

Middle School Course Description for **AVID** (**Advancement Via Individual Determination**)

Course Title: AVID

Course Number: tbd

Grade Level: 7 and 8

Curricular Area: elective

Length: One year

Recommended Prerequisites:

- Between 2.0-3.0 GPA
- Average or above-average standardized test scores, especially in Math
- Enrollment in Pre-Algebra or higher
- Student interview
- High student motivation
- Parent contract

COURSE DESCRIPTION

Students will develop and reinforce attitudes skills, and knowledge to successfully enter and complete a college prep academic program in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies and the use of technology to improve performance will be stressed.

Instructional Materials

Required Textbook(s)

N/A

Supplemental Materials

1. AVID Implementation Guide
2. Tutorial Support Curriculum Resource Guide
3. Critical Reading: Deep Reading Strategies for Expository Texts Guide
4. Write Path Curriculum Guides for Math, Science, Language Arts, and History
5. Middle Level Writing Guide
6. Strategies for Success Guide
7. College and Careers Guide
8. AVID Schoolwide Guide
9. AVID Curriculum Resource CDs

Web Sites

1. www.avidonline.org

COURSE CONTENT:

- Essay writing
- Note-taking (Cornell Notes)
- Study skills (WICR: Writing, Inquiry, Collaboration, Reading)
- Test-taking skills
- Vocabulary development (SAT)
- Listening skills
- Oral presentation skills
- Goal setting

Middle School Course Description for **AVID** (**Advancement Via Individual Determination**)

- Exploration of colleges
- Group interaction

Typical Activities:

A variety of instructional activities will be incorporated, including but not limited to:

- cooperative group activities
- student projects
- student presentations
- reading and writing for understanding
- listening and speaking activities
- individual research
- integration of supplemental readings
- interactive technology (laser discs, computer software)
- multimedia presentations (videos, CDs, music)

Exit Criteria

- 2.1 develop and enhance academic survival skills in college-prep courses
 - 2.2 participate in motivational and self- esteem building activities
 - 2.3 enhance writing skills
 - 2.4 demonstrate adequate note-taking skills and a knowledge of the several types of lectures
 - 2.5 demonstrate adequate test taking skills
 - 2.6 demonstrate adequate vocabulary development primarily through the use of the SAT vocabulary list
 - 2.7 demonstrate a working knowledge of the general areas of study skills (learning theory, test taking, time management, reading, reviewing, note along listening etc.)
 - 2.8 be exposed to the college environment through field trips, guest speakers college tutors alumni teacher’s personal experiences, and use of technology to access college web pages on the Internet and virtually explore college life
 - 2.9 demonstrate adequate oral ability in front of a group through various report/demonstration activities
- AVID**
- 2.10 demonstrate active listening skills by modeling appropriate responses, positive evaluations, note-taking products, and appropriate participation in classroom discussions
 - 2.11 successfully work in collaborative groups

Grading Criteria

Grades for AVID will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Classwork.....	25%
Binder Checks.....	25%
Tutorials.....	25%
Other.....	25%
Total	100%

Colton Joint Unified School District Course of Study

Middle School Course Description for AVID
(Advancement Via Individual Determination)

Development Team

This Course of Study was developed 2011 by Zoë Pamintuan

Pacing Guide for Middle School AVID

SEMESTER ONE: 7TH GRADE

First Quarter		
Weeks	Standards/Objectives	Concepts/Content
1-3	<ul style="list-style-type: none"> • <i>AVID Overview – introduction to AVID Mission; team building; arrange class materials.</i> • <i>Gain knowledge of Cornell notes, the AVID tutorial process, learning logs, the AVID binder and working in collaboration to grow academically.</i> • <i>Learn about the tutorial process and using inquiry as well as organizing a student binder and preparing for a guest speaker.</i> 	<i>Introduce AVID and its mission</i> <i>Introduce/Review AVID Binder</i> <i>AVID Agreement</i> <i>Introduce/Review Cornell Notes</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i> <i>AVID Student-Parent Contract</i> <i>Introduce/Review Tutorial Process</i> <i>Understanding the Tutorial Process</i> <i>Tutorial Request Form</i> <i>Introduce/Review Learning Logs</i> <i>Introduce/Review Inquiry</i> <i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
4-6	<ul style="list-style-type: none"> • <i>Gain understanding of how we learn as individuals and how we can cope with things that bother us.</i> • <i>Learning to manage time effectively and reviewing/improving inquiry and test taking.</i> • <i>Understanding time management and improving on test taking skills.</i> 	<i>Introduction to Learning Styles</i> <i>Time Management</i> <i>Inquiry</i> <i>Test-taking Strategies</i> <i>WICR</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i> <i>Various Writing Units</i> <i>Cornell Note-taking</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
7-9	<ul style="list-style-type: none"> • <i>Improving on test taking skills and focusing on goal setting.</i> • <i>Building on goal setting and understanding the process of philosophical chairs.</i> • <i>Continuing to build on complex goal setting and participating in the first college</i> 	<i>Goal-setting</i> <i>Introduce Philosophical Chairs</i> <i>Shortcuts in Cornell Note-taking</i> <i>College Field Trip or College Research</i> <i>WICR</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i>

