
GUIDANCE SERVICES & AVID

The guidance services program provides content standards and indicators for students that contribute to the development of the academic, career, and personal/social domains. The courses in the guidance services program provide students not only with growth opportunities in the three domains, but also with opportunities to interact with and provide support to others within the school and community. The domains and standards are:

- **Academic Development Domain**

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

- **Career Development Domain**

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

- **Personal/Social Development Domain**

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect themselves and others.

Standard B: Students will make decisions, set

goals, and take necessary action to achieve those goals.

Standard C: Students will understand safety and survival goals.

The guidance services program courses focus is in the following three areas.

AVID

Advancement Via Individual Determination (AVID) is a series of academic, regularly scheduled elective classes that uses writing as a tool for learning, inquiry, and collaboration. The three main components of the AVID program are academic instruction (AVID curriculum), tutorial support, and motivational activities. The mission of the AVID program is to ensure that all students, especially students in the middle capable of completing a college-preparatory path, have a chance to succeed, and to increase enrollment of these students in four-year colleges and universities.

STUDENT SUPPORT

Student support courses are designed to assist students with the development of decision-making skills needed for sound academic, career, and personal/social choices and with skills to assist other students with decision making and problem solving.

TUTORIAL SUPPORT

Tutorial support courses provide students with opportunities to work under the direction of subject-area teachers to assist other students in particular areas of the curriculum. Students who are recipients of tutorial assistance will receive basic skill support in individual or small-group settings.

MIDDLE LEVEL AVID (8061)

Grade level: 6–8

Prerequisites: GPA between 2.0 and 3.0; average or above-average standardized test scores, especially in mathematics; enrollment in pre-algebra or a higher-level math course; high motivation; positive attitude; parent contract

Course duration: One or two semesters; multiple credit allowed

Subject area in which graduation credit is given:
Does not apply

COURSE DESCRIPTION

Students sharpen and refine attitude, skills, and knowledge to successfully enter and complete a college-prep academic program in high school. Students learn and apply study skills and learning strategies to improve performance in the content areas. Note taking, outlining, writing, speaking, reading, test strategies, use of appropriate technology to improve performance, and self-awareness are stressed.

BASIC TEXTS AND TEACHING GUIDES

The AVID Middle School Libraries

SENIOR HIGH AVID (8060)

Grade level: 9–12

Prerequisites: GPA between 2.0 and 3.0; average or above-average standardized test scores, especially in mathematics; enrollment in algebra or a higher-level math course; student interview; high motivation; positive attitude; parent contract

Course duration: One or two semesters; multiple credit allowed

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

The AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep coursework, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In

addition, the course includes college motivational and career exploration activities.

BASIC TEXTS AND TEACHING GUIDES

The AVID High School Libraries.

AVID SENIOR SEMINAR (JUNIOR YEAR) 1,2 (8227, 8228)

DISTRICTWIDE PILOT COURSE

Grade level: 11

Prerequisites: Previous enrollment of at least one year in an AVID elective course prior to grade 11.

Co-requisites: Enrollment in at least one Honors, Advanced Placement, International Baccalaureate, or UC/CSU-transferable college course.

Options for Instructional Settings: This course may also be taught in the following settings:

- Collaborative: 8227G, 8228G
- Sheltered: 8227L, 8228L

Note: Students must complete this course in order to receive University of California g (electives) admissions credit for Avid Senior Seminar (Senior Year) 1,2 (8221, 8222) offered in grade 12.

Course duration: Two semesters

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

AVID Senior Seminar (Junior Year) is the first year of a two-year course designed to prepare students for entry into college. Part of the national AVID program, it is intended for students who seek the rigor of a college preparatory course. Organized around the theme “Leadership as a Catalyst for Change in Society,” the focus of the junior year is on the study of 8–10 contemporary leaders, of which students will choose one to study in depth in their senior year. Although this course does not earn college-prep credit, students must take it in order to receive University of California elective (i.e., g) credit for the senior-year portion of the course.

BASIC TEXTS AND TEACHING GUIDES

The AVID High School Libraries.

AVID Handbook and Curriculum Guide, San Diego County Department of Education.

Selections from the core literature list from the school’s most advanced senior English class.

AVID SENIOR SEMINAR (SENIOR YEAR) 1,2 (8221, 8222)

Grade level: 12

Prerequisites: Successful completion of AVID Senior Seminar (Junior Year) 1,2 (8227, 8228), or successful completion of 2 years of High School AVID.

Note: Students must complete Avid Senior Seminar (Junior Year) 1,2 (8227, 8228) offered in grade 11 in order to receive University of California g (electives) admissions credit for this course.

