



Santa Rosa City Schools Course Proposal:

Title: AVID 11/Theory of Knowledge

Transcript abbreviations: AVID 3/TOK

Proposal Submitted By: Montgomery High School

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Master schedule restrictions currently force AVID students who want to pursue the IB diploma to drop out of the AVID program because there are not enough periods in the school day to maintain a four-year elective class while also taking the courses needed for the IB diploma. However, for many of the first generation college, students of color, and/or struggling students in the program, AVID is the vehicle that opens access to IB in the first place. In order for these students to be able to fulfill the diploma requirements without sacrificing the support that helps them succeed, and because many schools that offer both AVID and IB face the same issue, the AVID and IB organizations came together and agreed to add Theory of Knowledge curriculum (ToK) to replace some AVID elective curriculum and blend the courses over the 11th and 12th grade years. The goal of this course is to increase access for all students to both the IB and AVID programs. All students deserve access to higher level classes, and the combination staves off a potential equity matter, allowing students the opportunity to work to their maximum potential and pursue the IB diploma while still receiving support from programs like AVID. See links below to view meeting notes.

The site goals include to expand the IB program to get more students involved in the courses and potentially earning the IB Diploma. Another goal at MHS is to have every student at MHS take at least one IB course per the WASC and SPSA goals.

SPSA Goal 1- “Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports and deciding on and implementing new interventions for students who are struggling.”

WASC Goal #1- Provide a coherent, rigorous and relevant teaching and learning program to graduate students who are ready for college and career.

WASC Goal #3- All students will develop characteristics of IB Learner: all students will read closely, do evidence-based writing for a variety of purposes, speak and listen collaboratively and engage in research.

Appendix A: December 2017 PAC

Appendix B: IB/Admin Meeting 8/17/2018

Appendix C: AVID Site Team Meeting 9/12/2017

Graduation Requirements: Specify which requirement is met. (High School only)

This is a “g” elective which qualifies for elective credits towards graduation. UC/CSU Honors (Weighted)

UC a-g Requirements: Specify which requirement is met. (High School only)

This is a “g” elective which satisfies the “g” requirements for UC’s and CSU

Explain the rationale for course addition or modification. How does this fit in with district/site goals. Is this course replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

This course is the first year of a blending of the IB Theory of Knowledge and AVID 12 courses as part of a two year progression over the 11th and 12th grade years. Teaching the TOK content over two full years ensures that students are covering the material in the already UC a-g honors approved IB Theory of Knowledge course. TOK’s critical thinking coursework is essential for students’ ability to interpret and interact with the complicated issues they will be facing in the world around them. The focus of the AVID elective is to develop learning, study and academic behavioral skills that are essential to success in rigorous coursework.

The goal of this course is to increase access for all students to both the IB and AVID programs. All students deserve access to higher level classes, and the combination staves off a potential equity matter, allowing students the opportunity to work to their maximum potential while still receiving support from programs like AVID.

Explain the measurable learning outcomes

There are two final assessments for the ToK portion of this course: the ToK essay and the ToK presentation.

The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge. In addition, the presentation should ideally aim to show how the process of application extends beyond the original situation to other real-life situations, thus demonstrating why the presentation is important and relevant in a wider sense. Students are allowed 10 minutes for their presentation.

In the TOK essay, students will discuss TOK concepts with reference to opinions gained about knowledge both inside and outside the classroom. The essay will express the conclusions reached by students through a sustained consideration of knowledge questions. Claims and counterclaims should be formulated and main ideas should be illustrated with varied and effective examples that show the approach consciously taken by the student. Essays should demonstrate the student’s ability to link knowledge questions to areas of knowledge (AOKs) and ways of knowing (WOKs). The essay may be no more than 1600 words.

Students will learn to analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents. Students will demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions. Students will develop various strategies to

respond to a text including, annotating a text, writing learning logs, and developing double entry journals and summaries. Students will develop their ability to relate prior knowledge to new information and make connections to related topics of information. Students will demonstrate an ability to articulate a clear thesis on a topic, and identify, evaluate and use evidence to support their thesis. Students will develop their ability to write well-organized essays that are consistently coherent and logically developed. Students will continue to learn to effectively summarize ideas contained in a text. Students will develop skill in writing short answer response essays, including, timed essays. Students will participate in research projects that extend their knowledge of a particular topic and develop and support their own ideas and opinions. Students will participate in discussions, presenting their ideas in a clear and articulate manner. Students will listen to and respond to the ideas of others. Students will develop a leadership role in Socratic Seminars. Student will develop their skills in research techniques. Students will productively participate in both individual and group projects and discussions. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on UC and CSU entrance exams. Students will learn specific strategies to navigate the college admission process by engaging in a variety of activities and tasks.

