



Charlotte Wood Middle School Welcomes You!

A = Advancement

V = Via

I = Individual

D = Determination

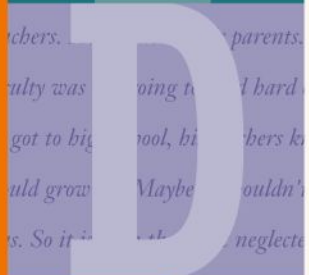




The Mission of AVID

The mission of AVID is to ensure that ALL students:

- **Will improve their chances for enrollment in four-year colleges**
 - **all SRVUSD's comprehensive high schools have an AVID program**
- **Will complete a rigorous college preparatory path**
- **Will succeed in rigorous curriculum**
- **Will become educated and responsible participants and leaders in a democratic society**



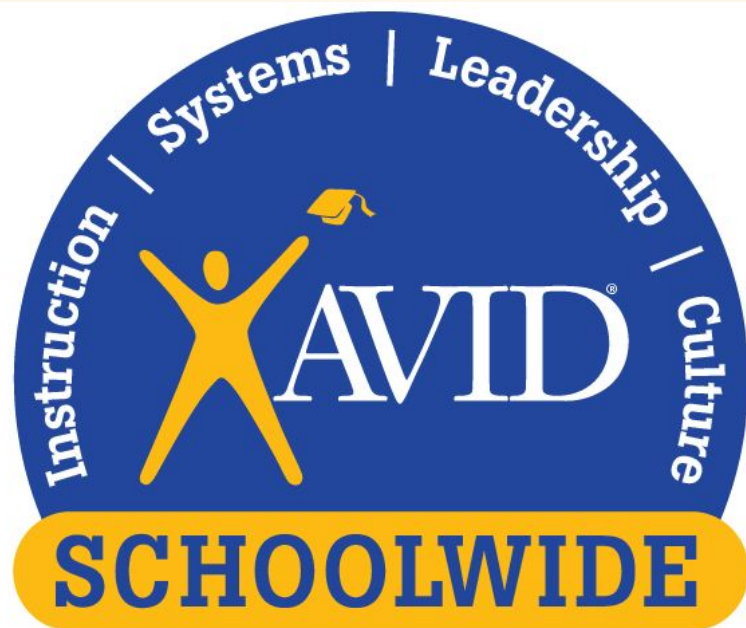


AVID STUDENT GOALS...

- **Provide a foundation for success in college**
- **Improved study and organizational skills**
- **Increased college-prep course completion in high school and enrollment in college**
- **Decreased stress**

The AVID Student

- Average to High test scores
- “In the middle” GPA
- Motivated to succeed
- College bound with support





AVID is NOT:

- Remediation
- Study hall
- A time to make up work from other classes or meet with teachers
- A class for students with failing grades
- Intervention
- Academic enrichment

AVID Fundamentals:

- Skills
 - Organization, note taking, study skills, time management
- WICOR
 - Writing, Inquiry, Collaboration, Organization, Reading
- Other essentials
 - Speakers, field trips, tutorials, etc.





Typical Week in AVID

Monday: Fill out planner/announcements

Tuesday: Tutorology sessions

Block Day: Tutorology sessions/WICOR Activities

Friday: Speakers/Team Building/WICOR



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READING

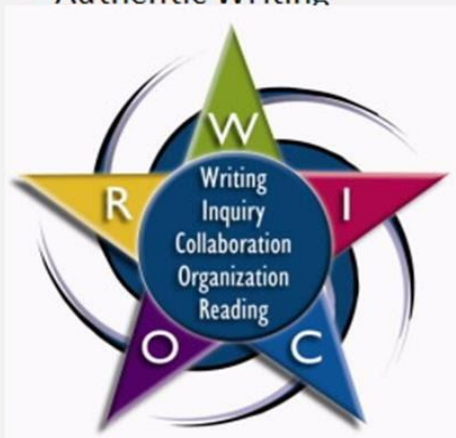
- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

ORGANIZATION

- Binders and organizational tools
- Calendars, planners, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

WRITING

- Cornell Note-Taking
- Learning Logs
- Quickwrites and Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing



