

Advancement Via Individual Determination II (AVID II)

PEIMS Code: N1290002

Abbreviation: AVID2

Grade Level(s): 10-12

Award of Credit: 1.0

State Approved Innovative Course 2025-2026

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

In *Advancement Via Individual Determination II (AVID II)*, an academic elective course, 10th grade students utilize the AVID strategies to meet their independent needs and learning styles. Students will develop their own academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing skills to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grade 10. Students shall receive one credit for the successful completion of this course.
- (b) Introduction.
 - (1) In *Advancement Via Individual Determination II (AVID II)*, an academic elective course, 10th grade students utilize the AVID strategies to meet their independent needs and learning styles. Students will develop their own academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing skills to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

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- (2) *Advancement Via Individual Determination II (AVID II)* prepares students for college and career readiness and success. Students focus on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students explore college and career opportunities and their own student agency, giving them voice and often choice in how they learn.

(c) Knowledge and Skills.

- (1) The student develops student agency through exploration of personal interests, individual choices, personal care, goals, and character. The student is expected to:
 - (A) compare extracurricular and community service activities within the school and community;
 - (B) analyze activities that support self-care and healthy habits;
 - (C) identify personal areas of need and develop goals and actions to address those areas;
 - (D) evaluate the benefits of developing a support network, including peers and adults, for academic and future success;
 - (E) analyze how individual motivators and self-monitoring of motivation impact academic performance;
 - (F) identify personal levels of grit and perseverance in relation to growth mindset;
 - (G) apply self-awareness strategies and skills, including GROW (Get ready to learn, Review what you know, Open your mind, Wonder and ask); and
 - (H) apply key learning points from prior learning experiences to new contexts.
- (2) The student applies leadership and ethical conflict resolution skills to develop themselves as leaders. The student is expected to:
 - (A) evaluate and describe how some traits are connected to responsibility, integrity, and ethical interactions with others;
 - (B) identify what leadership opportunities exist across the school;
 - (C) analyze and describe personal conflict management style; and
- (3) The student prepares for rigorous academic courses by developing writing skills and composing various types of texts. The student is expected to:
 - (A) demonstrate writing skills related to the argumentative mode of writing;
 - (B) analyze a writing task to determine the purpose, format, style, and audience;
 - (C) generate multiple ideas that support, explain, or enhance the writing topic or theme;
 - (D) compose a first draft using ideas and information gathered during prewriting;
 - (E) write multiple drafts incorporating feedback and observations;
 - (F) analyze and edit the sentence structure of writing to create interest and complexity;
 - (G) analyze information from a lecture, written text, or visual representation with an emphasis on recording main ideas and important information;
 - (H) identify a note-taking style with an emphasis on condensing information by using abbreviations, symbols, or paraphrasing; and
 - (I) create written summaries including the most important information and personal connections related to the objective or essential question.
 - (J) write an argument with a claim that is supported with quotes from a reference text using appropriate citations;

- (4) The student develops inquiry skills leading to research and analysis of a topic or problem. The student is expected to:
 - (A) observe and analyze topics and problems in various media through guided discussions;
 - (B) identify the specific point of confusion related to a misunderstood concept or problem;
 - (C) evaluate learning and make connections between new learning and previous experiences;
 - (D) evaluate the effectiveness of learning strategies that were employed during research and analyze how strategies could be adjusted in the future;
 - (E) record ideas for research topics to address a research prompt;
 - (F) analyze the relevance, validity, and reliability of information found within sources;
 - (G) organize information, sources, and data that support the research prompt; and
 - (H) evaluate appropriate formats to share research to a specified audience.
- (5) The student applies collaboration skills in the classroom setting. The student is expected to:
 - (A) develop a system to hold the group accountable to following norms about shared responsibility;
 - (B) summarize points of agreement and disagreement from varying perspectives;
 - (C) apply effective conflict management skills to include the use of relational capacity with classmates;
 - (D) ask clarifying questions to group members;
 - (E) collaborate digitally with classmates and community members via social media or collaborative websites;
 - (F) distinguish between effective and ineffective language during interactions;
 - (G) describe and apply effective non-verbal communication tools when speaking, including body language and eye contact;
 - (H) demonstrate and explain the active listening skills to employ during academic conversations;
 - (I) use academic vocabulary when communicating; and
 - (J) identify and explain the appropriate register for a variety of group sizes.
- (6) The student identifies and applies organization, including time management skills. The student is expected to:
 - (A) use an organizational tool to record obligations and constraints on time;
 - (B) demonstrate the process of backwards mapping; and
 - (C) apply visual frameworks to organize language and comprehend key concepts.
- (7) The student prepares for rigorous academic courses by developing reading skills. The student is expected to:
 - (A) evaluate if a text is appropriate according to the reading purpose;
 - (B) make predictions about the text using text features;
 - (C) use tools to deepen understanding of vocabulary;
 - (D) determine appropriate critical reading strategies to accomplish the reading purpose through the lens of a content expert; and
 - (E) evaluate and synthesize key learning points in text by referring to the text in writing and in collaborative activities like a Socratic seminars.