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	<i>field trip.</i>	<i>Various Writing Units Test-taking Strategies Various Writing Units Cornell Note-taking AVID Binder Organization Tutorials Tutorial Reflection Classroom Interactions Guest Speakers Team Building</i>
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Second Quarter

Weeks	Standards/Objectives	Concepts/Content
1-3	<ul style="list-style-type: none"> • <i>Continue goal setting and increase paragraph writing and oral language skills.</i> • <i>Continue goal setting and begin major writing unit: Writing to Inform.</i> • <i>Continue goal setting and continue major writing unit: Writing to Inform.</i> 	<i>Debrief Field Trip or College Research Continue goal-setting Tutorial Reflection Paragraph Writing Oral Language Writing Process: Writing to Inform Test-taking Strategies WICR Focused Note-taking Critical Thinking, Reading, Writing Cornell Note-taking AVID Binder Organization Tutorials Tutorial Reflection Classroom Interactions Guest Speakers Team Building</i>
4-6	<ul style="list-style-type: none"> • <i>Complete goal setting unit and continue major writing unit: Writing to Inform. Supporting positive class interactions.</i> • <i>Continue major writing unit: Writing to Inform. Introduce students to Socratic Seminar.</i> • <i>Continue major writing unit: Writing to Inform. Review and enhance inquiry and goals.</i> 	<i>Goal-setting Writing to Inform Introduction to Socratic Seminar Enhancing Inquiry Test-taking Strategies WICR Focused Note-taking Critical Thinking, Reading, Writing Cornell Note-taking AVID Binder Organization Tutorials Tutorial Reflection Classroom Interactions Guest Speakers Team Building</i>

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7-9	<ul style="list-style-type: none"> • <i>Edit, publish and produce speeches over major writing unit: Writing to Inform.</i> • <i>Finish speeches over major writing unit: Writing to Inform. Review test-taking and bring in a guest speaker.</i> • <i>Attaching value, monetary and life style, to both high school and college education.</i> 	<i>Writing to Inform</i> <i>Oral Language</i> <i>The Value of Education/College</i> <i>Test-taking Strategies</i> <i>WICR</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
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SEMESTER TWO

Third Quarter

Weeks	Standards/Objectives	Concepts/Content
1-3	<ul style="list-style-type: none"> • <i>Review major aspects of AVID: Binder, goal-setting, AVID agreement, learning styles and Philosophical Chairs.</i> • <i>Calculating grade point average and improving inquiry.</i> • <i>Improving summary writing skills</i> 	<i>Goal-setting</i> <i>Tutorial Expectations</i> <i>Review AVID Agreement/Contract</i> <i>Learning Styles Revisited</i> <i>Philosophical Chairs</i> <i>Expanding Inquiry</i> <i>Summary Writing</i> <i>Test-taking Strategies</i> <i>WICR</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
4-6	<ul style="list-style-type: none"> • <i>Improving writing skills and planning for a college-preparatory high school path.</i> • <i>Improving writing skills through investigating prompt writing.</i> • <i>Evaluating and improving public speaking skills both individually and as a team.</i> 	<i>Identifying Better Word Choices</i> <i>Review Six-Year Plan</i> <i>Prompt Writing</i> <i>Public Speaking</i> <i>Test-taking Strategies</i> <i>WICR</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i>

