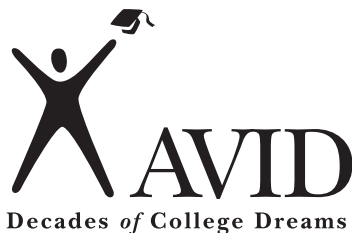


Organizing the AVID Student Binder

Teacher Guide

Developed by
Erin Furgerson

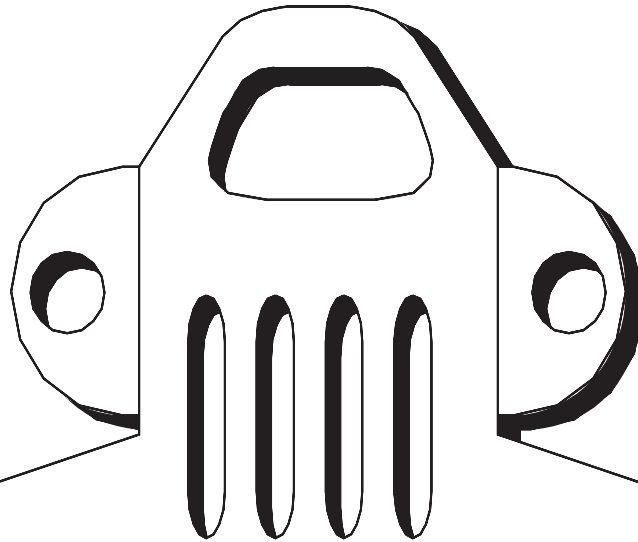


“Today (AVID) is widely regarded as one of the most effective educational reforms ever created by a classroom teacher. The results have been extraordinary.”

— Andrew Goldstein, *Time Magazine*

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Introduction

To illustrate the importance and contents of the AVID student binder, *Organizing the AVID Binder, Teacher's Guide* has been created. The materials and ideas compiled here have come from feedback from a survey of Regional Directors, District Directors, and AVID elective teachers. *Organizing the AVID Student Binder* is a revision of the *Sample Student Notebook* previously published by AVID. This book, by design, does not replicate what an AVID student binder looks like. The primary goal of this book is to provide a foundation for how to establish the AVID student binder in the AVID elective class and should be used primarily by AVID elective teachers for this purpose. AVID elective teachers, District Directors, and Regional Directors are also encouraged to use this book to educate other staff members on the philosophy and methodologies of AVID and what is expected of AVID elective students at each grade level to ensure their success in school.

There are four sections of this book: Binder Overview, Cornell Notes and Learning Logs, Tutorials, and Time Management. The **Binder Overview** section provides information about the structure, contents, and requirements for the binder at each grade level from grade 6–12. This section also includes rubrics and grade sheets to be used for grading the binder. Section two, **Cornell Notes and Learning Logs**, shows how to teach students to take Cornell Notes and reflect in Learning Logs in all subject areas. In addition, this section provides samples of Cornell notes. Section three, **Tutorials**, explains how tutorial participation and notes are recorded as part of the binder grade. Finally, section four, **Time Management**, covers how to teach students to use weekly and monthly calendars to prioritize their time and organized themselves.

UNIT ONE: OVERVIEW

Binder Overview

Maintaining an AVID binder is a central requirement for students in the AVID elective class, as it has a direct impact on student success in all classes and accounts for the majority of the AVID elective class grade. The ideal binder size is two or three inches so that all student work for each class can be stored in one single binder. If students are working on a block schedule, they may opt to keep one binder for their odd-numbered classes and one binder for their even-numbered classes, so they don't have to cart around materials for classes that they do not have on a given day.

Included in this section are a list of suggested binder contents, general binder requirements by grade level, and a variety of binder grade sheets. Ideally, the AVID student binders should be graded weekly by AVID tutors and the AVID teacher. For additional information, please review the Binder unit in *AVID Strategies for Success*.

Binder Contents

Needed Binder Contents

- Good quality, 3-ring binder, 2" or 3" rings with pocket inserts
- Five to six colored dividers with tabs to separate each academic class including AVID
- Zipper pouch to store supplies (3-hole punched heavy duty zip-lock bags also work)
- Two or more pens
- Two or more sharpened pencils
- Filler paper (some notebook paper is now available in Cornell note style)
- Assignment calendar for each academic class
- Tutorial logs
- Learning logs
- Cornell note paper
- Erasers
- Highlighters

Suggested Binder Contents

- One or two trapper pouches (for paper without holes)
- One or more colored highlighter pens
- Notebook dictionary and/or thesaurus
- Calculator
- Six-inch ruler
- Tips on note-taking and test-taking skills, tutorial guidelines, and other AVID strategy sheets
- Sample of note-taking in specific subjects

Student binder should be organized in the following manner:

1. Plastic supply holder
2. Binder grading sheet

Each subsequent section in the binder should have these parts in this order:

- A. Divider (labeled by subject name)
- B. Calendar/assignment log
- C. Current Cornell notes
- D. Learning logs
- E. Handouts
- F. Tests
- G. Older notes and learning logs
- H. Blank paper



Suggested General Binder Requirements

6th/7th Grade

- Two-three pages of notes per week for each academic class (*weekly total: 8–12 pages*).
- Agenda/calendar completed each day with daily classwork and homework assignments recorded for all classes (*parent signature may be required*).
- Handouts and returned work/tests in appropriate sections.
- Minimum supplies include pencils, pens, and extra paper.
- Binder checked weekly.

8th Grade

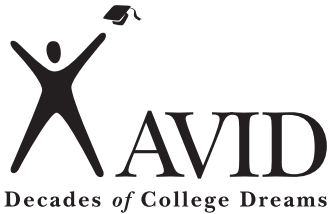
- One page of notes or a learning log per day for each academic class (*weekly total: 20 pages*).
- Agenda/calendar completed each day with daily assignments recorded for all classes, plus extracurricular activities (*different colors of highlighters or pens may be used to differentiate between assignments and tests*).
- Handouts and returned work /tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, and extra paper.
- Binder checked weekly.

9th/10th Grade

- One page of notes or a learning log per day for each academic class (*weekly total: 20 pages*).
- Agenda/calendar completed each day with daily assignments recorded for all classes plus extracurricular activities, chores and/or home responsibilities (*effective use of different colors of highlighters required*).
- Weekly and/or monthly goals may be included in agenda.
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, calculator, and extra paper.
- Binder checked weekly.

11th/12th Grade

- Two pages of notes and/or learning logs per academic class every day (*weekly total: 40 pages*).
- Agenda/calendar completed for every class plus extracurricular activities, chores and/or home responsibilities, part-time job, community service, AP study group times, etc. (*effective use of different colors of highlighters required*).
- All college tests and application deadlines must be recorded in agenda/calendar.
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, calculator, dictionary/thesaurus, and extra paper.
- Binder checked every two weeks for 11th graders and monthly or at random for 12th graders.
- 11th and 12th graders may be paired up with freshman and serve as binder mentors if necessary.