Course Description (To be used in the course catalog)

AVID 11/TOK +: Students in AVID 11/TOK are dual enrolled in the AVID and IB Theory of Knowledge courses. The Theory of Knowledge portion of the course explores the question: How do we know what we know? This course focuses on college level writing and presenting skills. The AVID portion of the course focuses on supporting students in researching best fit colleges and reaching college readiness. By the end of Junior year students have developed their college apply list and written a rough draft of their college essays. Students also register and study for the SAT and ACT, which they will take in the spring of their Junior year. All eligible AVID Juniors also attend an overnight college field trip in the spring and visit four universities.

+ UC/CSU Honors (Weighted)

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Daily Assignments: This course is a blending of the Theory of Knowledge and AVID 11 courses as part of a two year progression over the 11th and 12th grade years. Teaching the TOK content over two years ensures that students are covering the material in the already UC A-G honors approved Theory of Knowledge course. TOK's critical thinking coursework is essential for students' ability to interpret and interact with the complicated issues they will be facing in the world around them. The focus of the AVID elective is to develop learning, study and academic behavioral skills that are essential to success in rigorous coursework.

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to

the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge.

The culminating assessment for the course includes a presentation, lasting 10-30 minutes, on a Theory of Knowledge topic of the student’s choice. Additionally, students will write two essays analyzing ways of knowing and areas of knowledge. Lastly, students will turn in drafts of their personal statements which they will use for their college applications.

Theory of Knowledge Course Content:

The following consists of descriptions of the writing, oral, presentation and research assessments for the course followed by detailed descriptions of the units of study.

Goals: While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs). They are language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students will explore a range of ways of knowing and will study four of these eight in depth. The WOKs have two roles in TOK: (1) they underlie the methodology of the areas of knowledge and (2) they provide a basis for personal knowledge.

Objectives: The TOK course will explore how WOKs work, and how they work together, both in the context of different areas of knowledge and in relation to the individual knower. The areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students will explore a range of areas of knowledge, and study six of these eight. The knowledge framework is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

It is expected that by the end of the TOK course, students will be able to:

1. identify and analyse the various kinds of justifications used to support knowledge claims
2. formulate, evaluate and attempt to answer knowledge questions
3. examine how academic disciplines/areas of knowledge generate and shape knowledge
4. understand the roles played by ways of knowing in the construction of shared and personal knowledge
5. explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge
6. demonstrate an awareness and understanding of different perspectives and be able to relate these to one’s own perspective
7. explore a real-life situation from a TOK perspective in the presentation.

Writing Assignments:

Students will write in a variety of formats in the course. Course writings assignments consist of SAT style essay which ask students to analyze an author's use of rhetoric, evidence, and style to create arguments. The final essay for this course will require students to write an analytical essay based on a ToK unit of study. Students will also be asked to write personalized reflections blog posts, collaborative essays, as well as formal papers, ranging from 3-5 pages, twice during first semester and three times during the second semester.

Discussion and Oral Presentations:

Students are required to deliver a group oral presentation based on a real life situation through the ToK course. As part of the oral presentation students are required to focus on a well-formulated knowledge question that is clearly connected to a specified real-life situation. The knowledge question must be effectively explored in the context of the real-life situation, using convincing arguments, with investigation of different perspectives. The outcomes of the analysis are shown to be significant to the chosen real-life situation and to others. In addition to this presentation students will participate in multiple whole class discussions, small group discussions and Socratic Seminars.

Units of Study:

Unit: Intro to TOK Concepts

The key question of the Theory of Knowledge course is "how do we know what we know?" The course is designed to provide students with an introduction to the practical and philosophical problems surrounding knowledge and knowing. Students will embark on their Theory of Knowledge course through an investigation of their own beliefs, and assumptions about themselves as knowers and learners. The first unit introduces the various schools of thought on epistemology, and asks students to describe and justify their epistemological stances. The unit will also introduce the overview of ToK, the Areas of Knowledge and the Ways of Knowing. Students will use maps, current and historical, as well as a series of academic articles to explore the role of assumption, belief, bias, and perception in our ability to acquire and create knowledge. Lastly, students will understand the difference between personal and shared knowledge, and evaluate the significance of each in the acquisition and creation of knowledge.