Course duration: Two semesters

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). The AVID Senior Seminar (Senior Year) is the culmination of a student's years in the AVID program. The course involves substantial critical reading and writing; preparation for external exams, such as those for advanced placement and international baccalaureate; and weekly Socratic seminars.

Senior Seminar students, working with tutors, are expected to participate in, and eventually to act as moderators for, Socratic seminars. These discussions move beyond didactic instruction and assist students in gaining multiple perspectives on texts, by requiring them to support arguments with clear reasoning and evidence, and to develop their critical-thinking skills to the degree necessary for success in college.

BASIC TEXTS AND TEACHING GUIDES

The AVID High School Libraries.

AVID Handbook and Curriculum Guide, San Diego County Department of Education, 1987.

Selections from the core literature list from the school's most advanced senior English class.

AVID PEER SUPPORT (8066)

Grade level: 11–12

Prerequisites: Application and interview through AVID coordinator

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

Students enrolled in this course provide tutorial support to students enrolled in AVID elective and other lower-division courses, including Physics 1,2, Algebra 1-2, English 1,2 and English 3,4. Tutors are trained to apply AVID strategies and materials with their students and to work with these students individually and in cooperative groups, assisting them to build a strong learning foundation in all core content areas.

AVID tutors hone their communication skills, group facilitation techniques, and peer-to-peer teaching strategies while strengthening their self-awareness and leadership skills. Tutors who complete the course requirements successfully will earn AVID certification from the AVID Center and Region IX and service learning recognition on their transcripts.

AVID Peer Support is tailored to match the unique needs of each high school. The course provides students with the opportunity to explore the teaching profession, to strengthen their content knowledge, to gain a service learning experience involving the support of their peers and school, and to acquire certification that may extend their association with AVID tutoring beyond high school.

BASIC TEXTS AND TEACHING GUIDES

The AVID High School Libraries.

The AVID Tutoring Portfolios.

DYNAMICS OF PEER COUNSELING 1,2 (8215, 8216)

Grade level: 9–12

Prerequisites: Local option

Course duration: Two semesters

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

This course trains peer counselors to assist students, and includes a basic orientation to the high school, course structure and requirements, career and college materials, communication techniques, and group dynamics. The second semester is a field experience.

BASIC TEXTS AND TEACHING GUIDES

None.

DYNAMICS OF PEER COUNSELING 3,4 (8217, 8218)

Grade level: 11-12

Prerequisites: Dynamics of Peer Counseling 1,2

Course duration: One or two semesters

Subject area in which graduation credit is given:

Elective

COURSE DESCRIPTION

This course provides students with a more in-depth approach to the art of helping others. It utilizes and expands skills and techniques acquired in Peer Counseling 1,2.

BASIC TEXTS AND TEACHING GUIDES

None.

GED PREPARATION (8063)

Grade level: 10-12

Prerequisites: See below.

Course duration: One semester

Subject area in which graduation credit is given:

No credit or grade is granted for this course.

COURSE DESCRIPTION

Students in this course must be at least 17 years, 10 months old.

This course is designed to prepare students to pass the general education development (GED) examination. It uses individualized education programs to remediate specific weaknesses and concentrates on five areas of study: English grammar and usage, reading, science, social studies, and mathematics. Completion of this course should enable students to (1) improve their skills in grammar, reading, basic math, and elementary algebra, (2) recognize and understand

the various types of objective test questions, and (3) improve their chances of passing the GED test. The primary methods of instruction include, but are not limited to, lectures, timed tests, homework assignments, and individualized instruction.

Students are evaluated with pre- and post-tests in the five areas of study, and progress in their individualized education programs is assessed.

BASIC TEXTS AND TEACHING GUIDES

None.

STUDY SKILLS 6TH-8TH (8030)

Grade level: 6-8

Prerequisites: None

Course duration: One semester; may also be taught in a nine-week portion of an 18-week (one-semester) wheel course. May be repeated for credit.

Subject area in which graduation credit is given:

Does not apply

COURSE DESCRIPTION

This supplementary, technology-based course is a challenging and rewarding learning program for students significantly below grade level in math and reading. Higher-level thinking, problem-solving, and basic skills are emphasized. A highly structured curriculum provides intensive reading and mathematics practice. Students will receive tutorial support on an individual basis or within small study groups.

The goal of this program is to close the achievement gap through concentrated focus on skill building and cognitive thinking, using innovative materials and increased time on task.

BASIC TEXTS AND TEACHING GUIDES

None.