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		<i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
7-9	<ul style="list-style-type: none"> • <i>Evaluating and improving public speaking skills both individually and as a team.</i> • <i>Evaluating and improving public speaking skills both individually and as a team.</i> • <i>Presenting speeches to an audience and learning about college through experiences.</i> 	<i>Public Speaking</i> <i>College Field Trip or Career Awareness</i> <i>Test-taking Strategies</i> <i>WICR</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>

Fourth Quarter

Weeks	Standards/Objectives	Concepts/Content
1-3	<ul style="list-style-type: none"> • <i>Continue preparing students for test taking, especially standardized tests, and introducing students to the entire world of career opportunities.</i> • <i>Improving writing skills, reflecting on learning and gaining career awareness.</i> • <i>Learning how to annotate a text and participating in a Socratic seminar for higher understanding.</i> 	<i>Writing Higher-level Questions</i> <i>Introduction to College Research</i> <i>Improving Sentence Writing</i> <i>Annotating a Text</i> <i>Socratic Seminar</i> <i>Test-taking Strategies</i> <i>WICR</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
4-6	<ul style="list-style-type: none"> • <i>Students will learn about different careers and how to act in controversial situations.</i> • <i>Reading strategies and improving note-taking skills along with positive student interactions.</i> 	<i>Career Investigation</i> <i>Improving Cornell Note-taking</i> <i>Tutorial Enhancement</i> <i>Reading Strategies</i> <i>Revisit Goals and Goal-setting</i> <i>Revisit GPA</i>

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	<ul style="list-style-type: none"> • <i>Reviewing and updating goals and GPA and reflecting over successes in learning.</i> 	<p><i>WICR Focused Note-taking Critical Thinking, Reading, Writing Test-taking Strategies AVID Binder Organization Tutorials Tutorial Reflection Classroom Interactions Guest Speakers Team Building</i></p>
<p>7-9</p>	<ul style="list-style-type: none"> • <i>Improving classroom interactions, reflecting on learning and planning for the future.</i> • <i>Creating plans for the future and sharing academic successes.</i> • <i>Students create a formal portfolio to capture their work for the year and share their successes.</i> 	<p><i>Planning Your Future Creating Portfolios Test-taking Strategies WICR Focused Note-taking Critical Thinking, Reading, Writing Cornell Note-taking AVID Binder Organization Tutorials Tutorial Reflection Classroom Interactions Guest Speakers Team Building</i></p>

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SEMESTER ONE: 8TH GRADE

First Quarter		
Weeks	Standards/Objectives	Concepts/Content
1-3	<ul style="list-style-type: none"> • <i>AVID Overview – introduction to AVID Mission; team building; arrange class materials.</i> • <i>Arrange class materials in binder</i> • <i>Continue “writing to learn” with Cornell Notes and Learning Logs</i> • <i>Continue to learn about the AVID tutorial process.</i> • <i>Introduce inquiry, tutorial expectations, guest speakers</i> • <i>Tutorial Process</i> 	<i>Introduce/Review AVID Mission</i> <i>AVID Agreement/Student Contract</i> <i>Introduce/Review Cornell Note-taking</i> <i>Introduce/Review Learning Logs</i> <i>Introduce/Review AVID Binder Requirements</i> <i>Agendas and Calendaring</i> <i>Costa’s Levels of Questioning</i> <i>WICR</i> <i>Focused Note-taking</i> <i>Critical Thinking, Reading, Writing</i> <i>Learning Logs</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>10 Steps of the AVID Tutorial Process</i> <i>Tutorial Expectations</i> <i>Inquiry Process</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
4-6	<ul style="list-style-type: none"> • <i>Costa’s Levels of Questioning</i> • <i>Team building</i> • <i>Self-awareness</i> • <i>Time Management</i> • <i>Paragraph writing</i> • <i>Binder Checks</i> • <i>Tutorials</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Paragraph Writing</i> <i>Learning Logs</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorial Request Forms</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Writing Questions</i> <i>Using the Inquiry Process</i> <i>Time Management</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
7-9	<ul style="list-style-type: none"> • <i>Understanding Clichés</i> • <i>Teambuilding</i> • <i>Showing Writing</i> • <i>Goal-setting</i> • <i>Structured Discussion</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Expanding Word Choice</i>