Assignments:

Students will reflect upon previous year's goals and discuss successes and challenges of reaching those goals. Also, they will reflect upon previous year's long-term goal and revise as necessary, focusing on specific goals dedicated to planning for college and a career. Additionally, students will complete an Epistemological investigation that asks them to define and justify their self perception as a knower and rank their confidences in the areas of knowledge and the ways of knowing. Students will engage in a text and experience based socratic seminar that asks them to explain how and why epistemological stances change, and the significance of the fluidity of knowledge.

Unit: Arts (Imagination and Sense Perception)

How can the subjective viewpoint of an individual contribute to knowledge in the arts? On what basis can the merit of a work of art be judged? Is there any point in discussing the arts—should we not simply experience them?

Concepts to be addressed:

Students will investigate how the arts create a bridge between personal and shared knowledge, and how it impacts other areas of knowing. By investigating different art forms, students will examine how different works are based on sense perception.

Artistic creation is often a result of personal knowledge requiring imagination and creativity which take place within a framework of inner logic and reason. They will see how art can contribute to a view of self, and can shape an individual's view of the world. Although the creation of art usually occurs within an individual, students will analyze how art often requires a (possibly emotional) interaction with an audience and it plays an important role as a medium for social critique and transformation causing art to become shared knowledge.

Students will also begin to make connections between the arts and other subjects and areas of knowledge. For example, the relationship between art and technology—new technologies spawn new art forms like film, computer art, and electronically composed music. Arts can be seen as a language that is often non-verbal—frees the arts from being limited to propositional knowledge. The importance of historical development of an art form in making sense of its present form will also be examined.

Assignment:

² Students will observe different images in their textbook and decide which images they would consider to be “art”. They must then reflect in their journals about what commonalities each of the images have that they chose to be defined as “art”. Students will then engage in a Philosophical Chair activity where each image will be presented to the class and students will then debate which images they believe to be art and which are not. Then they will write a reflection about the Philosophical Chair activity where they must include one opposing viewpoint that they disagreed with, but felt had a well constructed argument for that perspective. Also, they will consider what other arts could be added that were not considered in the activity.

TOK Essay. Students will show their TOK thinking skills in the discussion of a prescribed prompt that is conceptual in nature and asks questions about knowledge. Students will discuss TOK concepts with reference to opinions gained about knowledge both inside and outside the classroom. The essay will express the conclusions reached by students through a sustained consideration of knowledge questions. Claims and counterclaims should be formulated and main ideas should be illustrated with varied and effective examples that show the approach consciously taken by the student. Essays should demonstrate the student's ability to link knowledge questions to AOKs and WOKs. Real-life examples play an important role in the essay by illustrating the main ideas or taking forward the argument. Real-life examples will come from the student's academic experience or from life beyond the classroom.

Unit: Math (Reason and Imagination)

Is there a distinction between truth and certainty in mathematics? Is mathematics independent of culture? Is mathematics discovered or invented?

Concepts to be addressed:

Students will discover how mathematics relates to both personal and shared knowledge, and how it leads to new discoveries and explanations of difficult concepts. Much scope for major contributions to mathematics by talented individuals who cannot always explain the source of their insights, often ascribe them to intuition, imagination or emotion. Although math can be creative, students will find that it is

restricted by logic, and a statement in mathematics is true if and only if it is proved. By analyzing the universally accepted definitions and basic assumptions in mathematics, they will observe how pure reason from axioms are used to produce proofs of mathematical theorems. They will also examine how mathematics are concerned with quantity, shape, space and change that can be difficult to define. Math also branches into other areas of knowledge like history, the arts, and sciences. Numbers and geometry are particularly important in historical development of other fields such as painting, architecture and music. Mathematics are used to create models in the natural and human sciences, and is considered to be universal because it is not tied to a particular culture.

Assignments:

² Students will read and explain terms having to do with shapes patterns like bilateral symmetry, radial symmetry, circle, fractal, series, ratio, and spiral. These terms will then be applied to nature as students work in teams and go out on a field trip into nature or into the internet to find at least one example in nature of at least five of the mathematical ideas that they investigated earlier. Students will then discuss their findings as a large group, and decide on three of the original categories and decide as a class how to categorize different examples that the teams found on their field trip. They will then reflect on Keith Devlin's quote about how patterns and relationships in mathematics occur everywhere in nature.