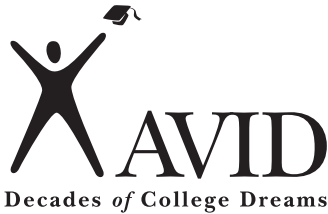


Name: _____

Date: _____ Period: _____

AVID Binder Check—Weeks 1 and 2

	Points Possible	Points Earned	Comments
Materials			
2" or 3" 3-ring binder	5		
2 or more pens	5		
2 or more pencils	5		
1 or more erasers	5		
1 zipper pouch	5		
1 or more highlighters	5		
Organization			
Zipper pouch in front	5		
Daily planner/calendar	5		
Subject dividers for each class (labeled), handouts and homework	5		
Subject dividers for notes (optional) with extra paper	5		
AVID Section			
Divider with binder grade sheet followed by tutorials request form	15		
Divider for AVID notes with notes and extra paper	15		
Extra Credit			
Dictionary/Thesaurus	5		
Calculator	5		
6" ruler	5		
Total	80 (plus 15 for extra credit)		



Name: _____

Date: _____ Period: _____

Notebook Grade Check

COMMENT CODES

Notes

- A Use Cornell Format
- B Need full Heading/Dates in ink
- C Summaries Lacking Depth
- D Missing Summaries/No left side questions

Binder

- E Organize Loose Papers
- F Incomplete Assignment Logs
- H No Parent Signature

Planner

- I Goals Missing
- J Homework Assignments Missing

Week of _____

	CATEGORY	POINTS	TUTOR'S INITIALS
	Neatness of assignments/notes (10)		<i>Comments:</i>
	Overall organization (10)		
	Assignment Logs filled out & up to date (10)		
	AVID Planner complete & up to date (20)		
	Cornell notes in all classes (30)		
	Weekly goals (10)		
	Name, date & period on all papers (10) <i>in ink</i>		
Total	100 points possible		

Parent's Signature: _____

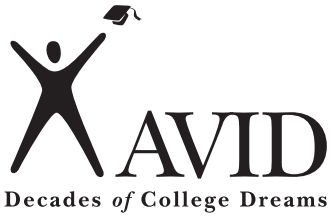
Goal for next notebook check:

Week of _____

	CATEGORY	POINTS	TUTOR'S INITIALS
	Neatness of assignments/notes (10)		<i>Comments:</i>
	Overall organization (10)		
	Assignment Logs filled out & up to date (10)		
	AVID Planner complete & up to date (20)		
	Cornell notes in all classes (30)		
	Weekly goals (10)		
	Name, date & period on all papers (10) <i>in ink</i>		
Total	100 points possible		

Parent's Signature: _____

Goal for next notebook check:



Name: _____

Date: _____ Period: _____

AVID Binder Grade Sheet

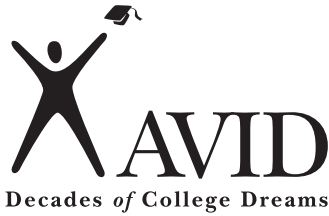
Week of: _____	
Agenda/Calendar: _____	Organization: _____
Tutorial _____	Other: _____
Learning Log: _____	Total: _____
Daily Notes: _____	Grade: _____
Writing: _____	Grader's Initials: _____
Comments: _____	

Week of: _____	
Agenda/Calendar: _____	Organization: _____
Tutorial _____	Other: _____
Learning Log: _____	Total: _____
Daily Notes: _____	Grade: _____
Writing: _____	Grader's Initials: _____
Comments: _____	

Week of: _____	
Agenda/Calendar: _____	Organization: _____
Tutorial _____	Other: _____
Learning Log: _____	Total: _____
Daily Notes: _____	Grade: _____
Writing: _____	Grader's Initials: _____
Comments: _____	

Week of: _____	
Agenda/Calendar: _____	Organization: _____
Tutorial _____	Other: _____
Learning Log: _____	Total: _____
Daily Notes: _____	Grade: _____
Writing: _____	Grader's Initials: _____
Comments: _____	

Week of: _____	
Agenda/Calendar: _____	Organization: _____
Tutorial _____	Other: _____
Learning Log: _____	Total: _____
Daily Notes: _____	Grade: _____
Writing: _____	Grader's Initials: _____
Comments: _____	



Name: _____

Date: _____ Period: _____

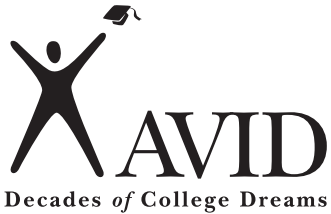
AVID Binder Grade Sheet

Week of _____

Category	Points Possible	Points Earned	Comments
Notes	60		
Calendars	50		
Organization	25		
Neatness	15		
Total	150		
<i>Tutor's Signature</i>			<i>Date</i>

Week of _____

Category	Points Possible	Points Earned	Comments
Notes	60		
Calendars	50		
Organization	25		
Neatness	15		
Total	150		
<i>Tutor's Signature</i>			<i>Date</i>



