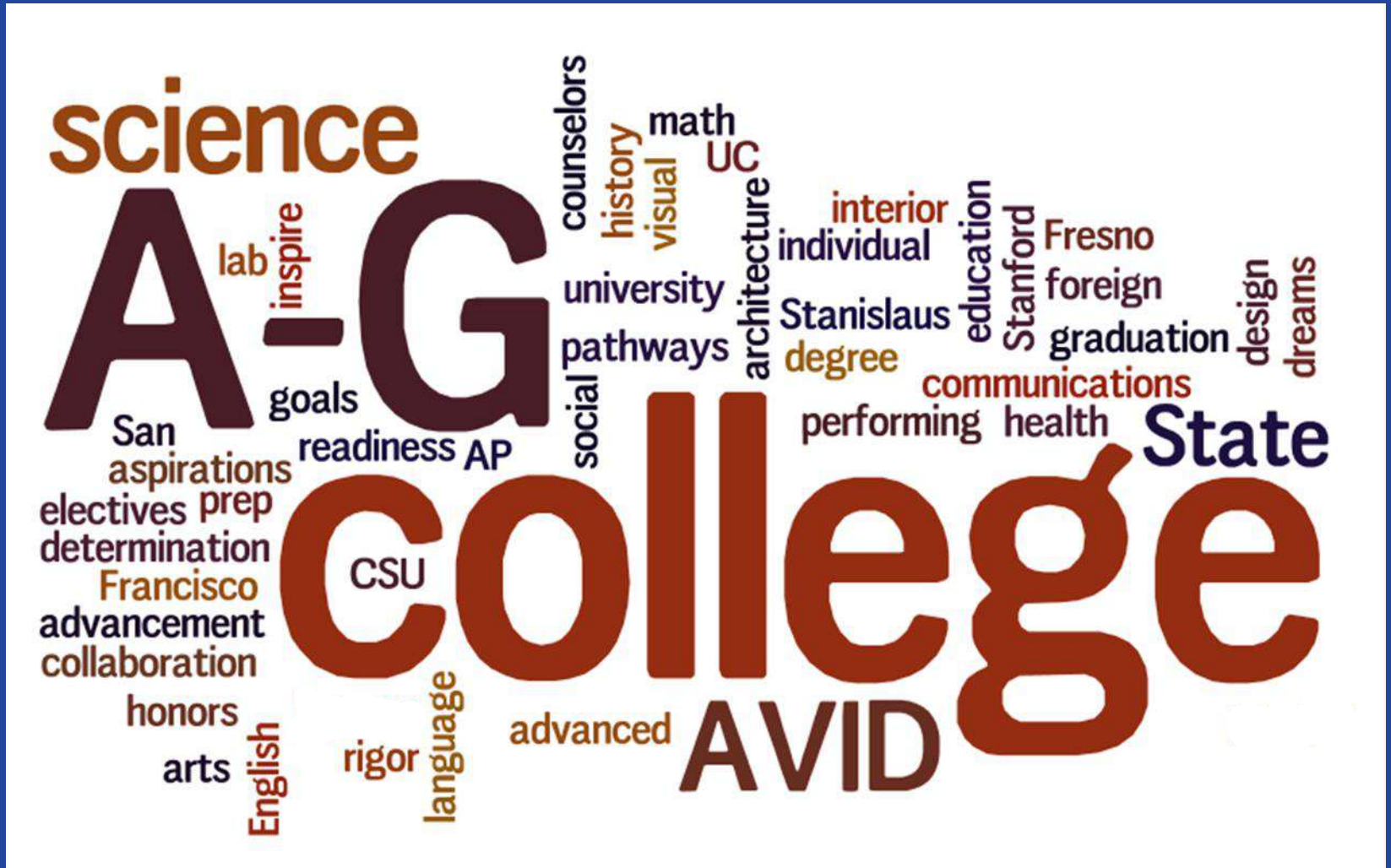


TUSD AVID





What is AVID?