INQUIRY

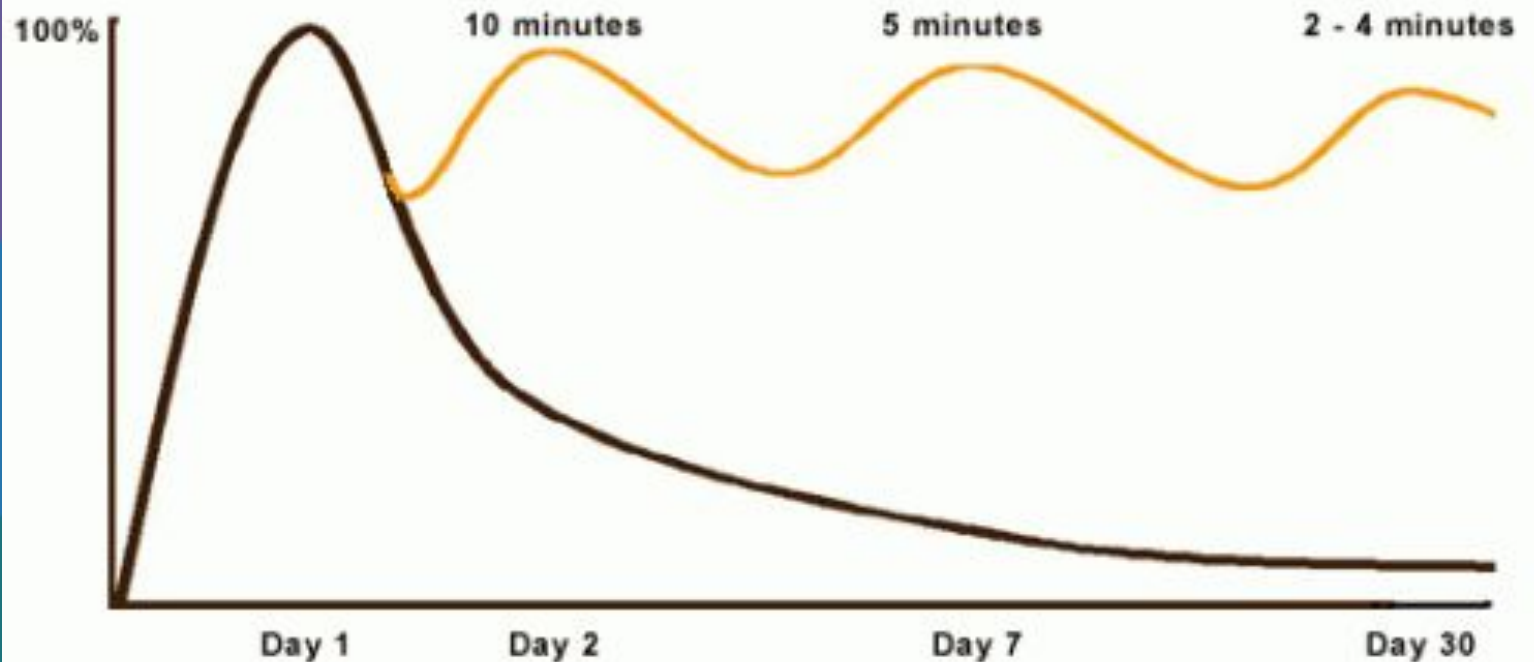
- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

COLLABORATION

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities and Projects
- Peer Editing Groups
- Service Learning Projects



Curve of Forgetting





Focused Note-Taking Process



Taking Notes



Processing Notes



Connecting Thinking



Summarizing and Reflecting
on Learning



Applying Learning





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ESSENTIAL QUESTION: WHAT WERE THE EFFECTS OF THE INDUSTRIAL REVOLUTION?

QUESTION 1

WHAT ARE THE KEY PHRASES?

~~TEXTILES~~ - WOVEN FABRIC

~~SPINNING~~ - MAKING THREAD

- SPINNING WHEEL WAS A DEVICE FOR SPINNING

THREAD -

600 - 1000 CE

~~WEAVING~~ - FABRICS WOVEN FROM CRISS-CROSSING + INTERLACING THREADS

~~SPINNING MILL~~ - DEVICE USED FOR SPINNING FIBERS INTO YARN

QUESTION 2

WHAT + HOW DID THE SPINNING

MILL WORK?
+ WHEEL

~~SPINNING WHEEL~~

↓

↓

OPERATED BY A HUMAN (1)

- EASY BUT SLOWER

~~SPINNING MILL~~

↓

↓

RUNNED BY WATER

- NO PEOPLE

FASTER

QUESTION 3

HOW DID THINGS CHANGE?