Suggested Binder Evaluation— High School

AVID Teacher: _____

Student name: _____

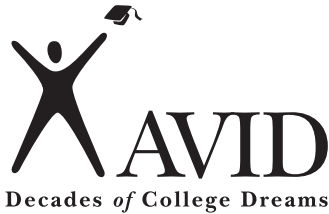
Date: _____

Grading period: _____

Tutor: _____

1	Subject:	POINTS	COMMENTS	
<input type="checkbox"/>	Assignment Sheet complete	___(5)		
<input type="checkbox"/>	Assignment Sheet almost complete	___(3)		
<input type="checkbox"/>	Assignment Sheet neglected	___(0)		
<input type="checkbox"/>	Notes (minimum <u>9</u> pages in correct format)	___(15)		
<input type="checkbox"/>	Notes (minimum <u>7</u> pages in correct format)	___(10)		
<input type="checkbox"/>	Notes (minimum <u>5</u> pages in correct format)	___(5)		
<input type="checkbox"/>	Notes (fewer than <u>4</u> pages in correct format)	___(0)		
2	Subject:	POINTS		COMMENTS
<input type="checkbox"/>	Assignment Sheet complete	___(5)		
<input type="checkbox"/>	Assignment Sheet almost complete	___(3)		
<input type="checkbox"/>	Assignment Sheet neglected	___(0)		
<input type="checkbox"/>	Notes (minimum <u>9</u> pages in correct format)	___(15)		
<input type="checkbox"/>	Notes (minimum <u>7</u> pages in correct format)	___(10)		
<input type="checkbox"/>	Notes (minimum <u>5</u> pages in correct format)	___(5)		
<input type="checkbox"/>	Notes (fewer than <u>4</u> pages in correct format)	___(0)		
3	Subject:	POINTS	COMMENTS	
<input type="checkbox"/>	Assignment Sheet complete	___(5)		
<input type="checkbox"/>	Assignment Sheet almost complete	___(3)		
<input type="checkbox"/>	Assignment Sheet neglected	___(0)		
<input type="checkbox"/>	Notes (minimum <u>9</u> pages in correct format)	___(15)		
<input type="checkbox"/>	Notes (minimum <u>7</u> pages in correct format)	___(10)		
<input type="checkbox"/>	Notes (minimum <u>5</u> pages in correct format)	___(5)		
<input type="checkbox"/>	Notes (fewer than <u>4</u> pages in correct format)	___(0)		
4	Subject:	POINTS		COMMENTS
<input type="checkbox"/>	Assignment Sheet complete	___(5)		
<input type="checkbox"/>	Assignment Sheet almost complete	___(3)		
<input type="checkbox"/>	Assignment Sheet neglected	___(0)		
<input type="checkbox"/>	Notes (minimum <u>9</u> pages in correct format)	___(15)		
<input type="checkbox"/>	Notes (minimum <u>7</u> pages in correct format)	___(10)		
<input type="checkbox"/>	Notes (minimum <u>5</u> pages in correct format)	___(5)		
<input type="checkbox"/>	Notes (fewer than <u>4</u> pages in correct format)	___(0)		
5	AVID Elective:	POINTS	COMMENTS	
<input type="checkbox"/>	Assignment Sheet complete	___(2.5)		
<input type="checkbox"/>	Assignment Sheet almost complete	___(1.5)		
<input type="checkbox"/>	Assignment Sheet neglected	___(0)		
<input type="checkbox"/>	Notes (minimum <u>5</u> pages in correct format)	___(7.5)		
<input type="checkbox"/>	Notes (minimum <u>4</u> pages in correct format)	___(5)		
<input type="checkbox"/>	Notes (minimum <u>3</u> pages in correct format)	___(2.5)		
<input type="checkbox"/>	Notes (fewer than <u>2</u> pages in correct format)	___(0)		

_____ Total points / Possible points (90) = _____% Letter grade _____
 _____ Extra points (up to 10 points for great notes or wonderful organization)



Name: _____

Date: _____ Period: _____

AVID Student Binder Response Form

This form is to be completed each week after the binder has been graded in preparation for the following week.

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

Student's Signature:

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

Student's Signature:

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

Student's Signature:

UNIT TWO: CORNELL NOTES AND LEARNING LOGS

Cornell Notes

Writing in the AVID elective primarily takes the form of Cornell notes and learning logs. The note-taking system used in AVID is the Cornell note-taking system, which requires students to divide their papers into a narrow left hand margin and a wide right hand margin. Notes are recorded in the right hand margin, while clarifying questions and headings are reserved for the left hand margin. At the end of their notes, students review and write a full paragraph summary. The student binder is a collection of these notes.

Tips for Taking Notes

- Listen for important points.
- Write only important ideas such as names, dates, terms, places, and events.
- Use abbreviations for familiar words.
- Develop study questions and identify main ideas.
- Look up definitions.
- Add symbols or highlight important words and concepts.
- Review overall information.
- Summarize significant ideas in a complete paragraph.
- Write high-level questions on the left side (Costa's levels 2 and 3)

Taking Notes from a Textbook

- Consider how the parts make up the whole—how ideas relate to each other.
- Note what you can learn from pictures and graphs in a given section.
- Be aware of textbook organization - chapters, headings, bold words, and graphics.
- Know where to find the index and glossary.
- Use chapter guiding questions to guide you through the textbook if possible.

Taking Notes from a Discussion

- Use topics and questions introduced by lecturer to guide note-taking.
- Use symbols to identify significant ideas.
- Include your own responses in your notes.
- Develop questions.
- Refer to textbook when connections arise.

Taking Notes from Literature and Poetry

- Include significance of title, publication date, and author information.
- Identify point of view of speaker.
- Identify setting, important characters, plot, conflicts, theme, and any figurative language.
- Highlight significant quotes/passages.
- Identify tone, theme, and poetic devices such as repetition, imagery and allusions.
- Make connections from one chapter/verse to another.
- Predict what might happen next or by the end of the piece.

Taking Notes in Mathematics

- Take notes just as in any other class, with all of the information on the right hand side of the page. Write the problem on the left side and solve it on the right. Then go back and fill in with key terms or example equations.
- As you listen to a lecture, write out any key terms or questions on the left (example: What is the Distance Formula?). Then on the right, give the formula.

Taking Notes from a Guest Speaker

- Identify the speaker's name and title (example: Mrs. Joan Smith, Admissions Counselor for the University of _____.)
- Create questions for the speaker the night before the presentation, or while the speaker is speaking. Then ask questions and write your answers on the right hand side of the page, across from the question it answers.
- Write down details of the person's life and/or job.
- Keep track of any obstacles the person faced in his or her life.

Taking Notes from a Field Trip

- Identify the date and location of the field trip.
- Write out a few questions to ask the person giving the tour or leading the experience. Answer them on the right hand side of the paper, across from the question.
- Write out facts about the location (example: If you are going to a college or university, write down how many students attend the school and/or how much it costs to attend).
- Write out your favorite part of the trip and include as part of the summary at the end of note page (example: I really enjoyed touring the library at The University of California, San Diego because it is the largest library I have ever seen.)
- Write down any further questions throughout the field trip. Ask the leader or teacher for answers.

Tips for Summarizing Cornell Notes

- Tell what is being summarized (chapter, novel, discussion, lecture).
- Create one sentence that gives the main idea.
- Include new information learned.
- Give several important details that explain the main idea.
- Check the summary to make sure the supporting ideas relate to the main idea.
- The summary should be several sentences that demonstrate understanding of the learning experience.
- Any points that still need clarification might also be mentioned in the summary.

Example Summary for Cornell Notes

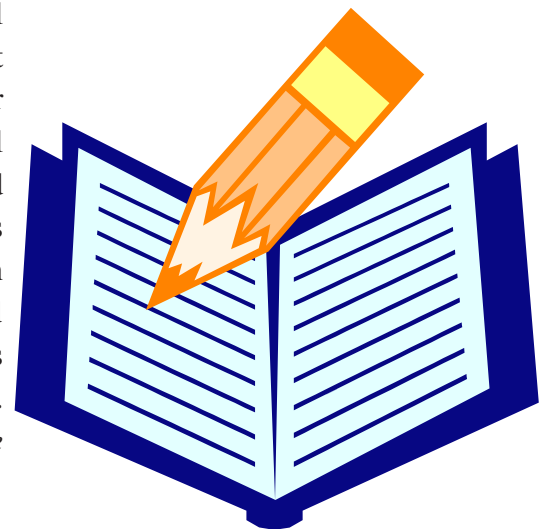
Today in English we learned about the parts of a story. There are several parts of a story: setting, theme, characterization, and point of view. The setting tells when and where the story takes place. The theme is the lesson or main idea of the story. Characterization describes how characters think and feel. Point of view is the perspective from which the story is told. Together all of these pieces make up the whole of the story.