- Stands for **Advancement Via Individual Determination**
- A **schoolwide** college readiness system
- A structured approach to **rigorous curriculum**
- Direct support structure for **first-generation college students**
- **Professional learning** for educators

The AVID Elective Student Profile

Has **academic potential**

- Average to high test scores
- Academic middle
- College potential; with support
- Desire and determination

Meets **one or more** of the following criteria

- First in family to attend college
- Historically underserved in four-year colleges
- Low-income
- Special circumstances

WICOR

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

AVID Student Benefits/Outcomes

- Curricular support
- Support with rigorous classes
- Meeting college entrance requirements
- Focus on study skills, organization, goal-setting, time management, etc.
- Civic responsibility through service learning

AVID at a Glance

- Binders
- Tutorials
- Focused Note Taking
- Reading & Interacting with Text
- Socratic Seminars
- College Application/Financial Aid Assistance
- Team Building
- Guest Speakers and College Visits
- Community Service

AVID is not...

- Study Hall
- A Remediation Program
- For students looking for a free ride

AVID Student Responsibilities

- Take classes meeting A-G requirements
- Learn and apply AVID skills in content classes and beyond
- Maintain a binder
- Improve oral communication skills
- Prepare for and take college entrance exams
- Apply to colleges and/or universities
- Participate in community service

A – G Requirements

A: History/Social Science (3 years)

B: English (4 Years)

C: Math (3 Years)

D: Science (2 Years)

E: Foreign Language (2 Years)

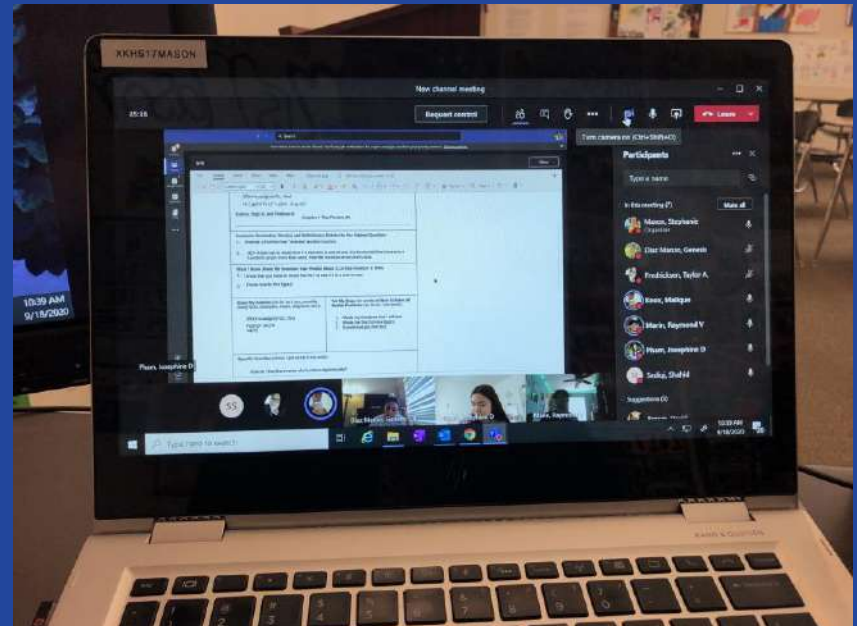
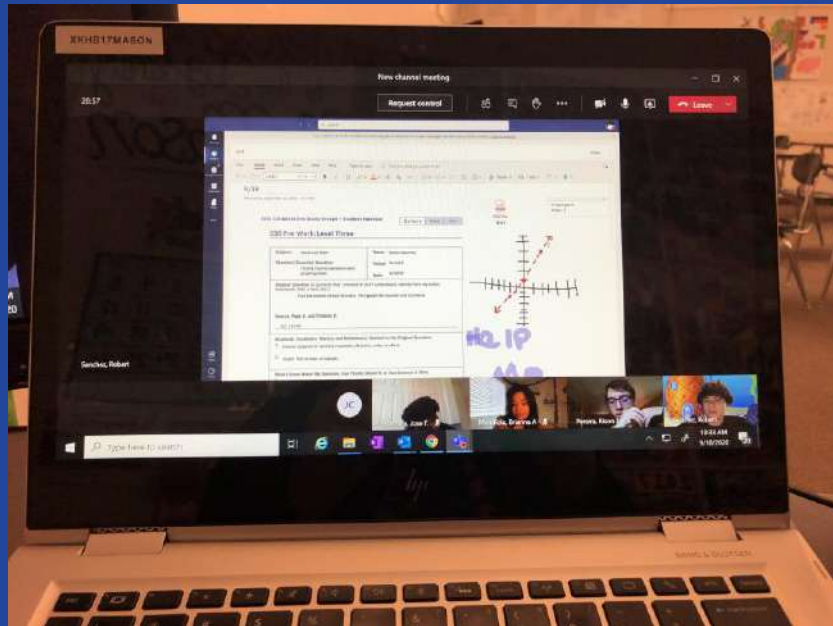
F: Visual & Performing Arts (1 Year)