~~FABRIC~~ *

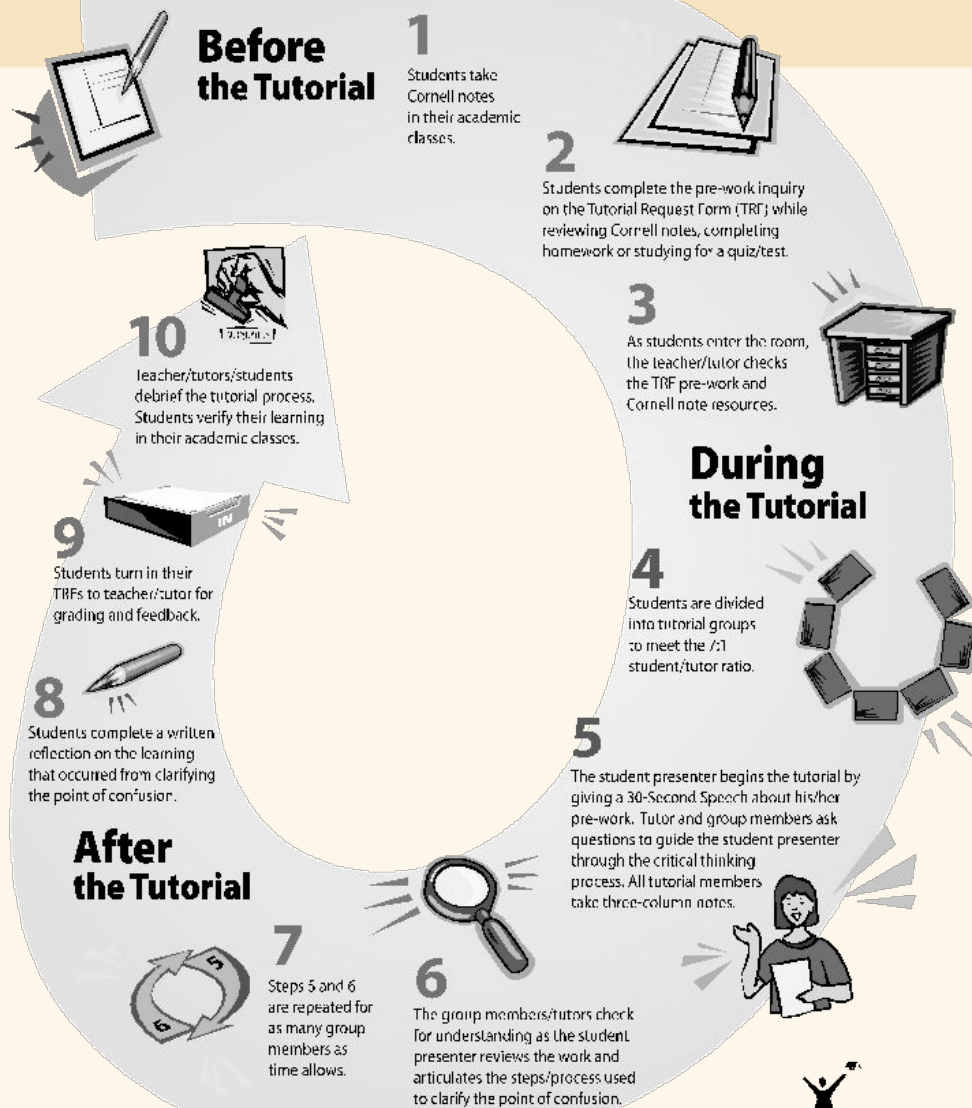
PRODUCTION: INCREASED

COST: DECREASED

DEMAND: INCREASED

SUMMARY: TEXTILES, SPINNING, WEAVING, AND MORE AFFECTED THE WORLD WE KNOW TODAY. MANY OF THESE MACHINES/DEVICES WERE USED IN DIFFERENT WAYS. ONE IS THE SPINNING MILL WHICH IS OPERATED BY A HUMAN WHILE THE WHEEL IS OPERATED BY WATER. OVER TIME THESE "NEW" MACHINES SOON BECAME "OLD" AND WERE REPLACED. THE ADVANCEMENT OF FABRIC ALSO CAME ALONG WHICH INCREASED PRODUCTION + DEMAND BUT ALSO DECREASED COST.

Steps in the Tutorial Process





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Initial Question:

Source, Page # and/or problem #: TEST #3

- ① The similarity statement for each pair of triangles is given. Find x & y
 $\triangle CRO \sim \triangle PST$

/1

Key Academic Vocabulary/Definitions Associated with topic or question

1. Similar Figures: Same figure; different sizes
 Similar figures have congruent angles but different side lengths.
 2. congruent figures: identical figures: same angles, same # of sides & same side lengths.

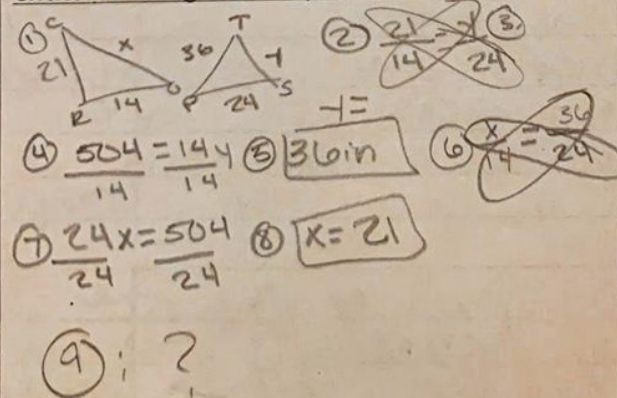
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What I Know About My Question:

1. I know that both figures are triangles and they are similar.
 2. I know that the side lengths are 21, 24, & 36

/2

Critical Thinking About My Question



Identify General Process and Steps

- ① Draw triangles & label
 ② Set up proportion 1.
 ③ cross multiply
 ④ Divide 14 on both sides
 ⑤ Answer 1: 36 in
 ⑥ Set up proportion 2
 ⑦ Cross multiply
 ⑧ divide 24 on both sides
 ⑨ Answer 2: 21 in
 ⑩ ? what did I do wrong?