Cornell Notes and Tutorial Sessions

Students in AVID are taught to review their notes, keeping track of what they know and don't know. Once they have determined what they don't know, they can use their notes to create tutorial questions to be used in their tutorial groups. Students can thereby share with each other what they know about a subject and what they still need to know, through collaboration.

When teaching the Cornell note-taking system it is helpful to begin by teaching **Costa's Model of Intellectual Functioning in Three Levels**. **Level one** questions are text or lecture explicit, meaning there is one place within a text where a student can find the answer to the question, and these questions aid in comprehension and recall. **Level two** questions are text implicit and require students to look over the entire text and synthesize the material to come up with an answer to the question. **Level three** questions are experienced based and require students to think beyond what the text says and use their own prior knowledge and experiences, combined with the text, to come up with an answer to the question.

Once AVID students are familiar with Costa's method, they will be able to better construct thought-provoking questions for the left hand side of their notes. Then, after reviewing and summarizing their notes, students can determine what help they need from their tutorial groups. Students use existing questions from their Cornell notes and write level two or level three questions based on the confusing parts of their notes to ask their tutorial group members. Participants in tutorial groups will use level two and level three questions to lead their peers to find their own answers. The tutor uses the questions and Socratic method to facilitate tutorial and guide student learning. For more on Costa's method, see *Implementing and Managing the AVID Program, Middle Level*.



Name: _____ Begin Date: _____ Period: _____

Cornell Notes Rubric

	5	4	3	2	1
Page set-up	<ul style="list-style-type: none"> All parts (name, date, class, and topic) are clearly labeled in ink and in the correct place. 	<ul style="list-style-type: none"> All parts but one (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> Some parts (name, date, class, and topic) are labeled in the correct place. 	<ul style="list-style-type: none"> Missing 2 parts (name, date, class, and topic) but are correctly labeled. 	<ul style="list-style-type: none"> Missing 3 or more parts (name, date, class, and topic) and may not be in the proper location.
Legibility	<ul style="list-style-type: none"> Neat and completely legible 	<ul style="list-style-type: none"> Completely legible 	<ul style="list-style-type: none"> Mostly legible 	<ul style="list-style-type: none"> Mostly illegible 	<ul style="list-style-type: none"> Illegible
Notes	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Notes have been edited. Key word have been highlighted and/or underlined. Revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Some key words have been highlighted or underlined. Partial revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes may/may not be accurate, information not always paraphrased. Some use of abbreviations. No highlighting or underlining evident. No revisions made. 	<ul style="list-style-type: none"> Notes are incomplete. No use of abbreviations. 	<ul style="list-style-type: none"> Notes do not reflect Cornell note format
Questions	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Questions also include Bloom's level 3-6 or Costa's level 2 & 3 as appropriate. 	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are basic and may reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are limited and do not accurately reflect notes. 	<ul style="list-style-type: none"> Questions are missing.
Summary	<ul style="list-style-type: none"> Shows learning by effectively identifying all main ideas. 	<ul style="list-style-type: none"> Shows learning by effectively identifying some main ideas. 	<ul style="list-style-type: none"> Summary is restating of notes but is connected to some learning. 	<ul style="list-style-type: none"> Summary is a restating of the notes and is not connected to learning. 	<ul style="list-style-type: none"> No summary

Learning Logs

Like notes, learning logs record knowledge about a given subject. Students make regular entries to reflect on their learning. Some questions for learning logs include:

- What did I do in class today?
- What did I learn?
- What did I find interesting?
- What questions do I have about what I learned?
- What was the point of today's lesson?
- What connections did I make to previous ideas or lessons?

Example Learning Log Topics

1. Writing About Mathematics

- Students write a detailed explanation to another student of how to solve a math problem.
- Students create similar problems to those they are studying in class, including the steps to the solution and the solution itself.
- *Example #1:* Your friend believes that if you double the length of the sides of a rectangle, then the area of the rectangle will also double. Draw a diagram and carefully explain why he may be wrong.
- *Example #2:* How would you explain to an eight year old which fraction $\frac{2}{3}$ or $\frac{3}{4}$ is larger?

2. Writing About History

- Students place themselves in an historical period or event and write about it from the point of view of a person involved in the event. Students should focus on the *who, what, when, where, why, how* and *what if* of the situation.
- Students write a conversation between themselves and a historical person, focusing on details of an event.
- Students examine events and speculate about the long term effects resulting from the events.
- Students write a letter to the editor about a current event issue.
- Students select a political cartoon from the newspaper and identify the problem. Analyze the cartoon's message.

3. Writing About Science

- Students describe a lab activity that they did in class. They should include what hypothesis the lab was designed to answer; what conclusion they reached upon completion of the activity; and a description of the data they collected that supports their conclusion.
- Students summarize the main points of a lecture, making connections to their textbook reading.

- Students conduct an interview with a scientist or an individual in a science-related career, and write a report.
- Students build a device, write down the steps in the construction process, and give the materials and directions to another student group to complete and build the same device.
- Students research, plan, and discuss a controversial science-related issue. They write a position statement based on their research and the discussion.

4. Writing About English

- Students write an autobiographical incident as an introductory piece early in the year.
- Students write a short summary of a story, demonstrating understanding of plot structure.
- Students compare and contrast a pair of characters from a single piece of literature or two different pieces.
- Students create a double-entry journal with important passages from a story or novel on the left side and personal responses on the right side. These work well for making thematic connections and for studying character development.
- Students write a fictional story demonstrating understanding of plot and character elements.



Reflective Writing—The Learning Log

To get the most out of your classes, you should write about what you did, what you learned, and what questions you want more information about. This type of writing is an excellent way to prepare for exams and papers because it helps you use writing to discover and clarify ideas. These writings will also help you plan for tutorial time and therefore benefit the most from it.

For classes where you can't take notes easily, writing reflections as soon as possible after class will help you get much more out of class.

Here are some questions to give you ideas for your reflection:

- What did I learn in class today? How did I learn it?
- What was especially interesting about class today?
- What do I want to learn more about?
- What questions do I have now about this topic?
- What questions that I had were answered today?
- What surprised me about this material?
- How does this material connect to ideas or information I already know?
- Why is it important that I know this information? How can I use it?
- How would I explain to someone else how to do what I learned to do today? (This one is especially good for math.)

You can also use open-ended statements to get your thinking (and writing) started. Here are some suggestions:

- An important activity I was involved in today was... and it affected my learning by...
- Something I'm still confused about is... because...
- One thing I'd like to know (or think) more about is... because...
- I think my teacher had us do... because...
- I can relate what I learned today and what I learned in another class by... because...
- What I learned today will help me because...
- I was surprised to learn that... because...
- The video I watched related to the course in the following way... because...
- By taking today's test, I learned... because...
- The most important idea I got from the discussion was ... because... and I can use it to...