G: College Prep Elective



Philosophical Chairs/ Socratic Seminars

Collaborative Study Groups using Channels



Sensory Figure by

I feel ash collecting in my hair, they fall down from the factories' chimneys.

I see homes in ruin packed together like sardines. It is considered a "street".

I see pools of blackish-green slime, it bubbles and steams in the hot weather.

I feel an unidentifiable grime underneath my fingernails and I do not wish to find out.

I hear the ugly screams of pigs coming from several, of the many, slaughterhouse throughout the city.

I smell smoke, my lungs burn with every breath.

I smell the stench of a nearby stream, its waters were dirtied black with garbage.

I smell a mixture of excrement and decaying flesh as I pass a nearby pig-pen.

I hear a squelch under my shoe. I have stepped in a pile of poo :(

I see puddles of urine and vomit on every street, but people step on it as if it isn't filth.

I hear creaks on every door I open. No one has bothered to upkeep them.

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Industrial Manchester

Monday, November 09, 2020 7:16 PM

- environmental damage
- Inside living conditions
- Unsanitary conditions in the city streets

Modern History Sourcebook:

Frederich Engels:

Industrial Manchester, 1844

Manchester, in South-east Lancashire rapidly rose from obscurity to become the premier center of cotton manufacture in England. This was largely due to geography. Its famously damp climate was better for cotton manufacture than the drier climate of the older eastern English cloth manufacture centers. It was close to the Atlantic port of Liverpool (and was eventually connect by one of the earliest rail tracks, as well as an Ocean ship capable canal - although thirty miles inland, it was long a major port). It was also close to power sources - first the water power of the Pennine mountain chain, and later the coal mines of central Lancashire. As a result, Manchester became perhaps the first modern industrial city.

Friedrich Engels' father was a German manufacturer and Engels worked as his agent in his father's Manchester factory. As a result he combined both real experience of the city, with a strong social conscience. The result was his The Condition of the Working-Class in England in 1844.

Manchester lies at the foot of the southern slope of a range of hills, which stretch **hither** from Oldham, their last peak, Kersall moor, being at once the racecourse and the Mons Sacer of Manchester. Manchester proper lies on the left bank of the Irwell, between that stream and the two smaller ones, the Irk and the Medlock, which here empty into the Irwell. On the left bank of the Irwell, bounded by a sharp curve of the river, lies Salford, and farther westward Pendleton; northward from the Irwell lie Upper and Lower Broughton; northward of the Irk, Cheetham Hill; south of the Medlock lies Hulme; farther east Chorlton on Medlock; still farther, pretty well to the east of Manchester, Ardwick. The whole assemblage of buildings is commonly called Manchester, and contains about four hundred thousand inhabitants, rather more than less. The town itself is peculiarly built, so that a person may live in it for years, and go in and out daily without coming into contact with a working-people's quarter or even with workers, that is, so long as he confines himself to his business or to pleasure walks. This arises chiefly from the fact, that by unconscious tacit agreement, as well as with outspoken conscious determination, the working-people's quarters are sharply separated from the sections of the city reserved for the middle-class; . . .

