California Student Aid Commission \(CSAC\)](http://www.calgrants.org).
- Browse www.studentaid.ed.gov to learn more about federal Pell Grants and other federal student aid.
- Consider a federal student loan if you need to borrow money for college. For details, go to www.edfund.org and [Federal Student Aid](http://www.edfund.org).
- Apply to a minimum of 10 scholarships from sites such as [AVIDonline](http://www.avidonline.com) , [San Diego County Office of Education \(SDCOE\)](http://www.sdcocoe.org), and our own ["Financial Aid"](#) page.

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