Middle Level Cornell Notes Sample—Mathematics

<p>Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>Rational Numbers</u></p>	<p>Name: <u>Student A</u></p> <p>Class: <u>Mathematics</u></p> <p>Period: <u>1</u></p> <p>Date: <u>11-10-05</u></p>
<p>Questions/Main Ideas:</p>	<p>Notes:</p>
	<p>Numbers can be organized into sets:</p>
<p>Whole numbers</p>	<p>Whole numbers (W)</p> <ul style="list-style-type: none"> • includes 0, 1, 2, 3, 4... • always positive • includes any number that can be written as a whole number $\frac{8}{1} = 8, \quad \frac{2}{2} = 1, \quad \frac{100}{50} = 2$
<p>Integers</p>	<p>Integers (J)</p> <ul style="list-style-type: none"> • includes ..., -2, -1, 0, 1, 2... • does not include fractions or decimals • all whole numbers are integers
<p>Rationals</p>	<p>Rationals (Q)</p> <ul style="list-style-type: none"> • includes any number that can be written as a fraction (mixed numbers, terminating and repeating decimals, whole numbers, integers)
<p>Examples</p>	<p>EX: Name the set of numbers to which belongs (W, J, Q)</p> <p>a) 5 b) -3 c) $-8\frac{3}{4}$</p> <p> W, J, Q J, Q Q</p> <p>d) -9.64 e) 0.414243 f) $\frac{42}{7} = 6$</p> <p> Q none W, Q, J</p>
<p>Summary: Today we learned about rational numbers, whole numbers, and integers. We learned what each one is and how to identify them. Numbers are organized into sets with different qualifications. Some numbers can fit into more than one set.</p>	

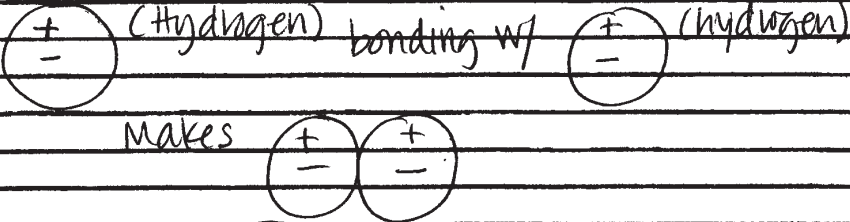
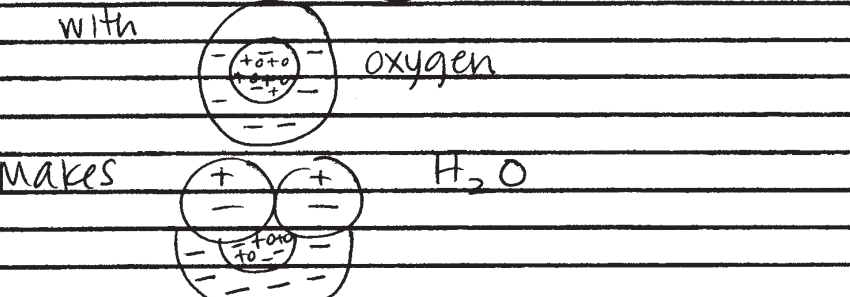
Middle Level Cornell Notes Sample—U.S. History

<p>Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>US History</u> <u>Articles of Confederation</u></p> <p>Questions/Main Ideas:</p>	<p>Name: <u>Student A</u></p> <p>Class: <u>US History</u></p> <p>Period: <u>2</u></p> <p>Date: <u>11-10-05</u></p> <p style="text-align: right;">Notes:</p>
<p>What is a confederation?</p>	<p>An alliance of states - after the American Rev. - that had a written constitution and no monarchy.</p>
<p>What is the purpose of the constitution?</p>	<ul style="list-style-type: none"> • Set out laws and principles of a government • identify the rights of all citizens • identify or limit the powers of government
<p></p>	<p>Individual states wrote their own constitutions while Congress developed a plan for the nation as a whole.</p>
<p>Concerns for the newly independent states:</p>	<ul style="list-style-type: none"> • fear of a strong central/nat'l gov't want to assure state supremacy • need for unity/cooperation btw. states • desire to protect individual rights • Republicanism - - Making sure people have a voice in gov't and officials are responding to people's wishes. • Taxation
<p>Successes of Articles:</p>	<ul style="list-style-type: none"> • the NW Ordinance set up gov't for lands N of Ohio River and E of Mississippi • Outlawed slavery • Provided a way to accept NEW STATES
<p>Weaknesses of Articles:</p>	<p>Created a WEAK central/federal/nat'l government</p>
<p>Influences of creating new gov't</p>	<ul style="list-style-type: none"> • study history • common welfare • English parliament: 2 houses of representation
<p>Summary: I learned we won the American Revolution. I also learned about the influences of creating a new gov't by looking at history and making changes. I also know the strengths and weaknesses of the Articles of Confederation. A confederation is an alliance of states.</p>	

Middle Level Cornell Notes Sample—English

<p>Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>Run-on Sentences</u></p> <p>Questions/Main Ideas:</p>	<p>Name: <u>Student A</u></p> <p>Class: <u>English</u></p> <p>Period: <u>3</u></p> <p>Date: <u>11-10-05</u></p> <p>Notes:</p>
<p>What does a run-on sentence have?</p>	<p>A run-on has two or more sentences joined together without the correct punctuation.</p>
<p>How many ways can you fix a run-on?</p>	<p>There are 3 ways to fix a run-on sentence:</p> <ol style="list-style-type: none"> 1) Make 2 separate sentences by putting a period at the end of the first sentence and starting the new sentence with a capital letter. 2) Add a comma and a conjunction between the two sentences. The most common conjunctions are and, or, but. Others are so, for, yet, and nor. 3) connect the two sentences with a semi-colon.
<p>Run-on sentence ex:</p>	<p>It all begins when Rikki-tikki gets washed away by a flood soon he is rescued by humans.</p>
<p>Fix it:</p>	<ol style="list-style-type: none"> 1) It all begins when RT gets washed away by a flood. soon he is rescued by humans. 2) It all begins when RT gets washed away by a flood, and soon he is rescued by humans. 3) It all begins when RT gets washed away by a flood; soon he is rescued by humans.
<p>Summary: A run-on has two or more sentences joined together without the proper punctuation. There are three ways to fix a run-on sentence. You can use a period to separate them, a comma and a conjunction, or a semi-colon. Now I understand run-on sentences.</p>	