I may mention just here that the mills almost all **adjoin** the rivers or the different canals that **ramify** throughout the city, before I proceed at once to describe the labouring quarters. First of all, there is the old town of Manchester, which lies between the northern boundary of the commercial district and the Irk. Here the streets, even the better ones, are narrow and winding, as Todd Street, Long Millgate, Withy Grove, and Shude Hill, **the houses dirty, old, and tumble-down, and the construction of the side streets utterly horrible**. Going from the Old Church to Long Millgate, the stroller has at once a row of old-fashioned houses at the right, of which not one has kept its original level, these are remnants of the old pre-manufacturing Manchester, whose former inhabitants have removed with their descendants into better built districts, and have left the houses, which were not good enough for them, to a population strongly mixed with Irish blood. Here one is in an almost undisguised working-men's quarter, for even the shops and beer houses hardly take the **trouble to exhibit a trifling degree of cleanliness**. But all this is **nothing in comparison with the courts and lanes which lie behind, to which access can be gained only through covered passages, in which no two human beings can pass at the same time. Of the irregular cramming together of dwellings in ways which defy all rational plan, of the tangle in which they are crowded literally one upon the other, it is impossible to convey an idea. And it is not the buildings surviving from the old times of Manchester which are to blame for this, the confusion has only recently reached its height when every scrap of space left by the old way of building has been filled up and patched over until not a foot of land is left to be further occupied.**



Industrial
Manches...

Circle words/highlight words that you don't know, then define them off to the side. Pick three additional highlighting colors to represent these three characteristics: environmental damage, inside living conditions, and unsanitary conditions in the city streets. Whenever you see those three topics in the reading you need to highlight the color that represents what you read.

Hither- to or towards this place
Adjoin- to be next to and joined with
Ramify- form branches or offshoots
Trifling- of little importance



Class/Period: World History

Date: 10/21/20

Essential Question: **Describe the Cause and Course of the French Revolution.**

Questions:

How did the Feudal System cause the French Revolution to begin?

Why did the King of France need a meeting of the Estates General?

How did the creation of the National Assembly change France?

What was the effect of Robespierre's Reign of Terror?

Notes:

Causes of the Revolution

1. Feudal System

- a. King
- b. Clergy: first **estate** Catholic Church
- c. Lords: second estate
- d. Peasants (and Bourgeoisie-rich peasants): third estate **did all the work, paid all the taxes**

2. Taxes

- a. Too high, production and trade happening but had to pay taxes

3. Costs

- a. **Housing costs, food costs.** Can't afford to live **Bad weather, crops**

4. Debt

- a. Queen spent too much
- b. King helped America rebel against Britain (**American Revolution, Hamilton**)
- c. Needed a group meeting to discuss new taxes (**Estates General meeting**)

Rebellion

1. National Assembly

- a. Body of people who make laws
- b. Vote by person rather than order (one vote per estate not per person)
Seems unfair

2. Tennis Court Oath

- a. **Third estate locked out of meeting with Estates General** **Literally took the oath on a tennis court**
- b. Pledged to create a new **constitution**: to prevent abuse of power

3. Bastille

- a. Thought King's military was coming to take over Paris
- b. **Attacked prison (Bastille) to get gunpowder to protect themselves**
- c. Symbolized freedom from King
- d. **Was a terrorist attack there not that long ago, ISIS ran people over who were celebrating**

Reform & Terror

1. Declaration of Rights of Man and the Citizen

- a. Similar to Declaration of Independence from U.S.
- b. Freedom of speech, equality and religion (**didn't have to be Catholic**)

2. National Assembly reforms

- a. **Sold Church land to pay off debt**
- b. Created a constitutional monarchy to take power away from King
- c. **Three groups in legislature**
 - i. **Radicals (Left) wanted lots of changes, weren't satisfied with constitutional monarchy** **Similar to Liberals in Democrat Party**



Democracy develops in England

Class/Period:

World History Period 5

Date: 9/18/20

Essential Question:

What are the similarities and differences between the Magna Carta and the English Bill of Rights?