The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge.

In addition, the presentation should ideally aim to show how the process of application extends beyond the original situation to other real-life situations, thus demonstrating why the presentation is important and relevant in a wider sense.

Unit: Natural Sciences (Reason and Sense Perception)

What does it mean for a discipline to be a science? Is there just one scientific method? Should there be ethical constraints on the pursuit of scientific knowledge?

Concepts to be addressed:

Students will notice how natural science is a system of knowledge of the natural world largely based on observation and is constructed using reason and imagination. They will see how the laws of science are causal: If event A happens then B will happen as a result. Students will discover how the aspects of personal knowledge like imagination, intuition, and emotion are used in the formation of a hypothesis, and that the language used in the sciences is precise in order to eliminate ambiguity which might affect the reasoning process. Students will observe how mathematics is used as the universal language in science, and how the methods employed by the natural sciences are: hypothesis-deduction and induction—use of reason and sense perception. This leads to a large body of shared knowledge that is widely accepted around the world largely independent of culture. The natural sciences give us a view of ourselves as material entities behaving according to universal laws, and there is little space here to see ourselves as rational, free agents with desires and the ability to choose.

Assignment(s):

The students need to design an experiment to answer a question that they can investigate through observation. Students will use their knowledge to write a hypothesis to use in the scientific method. They

will then design and conduct an experiment to test their hypothesis. Students will then reflect on their learning by writing a conclusion using the data from their results. They must reflect on whether or not their results matched the hypothesis.

The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge.

In addition, the presentation should ideally aim to show how the process of application extends beyond the original situation to other real-life situations, thus demonstrating why the presentation is important and relevant in a wider sense.

Unit: Ethics (Reason and Language)

Is there such a thing as moral knowledge? Does the rightness or wrongness of an action depend on the situation? Are all moral opinions equally valid? Is there such a thing as a moral fact?

Concepts to be addressed:

Students will examine how morality distinguishes humans from other animals, and the different controversies such as whether or not there are rules for morality, should people following a set of rules to be moral, and whether or not humans are essentially selfish or altruistic beings. Students will consider how moral values seem to be distinct from other sorts of value in that they produce obligations to action, and it causes one to question “what should one do?” which might be a different question than “what is one morally obliged to do?”. Ethics becomes shared knowledge in that a general requirement for ethical judgments to be universalizable—so they have a public dimension almost by definition. Students will discover how moral language contains a built-in requirement for action, and how an ethical framework is used as a starting point and reasoning from general principles to a specific situation. They will also extract morally significant aspects using reason from the perception of the current situation. Ethical principles can be refined by checking them against our moral intuitions, but moral obligations require action, so morality impacts on the individual.

Assignments:

Different ways of knowing such as emotion and reason will be investigated along with different systems of ethics like Utilitarianism vs. Kantian ethics. Students will then discuss in small groups their assigned “Trolley Problem” which are scenarios of different moral dilemmas. The lenses of the different systems of ethics that they previously investigated need to be applied to each scenario. Students need to decide as a group how each of the systems would see and answer their assigned scenario. Then they will write a reflection about which ethical solution they think is best and why.

Students will also complete the following assignment: A teacher, while supervising an examination, sees someone indisputably cheating. (Note that the issue here is not one of sense perception and possible error. It is a *given* in this question that the student really is cheating.) Read all pieces of information carefully, and then decide what you think the right action is for the teacher to take. The conclusion you reach is less important than your reasons for reaching it, so we encourage you to think from different perspectives. They will need to read the evidence given and then describe what they think is the right course of action for the teacher to take, and explain what led you to that conclusion. First reflect on the scenario in their journals. Then they will discuss your answer in small groups.

TOK Essay. Students will show their TOK thinking skills in the discussion of a prescribed prompt that is conceptual in nature and asks questions about knowledge. Students will discuss TOK concepts with

reference to opinions gained about knowledge both inside and outside the classroom. The essay will express the conclusions reached by students through a sustained consideration of knowledge questions. Claims and counterclaims should be formulated and main ideas should be illustrated with varied and effective examples that show the approach consciously taken by the student. Essays should demonstrate the student's ability to link knowledge questions to AOKs and WOKs. Real-life examples play an important role in the essay by illustrating the main ideas or taking forward the argument. Real-life examples will come from the student's academic experience or from life beyond the classroom.