Middle Level Cornell Notes Sample—Science

<p>Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>Bonding</u></p> <p>Questions/Main Ideas:</p>	<p>Name: <u>Student A</u></p> <p>Class: <u>Science</u></p> <p>Period: <u>4</u></p> <p>Date: <u>11-10-05</u></p> <p>Notes:</p>
	<p>When atoms bond they are usually one of two types of bonds: ionic bonds and covalent bonds</p>
<p>What are ionic bonds?</p>	<p>ionic bonds are weak bonds made with a metal and a nonmetal.</p> <ul style="list-style-type: none"> • They are attracted by charges • they conduct electricity
<p>What are covalent bonds?</p>	<p>Covalent bonds are strong bonds made with two nonmetals</p> <ul style="list-style-type: none"> • they share electrons • they don't conduct electricity
<p>What is a full cloud?</p>	<p>Atoms bond to make a full cloud. Having a full cloud means that there are no spaces without electrons in them.</p>
<p>Diagrams / Pictures</p> <p>+ = protons - = electrons o = neutrons</p>	<p>(Hydrogen) bonding w/ (Hydrogen)</p>  <p>Makes</p>  <p>with oxygen</p> <p>Makes H_2O</p>
<p>Summary: Ionic bonds are weak, nonmetal and metal, attracted by charges and conduct electricity. Covalent bonds are strong, both nonmetals share electrons. They don't conduct electricity. Bonds are easier to understand when we make diagrams like H_2O.</p>	

High School Cornell Notes Sample—Mathematics

<p>Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>Algebra II</u> <u>Multiplying Polynomials</u></p> <p>Questions/Main Ideas:</p>	<p>Name: <u>Student A</u></p> <p>Class: <u>Mathematics</u></p> <p>Period: <u>1</u></p> <p>Date: <u>11-10-05</u></p> <p style="text-align: right;">Notes:</p>
<p>How does the "Foil" method apply to multiplying polynomials?</p>	<p>"FOIL" Method</p> <p>First Outer Inner Last</p> $(x+6)(x+4)$ $x^2 + 4x + 6x + 24$ $x^2 + 10x + 24$
<p>What is the Linear Method?</p>	<p>Linear Method -</p> $\begin{array}{r} x+6 \\ x+4 \\ \hline 4x+24 \\ x^2+6x \\ \hline x^2+10x+24 \end{array}$
<p>Examples:</p>	<p>Difference of Squares -</p> $+ ab - ab$ $(a+b)(a-b) = a^2 - b^2$ <p>Example:</p> $(2x+3)(x^2+4x-5)$ $\begin{array}{r} 2x^3 + 8x^2 - 10x \\ 3x^2 + 12x - 15 \\ \hline 2x^3 + 11x^2 + 2x - 15 \end{array}$

Summary: Today learned about Multiplying Polynomials. There are several ways to multiply polynomials: using the Foil method, the Linear Method, and finding the difference of Squares. The Foil Method is easier to understand now that I can remember what "FOIL" stands for: First, Outer, Inner, Last. If I follow that order, I will solve the equation correctly.

High School Cornell Notes Sample—AP History

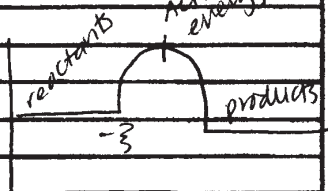

<p>Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>Reconstruction</u></p> <p>Questions/Main Ideas:</p>	<p>Name: <u>Student A</u></p> <p>Class: <u>AP History</u></p> <p>Period: <u>2</u></p> <p>Date: <u>11-10-05</u></p> <p>Notes:</p>
<p>First steps / results of Reconstruction (1863-1877)</p>	<p>① Who would direct the process of Reconstruction: the Southern states, the President, or the Congress?</p> <p>② All rebel leaders are pardoned by Pres. Johnson in 1868</p> <p>③ Civilization had collapsed in both economic and social structure.</p> <p>④ agriculture -- the economic lifeblood of the South was almost crippled.</p>
<p>Freedom / Slavery</p>	<ul style="list-style-type: none"> • Emancipation took place slowly and unevenly in different parts of the conquered confederacy • Planters protested that slavery was legal until proven by govt / courts • Newly freed slaves went w/ Union to pillage their masters' possessions
<p>Emancipation Proclamation</p>	<p>Declared slaves free in Confederate States Did not free slaves in Border States strengthened moral cause of the Union</p>
<p>Thirteenth Amendment</p>	<p>(1865) 8 months after Civil War ended doomed slavery no more slavery in US</p> <p>by the end of Civil War, 180,000 blacks participated in the Union Army</p>
<p>Summary: Reconstruction was the reform to change the South from 1863-1877. The region was unstable economically and socially, and agriculture was crippled. The Emancipation Proclamation and the 13th Amendment put an end to slavery and gave blacks a chance at a new, free life in the United States of America.</p>	

High School Cornell Notes Sample—English

<p>Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>To Kill a Mockingbird</u> -- Figurative Lang.</p> <p>Questions/Main Ideas:</p>	<p>Name: <u>student A</u></p> <p>Class: <u>English</u></p> <p>Period: <u>3</u></p> <p>Date: <u>11-10-05</u></p> <p>Notes:</p>
<p>What is figurative language?</p>	<p>Figurative language is writing an author uses to enrich a piece of writing like a story or novel. Figurative language helps create a picture in the reader's mind to make a vivid impression.</p>
<p>Symbolism</p>	<p>Symbolism is when something (a symbol) stands for something else in a story.</p> <p>ex: } camellias → purity and innocence Tim Johnson (rabid dog) → instatement of racism in Maycomb Aunt Alexandra → old southern values</p>
<p>Allusions</p>	<p>Allusions refer to a famous, well-known time, person or place.</p> <p>ex: } Maycomb had nothing to fear but fear itself ... alludes to FDR and depression era</p>
<p>Personification</p>	<p>Chapter 1: Maycomb was a <u>tired</u> <u>old</u> town</p> <p>Personification is when an inanimate object is given personality or human characteristics</p>
<p>Alliteration</p>	<p>When several words begin with the same sound or letter to create repetition and flow</p> <p>ex -- "hitched to Hoover carts"</p>

Summary: Today in English we learned about and discussed the impact of figurative language on a work of literature: To Kill a Mockingbird. We discussed symbolism, allusions, personification, and alliteration and found concrete examples from the novel. After discussing how figurative language enhances a story or novel, I have a great understanding and appreciation for Harper Lee's writing style.