Magna Carta

* The Magna Carta was written in the 1200s driven from rebellious barons who argued with King John's ruling.

* The Magna Carta was signed by King John in 1215

* The Magna Carta was Britain under a threat of the civil war.

*The nobles wanted to protect their feudal rights and also to limit the powers of the king.

* The Magna Carta didn't demand the complete obliteration of the monarchy as the Bill of Rights had.

Similarities

* both the Magna Carta and the English Bill of Rights limited the power of the monarchy.

* they both were not cruel or had an unusual punishment

*Both documents had to be approved by the parliament.

*Both documents gave the freedom of religion.

*Both documents made unnecessary taxes forbidden.

English Bill of Rights

*The Bill of Rights was formed in 1789 which compromise the first 10 amendments to the United States constitution.

*The Bill of Rights was a formal declaration in the legal and civil rights of the citizens of any state.

* the Bill of Rights listed the injustice done by the monarchs and demanded a set of freedom rights.

* the Bill of Rights completely obliterated the monarchy.

* the Bill of Rights sought to gain the freedom of oppression freedom of religion and freedom of speech among many other freedoms to avoid further oppression from overwhelming power monarchs.



Topic/Objective: The Enlightenment	Name:
	Class/Period:
	Date: 9/29/20

Essential Question:

What were John Locke's views on government?

Give one

- Freedom of religious beliefs and others shouldn't be punished for having different religions
- Opposed having a belief of no god
- All men possess the ability to reason
- Ppl develop reason & can rationally settle their differences by seeking a compromise
- Rights of citizens
- Respect the authority of Parliament & accept a Bill of Rights limiting the power of the king
- People have gift of reason, ability to think
- People have natural ability to govern themselves
- Rejected the divine right of kings
- Supported limitations of the king's power
- Government should only work w/ the consent of the people being governed
- Governments are formed to protect the right of life, freedom, and to property
 - These are absolute & belong to the people
- Government power should be divided into 3 branches so politicians don't face the temptations to gain all the power
- If any governments abuse the rights of the people instead of protecting them, the people have the right to rebel and form a new government
- Control against one without their consent is unacceptable
- Freedom in civil liberties
- Women had ability to reason

Get one

No divine right of kings

Monarchy should have limited power

Equality between men and women

Having different religions should not be punishable

Without a government nobody's natural rights would be protected without a government

