

PVHS English Department – AVID Program

2008-09 Course Descriptions

Advancement Via Individual Determination (AVID) 9	AVID will ensure that all students, and most especially students in the middle with academic potential capable of completing a college preparatory path, will succeed. AVID will place low-achieving students in a rigorous curriculum and give them the support to achieve in that curriculum. It will provide a team of students for positive peer identification, and it will redefine the teacher's role as that of student advocate
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Advancement Via Individual Determination (AVID) 11	The AVID Junior Seminar is an interdisciplinary course for AVID juniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing, and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader.
Advancement Via Individual Determination (AVID) 12	AVID 12, like the three previous years, features college-age tutors who lead discussions and critical analysis of the academic courses in which the students are currently enrolled. Students are required to complete timed writings in all subjects; they must also present oral presentations on topics related to careers, colleges, and contemporary issues. AVID students, working with tutors, eventually act as discussion leaders and move into leadership roles in Socratic seminars. These discussions grow beyond elementary didactic direction and guide students in seeing their resources from different perspectives. Mastering textbooks, developing arguments, and thinking on their feet are all critical thinking skills necessary for their continued success.