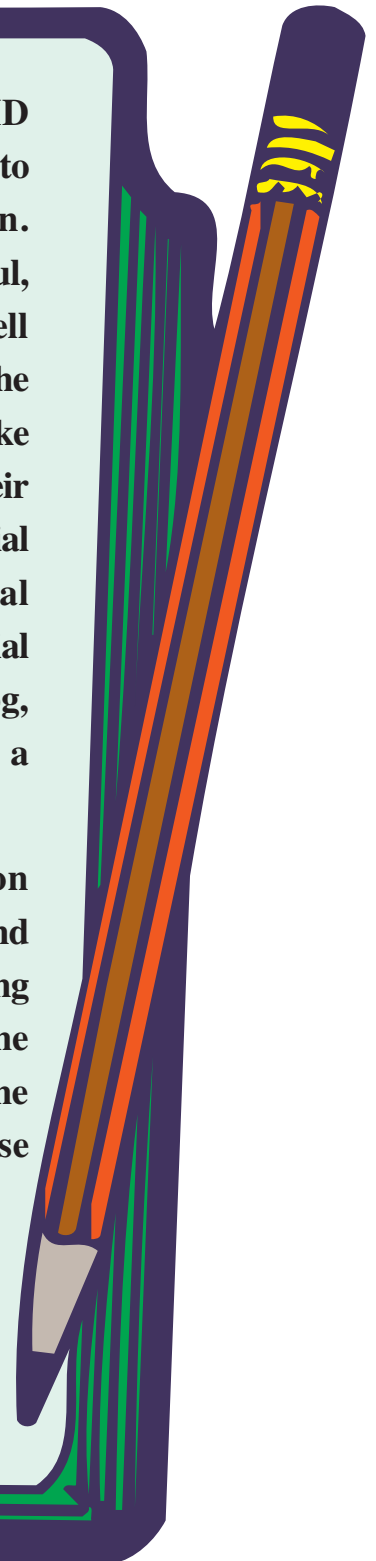
High School Cornell Notes Sample—Chemistry

<p>Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>Concentration</u></p> <p>Questions/Main Ideas:</p>	<p>Name: <u>Student A</u></p> <p>Class: <u>Chemistry</u></p> <p>Period: <u>4</u></p> <p>Date: <u>11-10-05</u></p> <p>Notes:</p>
<p>What is concentration?</p>	<p>$\frac{\sum M}{\sum N}$ concentration</p> <p>$H \rightarrow HCl$ 10.0 M HCl 1:1 10.0 N</p> <p>$H \rightarrow H_2SO_4$ 10.0 M H_2SO_4 2:1 20.0 N</p> <p>10.0 M H_3PO_4</p>
<p>When does a collision model occur?</p>	<p>Ch. 16 Equilibrium P. 473</p> <p>Collision Model \rightarrow reactions occur due to molecular collisions</p> <p>* concentration * temperature * catalyst \rightarrow a substance that speeds up a reaction w/out being consumed</p>  <p>Energy vs. Reaction Progress</p> <p>raise temp. \rightarrow more faster \rightarrow higher collisions \rightarrow more breaking of bonds \rightarrow faster reaction</p>
<p>How is equilibrium used in proving laws such as Boyle's or Charles'?</p>	<p>Equilibrium \rightarrow exact balance of two processes, one of which is opposite the other</p> <p> \uparrow evaporation \downarrow condensation</p> <p>rate evap = rate condensation</p>
<p>Summary: I learned about concentration and how it affects equilibrium, and the collision model. Reactions occur because of molecular collisions caused by concentration, temperature, and catalysts. Equilibrium is the balance of two processes which are exact opposites of each other. For example, the rate of evaporation equals the rate of condensation in our example above.</p>	

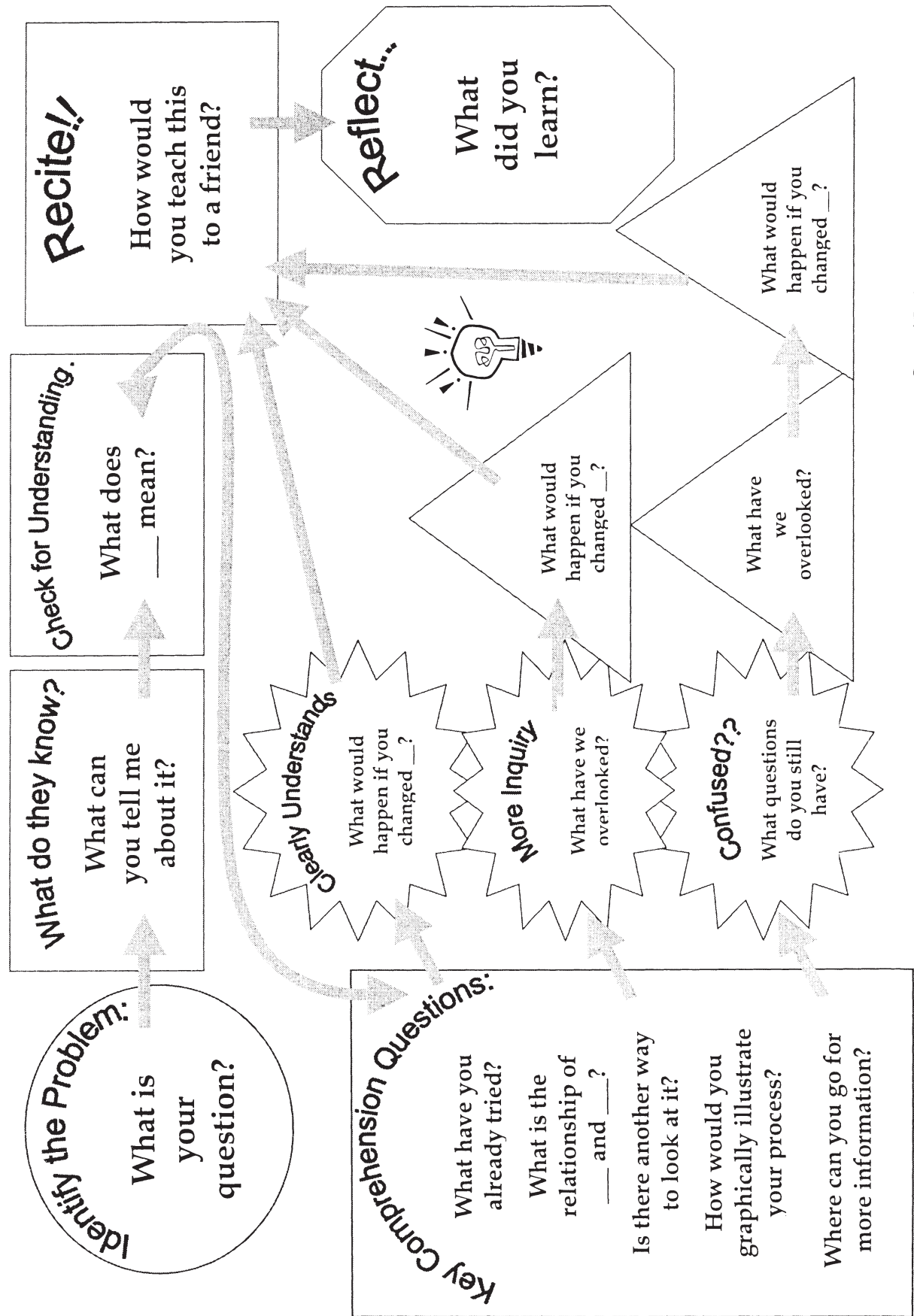
UNIT THREE: TUTORIALS

Tutorials make up a significant portion of the AVID elective grade. It is the responsibility of the student to prepare for and reflect on each tutorial session. Preparation for tutorial is evident in complete and thoughtful, higher-level tutorial questions based on subject area Cornell notes, using Costa's or Bloom's model. The questions begin the tutorial and lead to the note taking. During tutorial students take Cornell notes on the discussion, whether or not it relates to their individual question. After tutorial students reflect on the tutorial process and what they learned in relation to their tutorial question for that day. Then tutors assign points on the Tutorial Request Form. Those points are placed on the Tutorial Log, which documents the total number of points for tutorials in a given grading period.