Unit: History (Memory and Language)

What is unique about the methodology of history? Is eyewitness testimony a reliable source of evidence? How do we decide which events are historically significant?

Concepts to be addressed:

Students will research the study of the recorded past to help make sense of the present. They will see how a narrative style is appropriate for the purpose of understanding the past, and use of contemporary documents as fixed points of historical theory. Students will begin to probe into knowledge shared by group to help produce a sense of common heritage, and delve into the issues of selection, interpretation of source material, issues of reliability of first-hand accounts—memory and observation are affected by interests and expectation, and how history tends to be constructed through the interaction of individual historians. They will begin to understand how one's history gives a clear sense of personal identity.

Assignments:

Students need to find an account of any significant event in a history textbook. They will then explore the language that is used, what information has been included/omitted, which details are stressed, what analytic concepts have been used, and then they will consider to what extent does interpretation and packaging have been used to create 'truth' of the chosen selection. Finally, students need to find another history text which gives an account of the same event. Compare and contrast the two and determine which is more accurate. On what basis do you make your decision? These findings will be written in their journals.

Course content: AVID 11

The AVID Senior Seminar is a two- year interdisciplinary course for AVID juniors and seniors. 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 WICOR (writing, inquiry, collaboration, organization, 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.

GOALS:

Students will demonstrate the ability to read, write and think critically while participating in challenging collaborative group and individual projects. Students will learn to draw correlations between diverse ideas and philosophies and their own beliefs and values. Students will demonstrate the ability to write analytical essays that require skill in assessing new information, summarizing and making applications to new situations. Students will learn and practice the critical reading, writing and communication skills needed to succeed in college level work. Students will learn how to compare, evaluate and judge diverse ideas, values and theories that influence society. Students will learn how to prepare for and explore the various opportunities and processes for college admission.

OBJECTIVES:

Students will learn to analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents. Students will demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions. Students will develop various strategies to respond to a text including, annotating a text, writing learning logs, and developing double entry journals and summaries. Students will develop their ability to relate prior knowledge to new information and make connections to related topics of information. Students will demonstrate an ability to articulate a clear thesis on a topic, and identify, evaluate and use evidence to support their thesis. Students will develop their ability to write well-organized essays that are consistently coherent and logically developed. Students will continue to learn to effectively summarize ideas contained in a text. Students will develop skill in writing short answer response essays, including, timed essays. Students will participate in research projects that extend their knowledge of a particular topic and develop and support their own ideas and opinions. Students will participate in discussions, presenting their ideas in a clear and articulate manner. Students will listen to and respond to the ideas of others. Students will develop a leadership role in Socratic Seminars. Student will develop their skills in research techniques. Students will productively participate in both individual and group projects and discussions. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on UC and CSU entrance exams. Students will learn specific strategies to navigate the college admission process by engaging in a variety of activities and tasks.

Writing Assignments: Students will be required to do the following on an ongoing basis: Take Cornell notes, write summaries, develop dialectical journals, and write at least two critical essays. In the essays students will analyze various historical, social, cultural issues. Students will participate in individual and collaborative reader response groups to reflect and provide feedback for revisions. Students will use a writing rubric designed specifically for the type of essay assigned and will be expected to score at least a 4 on a 6-point rubric.

Discussion and Oral Presentations: Students will be involved in ongoing discussions in each group based on questions the students generate from their readings. Students will participate in Socratic Seminars on themes that link the various areas of knowledge and ways of knowing they have studied. The students will use the texts they have read to support different points of view. Students will prepare oral presentations for each group outlining and discussing the major issues and questions that evolved about the leader they studied.