/3

/5

Question from Point of Confusion: (What is your question NOW that you went through the process? DO NOT write your initial question)

How can I check/go over work to make sure it's correct?

/2



Three Column Note-Taking (During the Tutorial)

Point of Confusion (POC)	Tutorial Notes	Steps (Math/Science) Process (L.A./Social Sciences)
The similarity statement for each pair of triangles is given. Find x & y . $\triangle CRQ \sim \triangle PST$	$1) \frac{x}{14} = \frac{30}{24} \quad 2) \frac{y}{n} = \frac{5}{n} \quad 3) \frac{14}{21} = \frac{24}{y}$ $4) 14y = \frac{504}{14} \quad 5) y = 36 \quad 6) x = 21$	<ol style="list-style-type: none"> 1) Draw diagram 2) Write formula 3) Apply numbers/cross multiply 4) Divide both sides by 5) $y = 36$ 6) $x = 21$ 7) Redraw diagram 8) Rewrite formula 9) Reapply #s and cross mult. (twice) 10) Divide both sides by 24 11) $x = 31.5$
What is the m \angle b on a parallelogram?	$1) \frac{x}{21} = \frac{y}{36} \quad 2) \frac{14}{24} = \frac{y}{24} \quad 3) \frac{14}{24} = \frac{y}{24}$ $4) x = 21 \quad 5) \frac{21}{14} = \frac{x}{36} \quad 6) \frac{14}{24} = \frac{y}{24} \quad 7) x = 31.5$	<ol style="list-style-type: none"> 1) Draw shape 2. add angles degrees?? 3. Use 360 to subtract angles! 4. $b = 89^\circ$

Reflection (After Tutorial)

Did you present today? Yes ☒ No ☐

My point of confusion was... the similarity statement for each pair of triangles is given. Find x & y . $\triangle CRQ \sim \triangle PST$. How can check/got over work to make sure answer is correct? 11

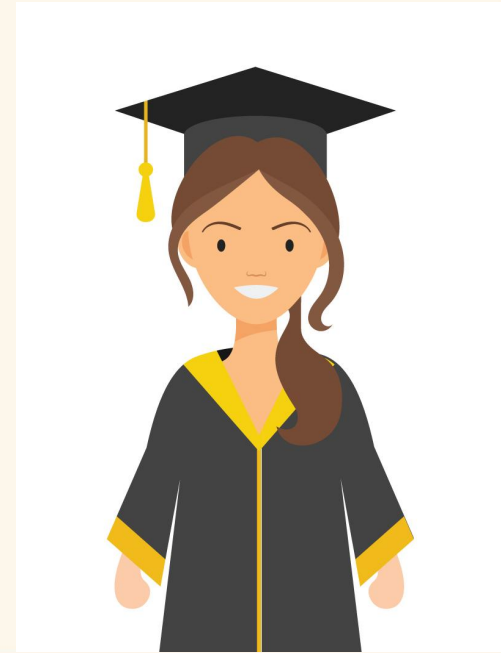
What I learned about my point of confusion was... you match the angles/proportion to the CORRESPONDING sides. NOT the b & h. This is b/c you have to match them to the other triangle in order to compare them. 12

I figured out my POC when one of my group mates asked... "Are you sure the the proportions are set up correctly?" "How can you backtrack or check your work to find the problem."

I can use this information in... other worksheets, studying for tests helping other people & having the knowledge will help me in future years. 13

Preparing for the future

- College Field trips
- College and Career Fairs
- Guest Speakers
- 4-year planning
- A - G requirements seminar
- SAT practice
- Team-Building Activities





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Now let's hear from
the students!





Selection Process

The AVID team will take the following factors into consideration when selecting the AVID class:

- **Application**
- **Teacher/Counselor Feedback**
- **Grades**
- **Student Interviews**
- **Voluntary Participation**



You should not apply if...

- You are satisfied with your level of achievement
- You have study and organization skills that work for you
- You are not willing to take notes in all your classes
- If you think this is a study hall class





You Should Apply If...

- You have the potential and desire to do even better in school
- You want to attend a four-year college
- You are open and willing to try new study and organization techniques
- You are prepared to take notes in every academic class
- You are willing to use a BIG binder



Thank you for attending!
Charlotte Wood Middle School
AVID



Questions?