The Tutorial Learning Process graphic in this section demonstrates how inquiry drives the tutorial process: tutors and students ask each other thoughtful questions instead of giving each other answers. Sample Tutorial Request Forms and the Tutorial Log, blank and complete, are provided for use in the AVID classroom. For more information on tutorials, please review the Tutorial unit in *AVID Strategies for Success*.



Tutorial Learning Process



Created By Manuel Colón

Tutorial Request Form

Name: _____ Subject: _____

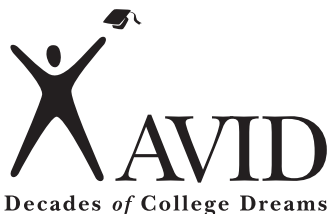
Date: _____ Teacher: _____

Question/Problem	Example	What I Learned
		Points Earned:
		Tutor's Initials:

Tutorial Request Form

Name: Jane Doe Subject: English
 Date: 2/10/04 Teacher: Smith

Question/Problem	Example	What I Learned
<p>I need help understanding our grammar lesson from English. We are working on the Parts of Speech.</p> <p>I know the Parts are: Noun Verb Adjective Adverb Preposition Conjunction Interjection</p> <p>I don't really understand what prepositions are for. How can I memorize a way to know them?</p>	<p>Identify the prepositions in the following sentences:</p> <p>I went to the store.</p> <p>I looked under the table and found my book.</p> <p>After the movie I called my friend.</p>	<p>I learned that prepositions show relationship between things.</p> <p>to (shows where I went)</p> <p>under (tells where I found the book)</p> <p>after (tells when I called my friend)</p>
		Points Earned: 10/10
		Tutor's Initials: MJ



Name: _____

Date: _____ Period: _____

Tutorial Worksheet

Question #1:

Subject: _____ Teacher: _____

<i>Question Level:</i>	Knowledge	Comprehension	Application
	Analysis	Synthesis	Evaluation

Question #2:

Subject: _____ Teacher: _____

<i>Question Level:</i>	Knowledge	Comprehension	Application
	Analysis	Synthesis	Evaluation

Summary/Reflection:

Write about what you learned or understood more clearly through today's tutorial session.

Questions	Participation	Notes	Summary/Reflection	TOTAL
10	10	10	5	35

Tutorial Worksheet

Tell us what concept, issue, idea, or problem you would like to discuss during tutorial. Below, fill in what you already know and what you would like to know. After tutorial, reflect on what you learned and what you would still like to work on.

Name: _____ Date: _____

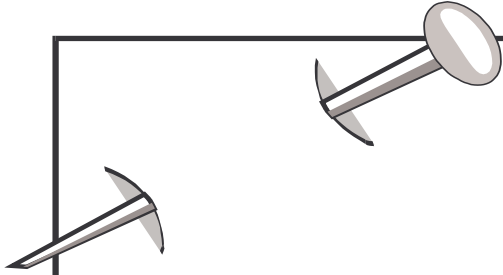
Subject: _____ Teacher (if applicable) _____

Concept: _____

What I KNOW:	What I WANT TO KNOW (issues to address, areas to explore and WHY:	What I LEARNED and what I STILL NEED TO WORK ON:

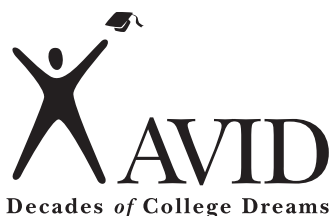
Tutor only: Notes _____ Book/Resources _____ Points _____ Initials _____

UNIT FOUR: TIME MANAGEMENT



Learning time-management skills is one secret to success. AVID elective students are taught to manage their time to be more successful, dedicated students. From the first weeks of the school year, AVID students work on how to best use their time, by prioritizing their responsibilities in and out of school.

The following pages provide several different means by which students can keep track of assignments and extracurricular activities. The Time Log is an hour-by-hour grid that focuses students on what activities they do at specific times of the day. Two weekly calendars are provided in this section. The first is a daily record of homework and activities in a numbered list. The second is more general, giving space for students to write whatever they have going on in a given day. For long-term planning, a Calendar for the Month has been included. Students can look at this calendar and easily see all of their assignments and responsibilities for a given month, which should help them to manage their time. For specific activities on time management, please review the Time Management unit in *AVID Strategies for Success*.



Time Log: My Week from _____ to _____

Name: _____

Date: _____ Period: _____

Directions: Use the table below to log your activities hour by hour for the next week. Update the log during the day, at the end of the day, or the following morning. Keep this neat, because you will be using it in class later.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							



Name: _____ Date: _____ Period: _____

Calendar for the Week of _____

Monday	Tuesday	Wednesday
<p>Homework:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>School/Extracurricular Activities:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>After School Activities:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>Homework:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>School/Extracurricular Activities:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>After School Activities:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>Homework:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>School/Extracurricular Activities:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>After School Activities:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>



Decades of College Dreams

Name: _____ Date: _____ Period: _____

Calendar for the Week of _____

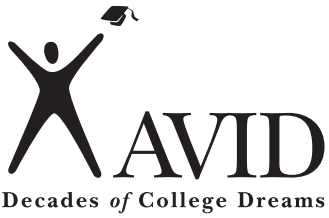
Thursday	Friday	Saturday/Sunday
Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
School/Extracurricular Activities: 1. _____ 2. _____ 3. _____ 4. _____	School/Extracurricular Activities: 1. _____ 2. _____ 3. _____ 4. _____	School/Extracurricular Activities: 1. _____ 2. _____ 3. _____ 4. _____
After School Activities: 1. _____ 2. _____ 3. _____ 4. _____	After School Activities: 1. _____ 2. _____ 3. _____ 4. _____	After School Activities: 1. _____ 2. _____ 3. _____ 4. _____



Name: _____ Date: _____ Period: _____

Calendar for the Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday



Calendar for the Month of _____

Name: _____ Course: _____

Teacher: _____ Period: _____

Monday

Tuesday

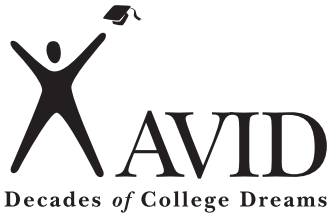
Wednesday

Thursday

Friday

Saturday

Sunday



Name: _____

Date: _____ Period: _____

Reflection on Time Management

By analyzing the results of one week of monitoring my time I discovered that...

I want to spend more time on...

I want to spend less time on...

I was surprised that I spent so much time on...

I was surprised that I spent so little time on...

In order to manage my time better I plan to...

“AVID steers these average students into more demanding courses while giving them the academic tools to make it.”

—*USA Today* Editorial, Aug. 23, 2005