Unit: Communication

1. Speaking
 - a. Refine all aspects of public speaking and presenting
 - b. Seamlessly incorporate visual aids of varying types into speeches and presentations
 - c. Present research findings as a group
 - d. Refine speaking skills through working with peers to promote civil, democratic discussions and decision-making
 - e. Speak in a variety of public venues as an AVID representative or ambassador

2. Listening

- a. Listen and respond to others in formal and informal settings
- b. Effectively summarize ideas from a discussion, noting how their personal views on the topic have changed or been influenced
- c. Critically evaluate and analyze oral presentations

Unit: Writing

1. The Writing Process

- a. Organize, monitor progress, and effectively manage time requirements surrounding complex writing assignments
- b. Analyze a prompt, distinguishing between writing under testing conditions and untimed situations
- c. Revise drafts as necessary until all ideas are expressed in the best possible manner
- d. Edit students' essays, especially checking for integration of quotes and citations
- e. Use a variety of rubrics to grade essays, especially those used to grade essays for the SAT and other college admissions tests

2. Writing Skills

- a. Develop well-constructed thesis statements, which properly captures the paper's topic
- b. Effectively integrate quotes into writing
- c. Utilize multiple structures commonly used at collegiate levels, such as MLA/APA citations, source integration and abstract writing
- d. Focus on improving sentences through word choice and varying sentence structure

3. Writing to Learn

- a. Refine skills of summarizing information in various contexts
- b. Reflect upon research skills gained during the research project and how those skills will relate to postsecondary education.

Assignment:

Students will reflect on one's own writing to set future goals and/or determine next steps or needs as a writer. Also they will:

1. Develop and strengthen writing through the creation of a research paper on a social issue
2. Develop and strengthen writing through the creation of a college admissions essay
3. Develop and strengthen writing through the creation of a 'life goals' essay focused on college

Unit: Inquiry

1. Costa's Levels of Thinking- Refine collaborative group study skills during academic tutorials so that students are able to form groups independently for each core class, especially around college level courses

2. Tutorials

- a. Student group members and presenter will lead the discussion with minimal tutor input
- b. Students complete a higher-level reflection about the learning process during tutorials

3. Socratic Seminar and Philosophical Chairs

- a. Students provide the central statement for Philosophical Chairs
- b. Formulate questions to make a personal connection with text(s) and/or other content/concepts
- c. Evaluate ideas/points of view within the discussion and generate/construct appropriate responses
- d. Appreciate multiple perspectives, in order to negotiate multiple meanings or ideas during the discussion

Assignment:

Students will prepare an academic argument on a controversial topic, integrating fully developed claims & analyze a 17th, 18th, or 19th century foundational U.S documents of historical and literary significance (e.g., The Declaration of Independence or the Preamble to the Constitution) for their themes, purposes and rhetorical features in a Philosophical Chairs discussion.

Unit: Organization

1. Organization and Time Management

- a. Refine the use of organizational tools, such as assignment logs, calendars, agendas, and planners, consider color coding to distinguish types of tasks and develop an individualized style
- b. Adjust commitments to ensure that sufficient time is available to meet academic goals, as well as extracurricular activities and a job, as necessary
- c. Reflect at the end of eleventh grade about summer priorities, next year's time commitment, and potential to successfully navigate all courses, especially college level coursework, successfully
- d. Reflect on academic performance and independently adjust study habits and time management skills as needed
- e. Continuously add to and reflect on multi-grade level portfolio throughout the school year
- f. Publish final versions of writing for the academic portfolio

2. Note-Taking

- a. Take 15 to 25 pages of quality Cornell notes per week
- b. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently
- c. Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work

- d. Use the skills of underlining key terms, highlighting and going back to fill in gaps to sufficiently process notes that have been taken
 - e. Review, refine and use color-coding on notes focusing on unimportant information, key information and potential test questions
 - f. Refine content on notes as new understanding is gained through reading textbook(s), tutorial sessions, study groups and discussions with the teacher/peers
 - g. Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking
 - h. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions
3. Research and Technology
 - a. Expand proficiency with technological learning tools, especially advanced features of MS Word, PowerPoint, and video editing software
 - b. Complete an in-depth research project where the student utilizes books, Internet, and primary source documents
 - c. Work as a class to complete a research project
 - d. Work with a small group to complete a research project
 - e. Research and apply for college scholarships
4. Test Preparation/Test-Taking
 - a. Discuss test-taking strategies with core content teachers, in order to support efforts in preparing for exams
 - b. Analyze test results and bring missed questions to tutorials to discuss and solve with peer groups

Assignment:

Students will complete an in-depth research project where the student utilizes books, Internet, and primary source documents. They will also work as a class to complete a research project. Finally, students will also work in a small group to complete a research paper and subsequent service learning project.