Women's voices needed to be heard

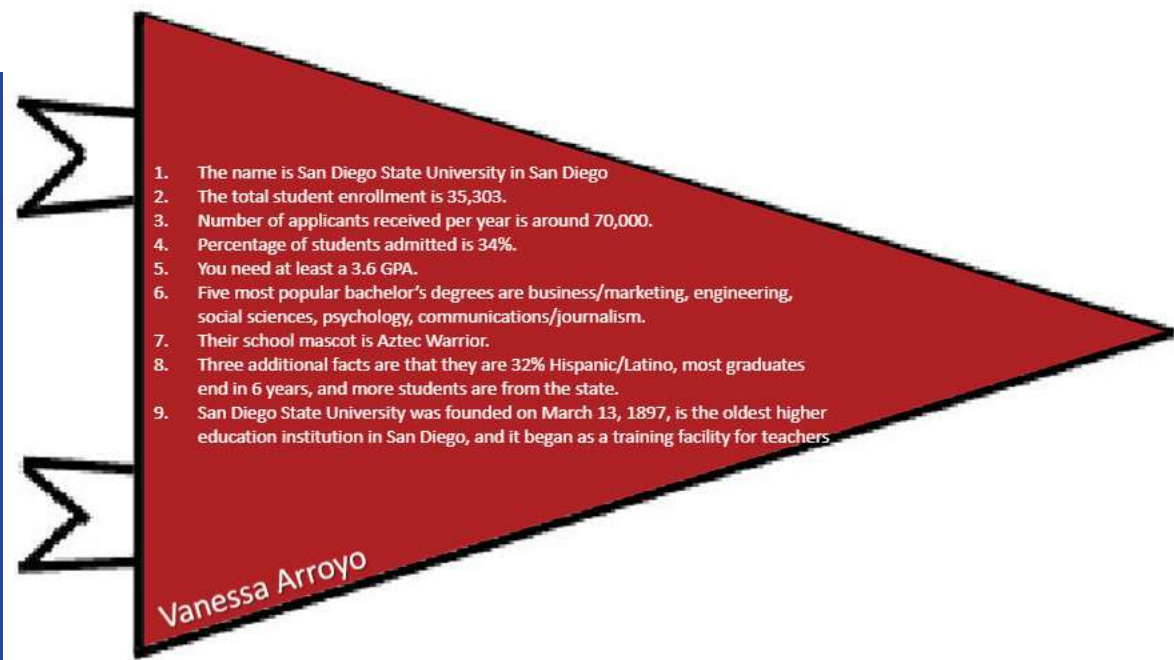
rights to property, rights to life, and rights to freedom

Government power needs to be divided equally into three branches of government

Government is to protect the three rights all people are born with

Control of any person against their will is unacceptable

Humans have basic rights



Directions: Use the form below to complete the GPA outline.

G Goal	Use the space below to describe your goal.	<input type="checkbox"/> short-term goal <input type="checkbox"/> mid-term goal <input type="checkbox"/> long-term goal
P Plan	Use the space below to briefly explain your plan. the first thing i want to do for myself is to stop using my phone so much or listening to music that have words in them because i get distracted easily. also for geometry (since thats my lowest a in my grades) is going to study groups. even if i dont need it i go because i just might be wrong about something. and for world history; my goal for that class is to actually study by using the book and reading most of the chapter we're learning about.	
A Action	Use the space below to list the action steps that are needed to achieve your goal.	
	<ol style="list-style-type: none"> 1. get my phone out of my sight 2. stop getting out of my room every 10 mintues 3. stop quoting "ill do it later" 4. reading 30 minutes or an hour a day 5. at least take some breaks to cool of but not too many 6. stop asking for peoples help and try to figure it out on my own 7. 8. 9. 10. 	

S Specific	Goals should be specific and easily understood. What you are going to do? Why it is important? What do you want to accomplish?
M Measurable	Goals should have concrete criteria for measuring progress. What data will you use to measure your progress toward your goal?
A Action-Oriented	Goals should be action-oriented. What actions are you going to take to accomplish your goal?
R Realistic	Goals should be worth working toward and attainable. How do you know that it is reasonable for you to be able to accomplish your goal?
T Timely	Goals should be achieved within a specific time frame. When is your deadline for accomplishing your goal?

SMART Goal #1:

One of my personal goals is to get better at tennis before tennis season starts so that when it does start i'll know what i'm doing.

SMART Goal #2:

One of my academic goals is to bring my chemistry grade up to an A from a B, so that i'll have all As before the semester ends.

SMART Goal #3:

Another personal goal is to get better at my digital art skills by the end of the year so that i can do commissions and make money.

what are increasing, decreasing, and constants?

the lines on the graph determine whether the function increases or decreases or is constant

increasing is when the line goes up

decreasing is when the line goes down

constants are when the line is straight

each change in shape of the line on the graph marks a separate line

depending on the lines there can be a lot or a little of increasing, decreasing, and constants

some may not have an increase, decrease, or constant

Increasing, decreasing, and constant can help determine the shape of the graph. We can tell easily by it going up, down, or straight. Some of them may have only one or multiple lines of the same. Each change on the graph marks a separate line.

