

Advancement Via Individual Determination IV (AVID IV)

PEIMS Code: N1290033

Abbreviation: AVID4

Grade Level(s): 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 IV (AVID IV) is a 12th grade course. In the final step to college and career preparation, students apply to universities, scholarships, financial aid, and finalize their postsecondary plans. Seniors make a gradual shift in responsibility around the tutorial process, preparing them for independent college study groups. Each term has unique units covering financial literacy (FAFSA, scholarships), essay revision, short-response writing, and professional profile preparation. Seniors also engage in rigorous research, STEM, and reading units, building relational capacity, social and academic networks, and student agency. They finish the year by presenting a curated portfolio showcasing their *AVID IV* journey.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grade 12. Students shall receive one credit for the successful completion of this course.
- (b) Introduction.
 - (1) *Advancement Via Individual Determination IV (AVID IV)* is a 12th grade course. In the final step to college and career preparation, students apply to universities, scholarships, financial aid, and finalize their postsecondary plans. Seniors make a gradual shift in responsibility around the tutorial process, preparing them for independent college study groups. Each term has unique units covering financial literacy (FAFSA, scholarships), essay revision, short-response writing, and professional profile preparation. Seniors also engage in rigorous research, STEM, and reading units, building relational capacity, social and academic networks, and student agency. They finish the year by presenting a curated portfolio showcasing their *AVID IV* journey.
 - (2) *Advancement Via Individual Determination IV (AVID IV)* 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, safety, health and character. The student is expected to:
 - (A) analyze the behavior of a globally and digitally aware, responsible, and contributing citizen;
 - (B) evaluate the impact of personal decisions on others and the world;
 - (C) demonstrate personal health and safety, including digital security;
 - (D) create and maintain a network of support for current and future success;
 - (E) develop, demonstrate, and maintain personal motivation related to academics;
 - (F) assess academic and personal needs and describe a plan to seek help when necessary;
 - (G) demonstrate and describe characteristics of persistence and adaptability; and
 - (H) identify and demonstrate self-awareness strategies and skills.
- (2) The student exhibits leadership and conflict resolution skills independently. The student is expected to:
 - (A) Demonstrate and discuss integrity and ethical leadership;
 - (B) identify and pursue leadership opportunities; and
 - (C) manage and resolve conflict with others.
- (3) The student prepares for rigorous academic courses by developing writing skills and composing various types of texts. The student is expected to:
 - (A) revise writing to improve clarity and accomplish the writing purpose;
 - (B) edit and proof-read their own writing and the writing of others; and
 - (C) summarize learning and identify next steps in the writing process.
- (4) The student applies inquiry skills independently. The student is expected to:
 - (A) use questioning techniques to engage in discussions and demonstrate critical thinking about content and concepts;
 - (B) generate questions in response to a misunderstood concept or problem;
 - (C) research and summarize source material on opposing sides of a selected topic;
 - (D) identify generalized processes that could be used to solve similar problems;
 - (E) analyze and adapt processes to new situations or problems;
 - (F) evaluate learning and make connections between new learning and previous learning, their experiences, themselves, or their world;
 - (G) evaluate and modify personal actions to promote learning and academic success; and
 - (H) present research findings, customizing the presentation for the intended audience.
- (5) The student applies collaboration in the classroom setting. The student is expected to:
 - (A) demonstrate productive and effective work in diverse teams with diverse perspectives;
 - (B) establish and maintain relational capacity with others by collaboratively working in small groups and partnerships such as tutorial groups, presentation groups, and helping trios;
 - (C) demonstrate respect for individual contributions;
 - (D) facilitate group discussions in order to clarify confusion and check for understanding;
 - (E) use technology as a tool for communication and collaboration;
 - (F) communicate clearly both verbally and non-verbally;
 - (G) listen effectively to decipher meaning;

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- (H) use correct grammar when communicating; and
- (I) demonstrate ways to adapt speech to a variety of contexts and communicative tasks.
- (6) The student applies and analyzes organization and time management skills. The student is expected to:
 - (A) use organizational systems to access and archive materials efficiently;
 - (B) organize and allocate time based on priorities and task completion;
 - (C) identify and describe the steps necessary to accomplish various goals;
 - (D) monitor progress towards goals and revise goals appropriately, leveraging technology; and
 - (E) organize information to indicate relationships between ideas.
- (7) The student prepares for rigorous academic courses by developing reading skills. The student is expected to:
 - (A) select a text according to the reading purpose;
 - (B) examine and discuss key academic and content-related vocabulary to deepen comprehension of texts;
 - (C) apply reading strategies including marking the text and focused note-taking to interact with text to process information as it is read.; and
 - (D) demonstrate comprehension of a text by using academic reflection skills, such as summarizing, questioning, predicting, and connecting ideas.
- (8) The student increases college preparedness by advancing their knowledge of college terminology and aspects of college acceptance. The student is expected to:
 - (A) analyze personal attributes of academic, social, and financial capability related to college selection;
 - (B) describe the role that grants and loans play in college financing;
 - (C) determine an education plan and college path aligned to personal goals; and
 - (D) evaluate and complete college admission requirements, including testing and application.
- (9) The student evaluates personal career options. The student is expected to:
 - (A) analyze personal abilities, skills, and interests related to career selection;
 - (B) explore key career-related information;
 - (C) determine and list the specific academic skills and attitudes required for readiness in a particular career field.

Recommended Resources and Materials:

Schools implementing the *AVID IV* course found the AVID Libraries to be useful support materials. The libraries contain resources for the *AVID IV* course 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.

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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 generally cost \$79 each, 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 IV* class and is encouraged schoolwide in all subject areas. 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;
- completed college applications; and
- class participation.

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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.