Unit: Reading

1. Vocabulary
 - a. Relate new vocabulary to familiar words
 - b. Infer word meaning using knowledge of advanced prefixes, suffixes and root words
 - c. Chart new words during reading of increasingly complex texts
 - d. Utilize concept mapping to determine word usage and various meanings

2. Textual Analysis

- a. Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text
- b. Analyze collegiate level writing prompts to determine purpose
- c. Analyze the features and rhetorical devices used in different types of nonfiction: essays, speeches, editorials, scientific reports and historical documents
- d. Effectively summarize sections of an argument, text or film
- e. Focus on a three-part source integration, including source, paraphrase/direct quote, and comment about its relevance to the argument
- f. Deliberately select rereading strategies that will assist in understanding of the text
- g. Determine how to best take notes or record information garnered from readings or films, especially those dealing with advanced content
- h. Analyze philosophical and political arguments
- i. Analyze an author's proof in order to isolate key evidence, identify types of evidence being presented, and analyze its value and impact on the argument

Assignment:

Expository texts such as AVID Weekly's newspaper articles will be infused into the curriculum to ensure that students are able to interpret new vocabulary, analyze, review, synthesize various articles to ensure that they are able to grasp textual analysis, read for fluency and use contextual clues. Students will be required to analyze multiple interpretations of a story, analyze college level writing prompts, rhetorical devices, summarize arguments. Teachers can select articles from the Avid Weekly library that correspond to either 11th or 12th graders.

Unit: College Preparedness

1. Field Trips

- a. Attend as many college/university visits as possible, with opportunities to sit in on college classes or attend a cultural event on campus
- b. Determine and plan the spring college/university field trip, including contacting of admissions counselors and student guides
- c. Visit schools of interest independently during weekends or summer to gain further exposure to postsecondary opportunities
- d. Reflect on course performance/GPA to determine which schools might best fit with areas of career interest

2. College and Career Knowledge

- a. Develop an understanding of the scholarship application process and required information
- b. Determine which colleges/universities will best meet academic pursuits

- c. Examine cost of colleges and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs
 - d. Examine FAFSA requirements and determine appropriate action steps to meet deadlines
 - e. Begin a basic understanding of selecting and scheduling courses in college
3. College Entrance Testing
 - a. Prepare for and take the PSAT in the fall of eleventh grade year
 - b. Chart scores from PSAT/PLAN, monitoring areas of weakness and creating a study plan to meet testing needs
 - c. Prepare for and take the SAT and/or the ACT at least once during the spring semester
 - d. Analyze test results and develop a study plan for the spring and summer to prepare for testing during the twelfth grade year
 4. Analyze the structure and formatting of college entrance exams and develop a test-taking plan that will lead to higher scores
 - a. Practice college entrance sample questions and discuss how to best approach solutions
 - b. Examine other college entrance exams, such as those that would exempt students from college remediation coursework
 - c. Track all personal test results in a student portfolio and monitor scores in comparison to the requirements of colleges and universities of choice
 5. College Admissions/Financial Aid
 - a. Track requirements for various postsecondary opportunities including average GPAs, SAT/ACT scores and extracurricular activities
 - b. Regularly update activity information and admissions materials in the student portfolio

Assignment:

Students will investigate possible guest speakers to support research and career projects formulate and ask questions during guest speaker presentations, such as college admissions officers, financial aid advisors, current college students and/or AVID graduates, or professionals from various careers. In addition they will utilize Cornell notes as a means to track main points from guest speakers, keeping them as an ongoing reflective tool as a part of a multi-year portfolio, and reflect upon the guest speakers of the previous two years. Finally, students will reflect upon guest speakers and areas of interest, possibly seeking opportunities to job shadow or potential internships in areas of interest.

Additionally, students will write a reflective, autobiographical essay on "Who am I as a knower and a learner?" This essay will focus on self-awareness, the student's goals, their community and school involvement, and their ownership over their own learning. Below is a description of the specific content each aspect of this essay will address.