Why do we need to know this?

Example:

Learning Log

Directions: Fill out this learning log based on what you learned in class today.

What I Did	How I Worked and How I Learned	What I Learned
<p>Science:</p> <p>In science we went over our practice test. I made corrections and answered the questions on the practice test.</p>	<p>I worked by myself when I completed the practice test and then with my class when we went over it. I learned by paying attention and changing the answers I got wrong.</p>	<p>I learned how to find the number of neutrons in an atom and how to write the symbolic notation of an atom.</p>
<p>Math:</p> <p>In Algebra 2 we did went over how to solve quadratic equations with irrational roots. I then did a worksheet on it as homework.</p>	<p>We worked as a class when solving the practice problems and then by ourselves on our homework. I learned by taking notes and trying the practice problems with the class.</p>	<p>I learned how to solve quadratic equations with irrational roots. I learned how to solve when there isn't a perfect square and when I can't square root the problem.</p>

*Posted under files for class

WEEK OF 11/2, 11/6

WEEKLY AGENDA	MONDAY	TUESDAY	WEDNESDAY
TOPIC: World History P	<p>AGENDA:</p> <ul style="list-style-type: none"> ✓ French riots ✓ 1830 ✓ module 6 lesson 3 ✓ Nationalism ✓ finish cause 3 effects <p>TESTQUIZ:</p>	<p>TOPIC: World History P</p>	<p>TOPIC: World History P</p>
TOPIC: AVID II	<p>AGENDA:</p> <ul style="list-style-type: none"> ✓ due today: Philo chair notes/revision ✓ mod as paper ✓ Fri L4, check in, focused notes, agenda check <p>TESTQUIZ:</p>	<p>TOPIC: AVID II</p>	<p>TOPIC: AVID II</p>
TOPIC: Modern Corp	<p>AGENDA:</p> <ul style="list-style-type: none"> ✓ Foundations and Peering assignment <p>TESTQUIZ:</p>	<p>TOPIC: Modern Corp</p>	<p>TOPIC: Modern Corp</p>
TOPIC: Eng 2 Pre AP	<p>AGENDA:</p> <ul style="list-style-type: none"> none <p>TESTQUIZ:</p>	<p>TOPIC: Eng 2 Pre AP</p>	<p>TOPIC: Eng 2 Pre AP</p>
TOPIC: Algebra 1P	<p>AGENDA:</p> <ul style="list-style-type: none"> none <p>TESTQUIZ:</p>	<p>TOPIC: Algebra 1P</p>	<p>TOPIC: Algebra 1P</p>
TOPIC: Chemistry	<p>AGENDA:</p> <ul style="list-style-type: none"> none <p>TESTQUIZ:</p>	<p>TOPIC: Chemistry</p>	<p>TOPIC: Chemistry</p>

WEEKLY AGENDA

WEEK OF 11/2, 11/6

WEEKLY AGENDA	MONDAY	TUESDAY	WEDNESDAY
TOPIC: Chemistry	<p>AGENDA:</p> <ul style="list-style-type: none"> ✓ L6 3.1 ✓ Lecture ✓ HW 2.4 <p>TESTQUIZ:</p>	<p>TOPIC: History</p>	<p>TOPIC: Chemistry</p>
TOPIC: AVID	<p>AGENDA:</p> <ul style="list-style-type: none"> ✓ speed Philo chair/revision <p>TESTQUIZ:</p>	<p>TOPIC: English</p>	<p>TOPIC: AVID</p>
TOPIC: Spanish	<p>AGENDA:</p> <ul style="list-style-type: none"> ✓ Prep: video or ✓ ATO 1 (1-5) ✓ A-E, 10/10/20 <p>TESTQUIZ:</p>	<p>TOPIC: Chemistry</p>	<p>TOPIC: Spanish</p>
TOPIC: AVID	<p>TOPIC: Important Dates</p>	<p>TOPIC: AVID</p>	<p>TOPIC: History</p>
TOPIC:	<p>AGENDA:</p> <ul style="list-style-type: none"> <p>TESTQUIZ:</p>	<p>TOPIC:</p>	<p>TOPIC: English</p>
TOPIC:	<p>AGENDA:</p> <ul style="list-style-type: none"> <p>TESTQUIZ:</p>	<p>TOPIC:</p>	<p>TOPIC: Chem</p>