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	<ul style="list-style-type: none"> • <i>Binder Checks</i> • <i>Tutorials</i> 	<ul style="list-style-type: none"> <i>Paragraph Writing</i> <i>Showing Writing: Telling Sentences</i> <i>Expository Writing: Favorite Person</i> <i>Learning Logs</i> <i>Philosophical Chairs</i> <i>Socratic Seminar</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
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Second Quarter

Weeks	Standards/Objectives	Concepts/Content
1-3	<ul style="list-style-type: none"> • <i>Active/passive voice</i> • <i>Structured Discussion</i> • <i>Summary Writing</i> • <i>Goal-setting</i> • <i>Understanding Context Clues</i> • <i>Tutorials</i> • <i>Binder Check</i> 	<ul style="list-style-type: none"> <i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Using Context Clues</i> <i>Summarizing</i> <i>Learning Logs</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Philosophical Chairs</i> <i>Socratic Seminar</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
4-6	<ul style="list-style-type: none"> • <i>Reading Purposes</i> • <i>Structured Discussion</i> • <i>Dialectical Journals</i> • <i>One-Pagers</i> • <i>Career Exploration</i> • <i>Colleges and Careers</i> • <i>Tutorials</i> • <i>Binder Checks</i> 	<ul style="list-style-type: none"> <i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Summarizing</i> <i>Learning Logs</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Philosophical Chairs</i> <i>Socratic Seminars</i> <i>Classroom Interactions</i> <i>Guest Speakers</i>

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		<i>Team Building</i> <i>Career Planning and Exploration</i>
7-9	<ul style="list-style-type: none"> • <i>Career Planning</i> • <i>Career Presentations</i> • <i>Test Preparation Strategies</i> • <i>Tutorials</i> • <i>Binder Checks</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Public Speaking</i> <i>Guest Speakers</i> <i>Team Building</i>

SEMESTER TWO

Third Quarter

Weeks	Standards/Objectives	Concepts/Content
1-3	<ul style="list-style-type: none"> • <i>Six-year Plan</i> • <i>Colleges and Careers</i> • <i>Understanding and Analyzing Persuasive Writing</i> • <i>Structured Discussion</i> • <i>Binder Checks</i> • <i>Tutorials</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Writing Process</i> <i>Parts of an Essay</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Philosophical Chairs</i> <i>Socratic Seminar</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
4-6	<ul style="list-style-type: none"> • <i>Persuasive Writing</i> • <i>Researching a Topic</i> • <i>Tutorials</i> • <i>Binder Checks</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Writing Process</i> <i>How to Conduct Research for an Essay</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i>

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		<i>Team Building</i>
7-9	<ul style="list-style-type: none"> • <i>Persuasive Writing</i> • <i>Revising an Essay</i> • <i>Drawing Inferences</i> • <i>Determining Main Ideas</i> • <i>Tutorials</i> • <i>Binder Checks</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Writing Process</i> <i>Editing/Revising an Essay</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>

Fourth Quarter

Weeks	Standards/Objectives	Concepts/Content
1-3	<ul style="list-style-type: none"> • <i>Understanding Advertisements</i> • <i>Public Speaking</i> • <i>Oral Language</i> • <i>Binder Checks</i> • <i>Tutorials</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Writing Poetry: focus on Voice</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
4-6	<ul style="list-style-type: none"> • <i>Public Speaking</i> • <i>Oral Language</i> • <i>Reading Strategies</i> • <i>Story Impressions</i> • <i>Structured Discussions</i> • <i>Goal-setting</i> • <i>Tutorials</i> • <i>Binder Checks</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i> <i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Speech Presentations</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Socratic Seminars</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
7-9	<ul style="list-style-type: none"> • <i>Preparing for High School</i> • <i>College Current Events</i> 	<i>WICR</i> <i>Critical Thinking, Reading, Writing</i>

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	<ul style="list-style-type: none">• <i>Colleges and Careers</i>• <i>Structured Discussions</i>• <i>Tutorials</i>• <i>Binder Checks</i>	<i>Cornell Note-taking</i> <i>Focused Note-taking</i> <i>Research Transitioning to High School</i> <i>Philosophical Chairs</i> <i>Socratic Seminars</i> <i>Test-taking Strategies</i> <i>AVID Binder Organization</i> <i>Tutorials</i> <i>Tutorial Reflection</i> <i>Classroom Interactions</i> <i>Guest Speakers</i> <i>Team Building</i>
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Instructional Guide for Middle School AVID

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

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