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- (8) The student demonstrates college preparedness by discussing college terminology and various factors of college acceptance. The student is expected to:
- (A) identify personal attributes for academic, social, and financial capability related to college selection and aspirations;
 - (B) evaluate and discuss the significance of GPA at different stages of the academic journey;
 - (C) evaluate college options and define terminology such as private, for profit, public;
 - (D) evaluate personal eligibility for scholarships or grants;
 - (E) apply concepts of personal budgeting, spending, and making responsible financial decisions to their personal goals;
 - (F) analyze and discuss how academic plans and course completion support progress toward desired major;
 - (G) analyze and discuss which high school courses or opportunities align with college goals and plans;
 - (H) evaluate and list campus-, district-, or community-based opportunities, such as dual credit or online learning, to earn college credit in high school; and
 - (I) research match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; and
 - (J) identify college entrance exams based on the student's choice of postsecondary education.
- (9) The student explores personal career options to map out secondary and post-secondary plans. The student is expected to:
- (A) analyze personal attributes for academic, social, and financial compatibility related to career selection;
 - (B) evaluate career fields and career pathways, including what resources and opportunities are available locally;
 - (C) investigate best fit career fields based on academic, social, and financial options; and
 - (D) analyze how academic plans and course completion support progress toward desired career field.

Recommended Resources and Materials:

Schools implementing the *AVID II* course found the AVID Libraries to be useful support materials. The libraries contain resources for *AVID II* and for schoolwide college readiness for all students.

Allen, David, Dr. Michelle M. Duffy, Dr. Michael B Garcia, and Stephanie Chippeaux. *AVID Reading for Disciplinary Literacy: A Schoolwide Approach*. San Diego, CA: AVID Press, 2019.

AVID Center. "AVID for Possibility." AVID, 2024. www.avid.org.

AVID Center. "Resources to Accelerate, Inspire, and Empower." AVID Open Access, March 11, 2024. <https://avidopenaccess.org/>.

Bendall, Paul, Adam Bollhoefer, and Vijay Koilpillai. *AVID Critical Thinking and Engagement: A Schoolwide Approach*. San Diego, CA: AVID Press, 2015.

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Bennett, Sacha, Jennifer Nagle, Alisa Scerrato, Jean Castruita, and Kori Platts. *AVID Academic Language and Literacy: A Schoolwide Approach*. San Diego, CA: AVID Press, 2016.

Garcia, Dr. Michael B., Eric R. Gerber, and Dr. Paolina Schiro. *AVID Tutorial Guide*. San Diego, CA: AVID Press, 2020.

McKinney, Craig, Bethany Glazebrook, Julie Sanders, and Debra Shapiro. *AVID Writing for Disciplinary Literacy: A Schoolwide Approach*. San Diego, CA: AVID, 2018.

Neumann, Sharon, and Hilda Lopez. *Preparing for College*. San Diego, CA: AVID Press, 2012.

Solomon, Ben, Shannon McAndrews, Angela Croce, Kristi Gerdes, Diana Lamar, Hilda Lopez, Dianne Mata, Janna Robin, and Alisa Scerrato. *AVID College and Careers: A Schoolwide Approach*. Edited by Tom Vigliotti. San Diego, CA: AVID Press, 2017.

Books generally cost \$79, and one book per campus is sufficient. These are the most recent editions of these books.

Recommended Course Activities:

The Instructional Domain includes a focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR strategies), Character Development, Communication, and College Preparedness in the *AVID II* class. Student activities include:

- Socratic Seminar group discussions,
- Using Costa's Levels of Thinking for analysis
- Philosophical Chair structured debates,
- collaborative activities, and
- inquiry-based collaborative study groups.

Suggested methods for evaluating student outcomes:

The recommended assessment methods should include:

- graded tutorial request forms;
- grade focused notes;
- tutorial participation grades;
- completed college applications; and
- class participation.

Teacher qualifications:

Educators must have a valid State Board of Educator Certification teaching certificate appropriate to grade level of assignment

Additional information:

Interested districts should contact Barbara Copeland at bcopeland@avid.org or (972) 591-2525, or AVID Care at AVIDCare@avid.org (1-833-AVID-CARE).

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AVID elective teachers participate in extensive content area professional learning during AVID Summer Institute and Path trainings. The content of these sessions targets instructional skill development specifically aligned with success in rigorous courses in the foundation content areas. We therefore request completion of the Implementation Community of Practice at the AVID Summer Institute or Path (2-3 days of intense professional learning) and the expressed desire to be an AVID teacher.

Schools use the professional training at AVID Summer Institute (SI) as a strong resource for guiding implementation of the course. The AVID Summer Institute includes online learning and face-to-face learning. Before the SI, participants have pre-work (launches) to complete. Costs for SI started at \$999 in 2024.

Additionally, thousands of Texas educators attended content-specific AVID Path trainings, learning to incorporate effective instructional strategies into their TEKS-aligned content curriculum. Path training starts at \$645.

AVID Center provides many online resources for AVID schools and educators. The lesson plans for each day of the AVID II class are the Weeks at a Glance (WAG) that AVID class teachers use as the basis for their curriculum and instruction. The WAG are what AVID II teachers use to make sure they are covering the AVID Standards (seen as the Essential Knowledge and Skills in AVID II). We have online learning in the form of On Demand Modules and virtual trainings to enhance the professional learning of all educators at AVID sites. We also have an extensive file sharing area online so that AVID educators can have access to resources that they need for College Readiness schoolwide.