70

Weekly Reflection Questions

1. What were my wins for the week?

I got to finish all my geometry homework and classwork for this week. I also, did my Spanish activities 1-13. I didn't need to do any homework for Spanish and it gave me time to study for my Chem test and my Permit test.

2. What were my struggles for the week?

After we finished the quiz our history teacher made us do another section with 19 definitions and as summary explaining the words. He made them due this Friday.

3. What made me happy?

One thing that made me feel happy was Knowing that we don't have school on Wednesday made me feel relaxed. Also, this weekend my family and I are going to go hiking.

4. What can I improve on for next week?

I got to go to sleep early because sometimes I feel really tired during class and don't have any energy to do my work. Also working on my time management, because I start to do my homework at 5:00. Then I stay up till midnight doing all my assignments.

5. What is one thing I wanted to accomplish that I did not?

Starting my history notes for this section. Also, I didn't get that much time to study my permit.

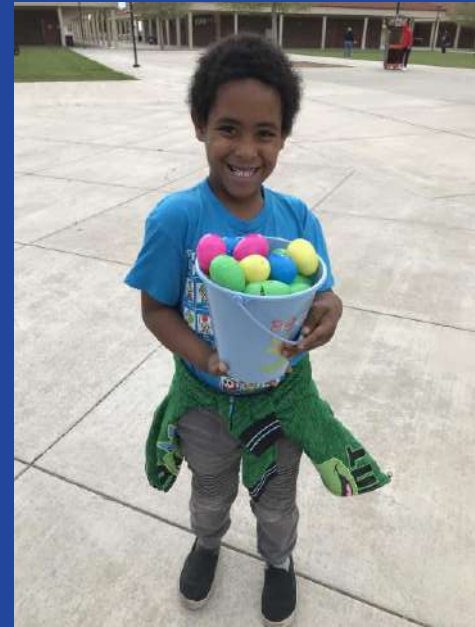
TEAM BUILDING



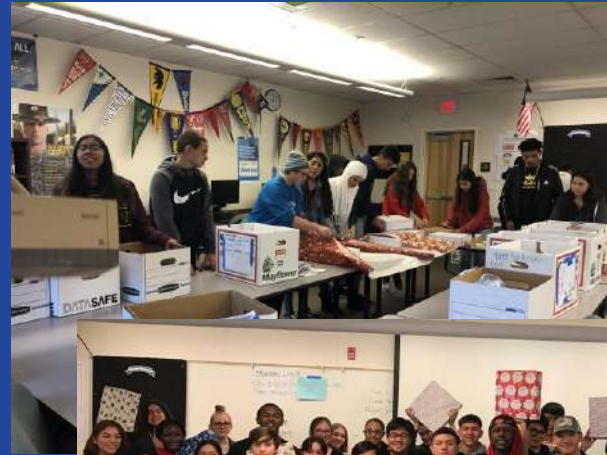
Community Service



Community Egg Hunt



Community Service



Hygiene
Kits for
Foster
Kids

To Apply



- Complete the application by visiting the link below or by scanning the QR code.
- Deadline to apply is December 9, 2022
- For additional information please contact David Brown at davbrown@tUSD.net

AVID APPLICATION FOR 23-24