1. Self-Awareness
 - a. Understand the role of AVID students and display characteristics on a regular basis, especially to younger AVID students
 - b. Serve as a mentor and role model to younger AVID students

- c. Develop skills in offering and receiving criticism
- d. Identify potential academic challenges that may occur and seek proactive solutions with teachers
- e. Examine potential career paths and college degrees that align with abilities, talents and interests
- f. Align senior year course selection with identified interests and ability to aid in a smooth collegiate transition

2. Goals

- a. Check progress toward short- and mid-term goals, including grade point average
- b. Review academic six-year plan, checking to assure rigorous course load through graduation
- c. Develop action steps to achieve desired scores on the SAT and ACT
- d. Refine goals based on interests, talents and abilities
- e. Refine plans for ongoing personal and academic development
- f. Create living document with written goals, broken down into steps to use throughout the year
- g. Reflect upon previous year's goals and discuss successes and challenges of reaching those goals
- h. Reflect upon previous year's long-term goal and revise as necessary, focusing on specific goals dedicated to planning for college and a career

3. Community and School Involvement

- a. Continue with select school activities/clubs and community service opportunities throughout the year, especially clubs for upperclassmen (e.g., National Honor Society)
- b. Focus on leadership positions within school clubs
- c. Track community service hours and extracurricular activity participation in a multi-year student portfolio
- d. Consider putting on class community service activity within collaborative groups
- e. Ask for letters of recommendation from club advisors with whom a strong relationship has been established

4. Ownership of Learning

- a. Access grades online or from teachers on a regular basis
- b. Analyze grade reports to create a study/action plan for continued academic improvement
- c. Communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity
- d. Increase awareness of how various content areas are connected

- e. Integrate academic questions before, during and after class with teachers and peers

Key Assignments:

Final Assessments for the AVID 11/TOK Course:

There are two final assessments for the ToK portion of this course: the ToK essay and the ToK presentation.

The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge. In addition, the presentation should ideally aim to show how the process of application extends beyond the original situation to other real-life situations, thus demonstrating why the presentation is important and relevant in a wider sense. Students are allowed 10 minutes for their presentation.

In the TOK essay, students will discuss TOK concepts with reference to opinions gained about knowledge both inside and outside the classroom. The essay will express the conclusions reached by students through a sustained consideration of knowledge questions. Claims and counterclaims should be formulated and main ideas should be illustrated with varied and effective examples that show the approach consciously taken by the student. Essays should demonstrate the student's ability to link knowledge questions to areas of knowledge (AOKs) and ways of knowing (WOKs). The essay may be no more than 1600 words.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)		
Instructional Material Supplies per student (textbooks, software, etc.)		
Services (training, equipment maintenance, contracts, etc.)	\$1550-\$1735/teacher for training and lodging	IB Training as Needed
Capital Outlay (remodeling, technology, etc.)		
Total Projected Costs	\$1550-\$1735	TBD

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook	Oxford University Press	Theory of Knowledge Course Companion	978-0-19-912973-7	Eileen Dombrowski Lena Rotenberg Mimi Bick	2013	130 / 0
Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Teacher Resource	AVID Press	AVID Elective Essentials for High School	N/A	Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter	2014	5/0
Teacher Resource	AVID Press	Critical Reading: Deep Reading Strategies for Expository Texts	N/A	Jonathan LeMaster	2011	3/0
Teacher Resource	AVID Press	Preparing for College	N/A	Sharon Neumann and Hilda Lopez	2012	4/0
Teacher Resource	AVID Press	AVID College Readiness: Working with Sources	N/A	Dr. Ann Johns	2009	2/0

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	LCAP & Title 1
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

Appendix of Additional Documents

*** Required additional documents include meeting minutes where the course was discussed and approved**

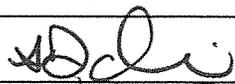
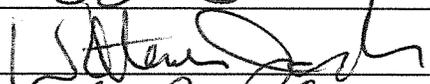
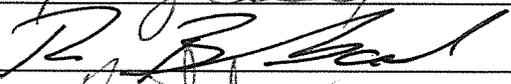
Appendix A: December 2017 PAC

Appendix B: IB/Admin Meeting 8/17/2018

Appendix C: AVID Site Team Meeting 9/12/2017

****All information for the course descriptions, course designs and curriculum came from the document that AVID submitted and had approved by UC Doorways**

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	PHS	approved
	RHS	Approved
	SRHS	Approved
	MHS	APPROVED
	EAHS	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
Cimberlee Case	RHS	Approved on 11/19/19
Michael Charpiot	EAHS	Approved on 11/19/19
Jerry Deakins	MCHS	Approved on 11/19/19
Florentino Garcia	PHS	Approved on 11/19/19
Matt Hillestad	MHS	Approved on 11/19/19
Art Horner	SRHS	Approved on 11/19/19

