

Advancement Via Individual Determination III (AVID III)

PEIMS Code: N1290030

Abbreviation: AVID3

Grade Level(s): 11-12

Award of Credit: 1.0

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:

Advancement Via Individual Determination III (AVID III) is an academic elective course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic skill development, there are college-bound activities, such as calculating their GPA, comparing colleges, and applying for scholarships, that should be undertaken during the junior year to support students when they apply to four-year universities and refine their postsecondary plans. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. This course is designed to support students in rigorous courses with research skills, financial literacy, and continued skill-building in reading and writing. *AVID III* accommodates timed writing practice, college application preparation, and conducting a service-learning based research project. Students complete one college essay before beginning 12th grade and begin to understand the financial aid and scholarship application process.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grade 11. Students shall receive one credit for the successful completion of this course.
- (b) Introduction.
 - (1) *Advancement Via Individual Determination III (AVID III)* is an academic elective course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic skill development, there are college-bound activities, such as calculating their GPA, comparing colleges, and applying for scholarships, that should be undertaken during the junior year to support students when they apply to four-year universities and refine their postsecondary plans. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. This course is designed to

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support students in rigorous courses with research skills, financial literacy, and continued skill-building in reading and writing. *AVID III* accommodates timed writing practice, college application preparation, and conducting a service-learning based research project. Students complete one college essay before beginning 12th grade and begin to understand the financial aid and scholarship application process.

- (2) *Advancement Via Individual Determination III (AVID III)* is a course that 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, and character. The student is expected to:
- (A) determine which student leadership or mentorship opportunities across the school and community best fit personal goals and interests;
 - (B) evaluate and discuss the impact of personal decisions on the world;
 - (C) evaluate and make a plan to minimize personal stress and anxiety levels, such as in preparation for and during tests;
 - (D) analyze and select effective ways to engage mentors who influence, support, and guide future transitions and success;
 - (E) apply strategies to support personal motivation;
 - (F) demonstrate self-advocacy and build a support network related to areas of academic need;
 - (G) identify obstacles that could hinder future success and develop a plan for overcoming them;
 - (H) apply self-awareness strategies and skills to a variety of academic challenges; and
 - (I) apply key learning points to real-world situations.
- (2) The student analyzes leadership and ethical conflict resolution skills. The student is expected to:
- (A) Research and discuss what student leadership opportunities exist in extracurricular and community service activities within the school, local, or global community;
 - (B) Analyze which leadership skills are important to effective leadership;
 - (C) evaluate personal traits connected to integrity and ethical leadership; and
 - (D) analyze personal responses to conflict situations to determine how to best handle future conflict in leadership roles.
- (3) The student prepares for rigorous academic courses by developing writing skills and composing various types of texts. The student is expected to:
- (A) develop writing skills related to expository research writing, such as identifying credible sources, synthesizing information from multiple perspectives, and properly citing sources, incorporating Modern Language Association (MLA) or American Psychology Association (APA) format;

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- (B) research and gather relevant information related to a writing prompt to generate a bank of resources and information;
 - (C) compose drafts with a focus on establishing a clear purpose for the writing;
 - (D) use inquiry strategies to develop additional questions as needed;
 - (E) create and execute a plan for the revision process independently;
 - (F) analyze the language of writing and revise for voice, flow, and clarity;
 - (G) publish writing to an audience outside of the classroom such as an online forum;
 - (H) identify the appropriate format for notetaking based on the note-taking objective;
 - (I) demonstrate appropriate notetaking, with an emphasis on using strategies to organize notes such as indentation, bullets, outlines, skipping lines, or color-coding;
 - (J) analyze personal notes to determine if they meet the learning objective and help contribute to academic and personal success.
- (4) The student applies inquiry skills independently. The student is expected to:
- (A) Use and describe questioning techniques to think critically about content and concepts;
 - (B) Generate and list questions in response to a misunderstood concept or problem;
 - (C) identify modifications to a process that would be needed to solve similar problems;
 - (D) evaluate and present learning and make connections between new learning and the broader world; and
- (5) The student applies collaboration skills in the classroom setting. The student is expected to:
- (A) identify roles within a group through the adoption of effective elements of collaboration;
 - (B) integrate multiple perspectives into group products;
 - (C) generate unique ideas and solutions through group collaboration;
 - (D) interact with peers in complex situations while maintaining a focus on respect, trust, and empathy;
 - (E) evaluate group members' understanding of key academic concepts;
 - (F) evaluate and discuss ineffective verbal and non-verbal communication practices;
 - (G) demonstrate active listening by asking clarifying questions;
 - (H) use correct grammar when communicating; and
 - (I) demonstrate effective speaking skills in front of various audiences.
- (6) The student applies and analyzes organization and time management skills. The student is expected to:
- (A) develop and discuss routines for using organizational tools and planning strategies to enhance academic performance;
 - (B) evaluate activity log or tracking system of community and extracurricular activities and hours to determine if the student is on-track to meet goals;
 - (C) describe the concepts and practices of backwards mapping;
 - (D) identify upcoming events to proactively avoid time-management conflicts;
 - (E) create short and mid-range goals that support achievement of long-term goals;
 - (F) evaluate and adjust actions on major tasks or assignments to complete these in a timely manner.
 - (G) modify goals and actions based on progress; and

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- (H) analyze various graphic organizers to organize language and show relationships between key concepts.
- (7) The student prepares for rigorous academic courses by developing reading skills. The student is expected to:
 - (A) identify texts and justify that they meet the reading purpose;
 - (B) preview and annotate text to build background knowledge to use in preparing to write and engage in collaborative activities;
 - (C) write text dependent questions while reading that align with the reading purpose.
- (8) The student demonstrates college preparedness by learning the meaning of various college terminology and various factors of college acceptance. The student is expected to:
 - (A) evaluate the student's current GPA and how it relates to choosing a college and career path;
 - (B) compare various college campus structures, services, and opportunities;
 - (C) research and evaluate scholarship offerings and grant opportunities;
 - (D) create a systematic decision-making model for personal financial decisions and circumstances;
 - (E) identify and create long-term academic plans that have steps consistent with reaching academic goals;
 - (F) research and plan for a successful transition to the next step in the academic journey;
 - (G) research pathways offering work opportunities such as credentials, certifications, internships;
 - (H) evaluate and rank schools which match the student's eligibility, including those that would be a stretch and those for which there would highly likely be acceptances; and
 - (I) analyze and discuss whether additional test preparation and testing are needed to meet college entrance or scholarship goals.
- (9) The student analyzes personal career options. The student is expected to:
 - (A) develop a personal definition of success;
 - (B) analyze and refine key personal attributes for academic, social, and financial options related to career selection;
 - (C) research and present how academic performance links to career performance and success;
 - (D) evaluate and discuss potential career fields and the opportunities that they provide;
 - (E) identify transitional phases related to work life;
 - (F) identify best fit career fields based on academic, social, and financial interests;
 - (G) develop short- and long-term career pathways; and
 - (H) identify and engage in real-world experiences within career fields of interest such as service-learning projects, job shadowing opportunities, or internship possibilities.

Recommended Resources and Materials:

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

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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.

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 are generally \$79, and one 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 III* 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:

- binder checks;
- graded tutorial request forms;
- grade focused notes;
- tutorial participation grades;

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- 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).

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 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 teachers use to make sure they are covering the AVID Standards (seen as the Essential Knowledge and Skills in this document). 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.