

Orange Unified School District
AVID
(Advancement Via Individual Determination)
Year Course

GRADE LEVEL: 10

PREREQUISITES: Between 2.0 and 3.5 GPA; average or above standardized test scores, especially in math; enrollment in Algebra I or Honors Geometry or higher; student interview; high student motivation; positive attitude; parent agreement. Students must enroll in at least three years of AVID (including both years of junior/senior seminar) as well as courses meeting the UC/CSU a-g requirements.

INTRODUCTION TO THE SUBJECT:

AVID elective courses at all grade levels are designed to prepare, in an academic context, students for entrance to four year colleges, with emphasis on analytical writing, college-level reading, preparation for college entrance and placement exams, college study skills, test taking skills, note-taking and research skills.

The AVID elective course follows a weekly structure of two days of teacher-led curriculum per week, two days of inquiry-based tutorials, and a day allocated for motivational activities, such as guest speakers, college visitations, and cultural field trips.

Throughout the school year, the AVID teacher serves as liaison to colleges and universities as well as to academic departments on campus. This individual assists AVID students in applying for college, researching financial aid and housing, registering for entrance and placement exams, and preparing for external examinations in the spring. AVID tutors also assist in the process by providing college preparatory course assistance and giving feedback to AVID seniors regarding the application process.

AVID students know exactly what is expected of them. AVID coordinators and teachers, site administrators, counselors, and parents must be familiar with these expectations in order to facilitate student acquisition of the content and skills upon which objectives are based. The above mentioned must be able to assist faculty to understand the goals and objectives of the AVID program and help students properly transition into Honors and AP classes. The AVID standards define excellence, the rigorous content and skills that students should possess in order to be eligible to enter a four-year college or university upon graduation from high school. Students within the AVID program are assessed by their proficiency in, and completion of, the following objectives. The AVID curriculum that supports the development of proficiency within each standard is also identified.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Develop strategies to identify and fulfill personal and academic goals.

Refine goals based on interest, talents, and abilities.

Refine plans for ongoing personal and academic goals.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

PERFORMANCE OBJECTIVES/AVID CURRICULUM	TIME PERIOD
I. Students will Develop Strategies to Ensure Academic Success in Core Studies	
A. Refine organization and neatness of notebook(s) so that materials are easily accessible for group projects and studying, tutorials, test reviews, as well as starting the writing process for essay assignments. (<i>Strategies for Success</i>)	Quarters 1-4
B. Refine the use of Assignment Calendars or Daykeepers in order to manage academic endeavors, extra-curricular activities, and community service. (<i>Strategies for Success</i>)	Quarters 1-4
C. Refine note-taking skills in the Cornell note-taking method to a sophisticated level for all academic classes, especially Honors and advanced placement classes. (<i>Strategies for Success</i>)	Quarters 1-4
D. Refine inquiry skills so that students are able to participate in Socratic Seminars. (<i>Strategies for Success</i>)	Quarters 1-4
II. Students will develop proficiency in Writing to Learn, across the curriculum.	
A. Refine skills in Writing to Learn for more rigorous college preparatory, Honors, and advanced placement curriculum and courses. (<i>Strategies for Success</i>)	Quarters 1-4
B. Practice Writing to Learn in conceptual courses such as advanced mathematics and science, as well as English and social studies. (<i>Strategies for Success</i>)	Quarters 1-4
III. Students will develop college awareness within a school wide college-going culture so that they have the opportunity to be ready for the application process for a four-year college or university.	Quarters 1-2
A. Refine word-attack skills by reviewing roots, prefixes and suffixes, and becoming proficient at understanding more complicated word usage such as connotations analogies. (<i>College and Careers</i>)	Quarters 1-2

	TIME PERIOD
B. Prepare for and practice taking college admission tests. Practice and take the PSAT and/or PLAN. (<i>College and Careers</i>)	Quarters 3-4
C. Refine techniques for taking college admission tests during specific lessons in test-taking skills. (<i>College and Careers</i>)	Quarters 3-4
D. Become proficient in Algebra I or Honors Geometry in order to perform successfully on the mathematics portion of college admission tests. (<i>Mathematics Supplement</i>)	Quarters 3-4
E. Match personal strength and interests to potential career choices and narrow down college options. (<i>College and Careers</i>)	Quarters 3-4
IV. Students will be proficient in using The Writing Process in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.	
A. Review and refine each step of the writing process in order to write successful narrative and expository essays. (<i>Writing Curriculum</i>)	Quarters 1-4
B. Develop and write the following essays: Description of a Place Explanation of a Process Report of an Interview (<i>Writing Curriculum</i>)	Quarters 1-4
V. Students will develop cross-curricular reading skills.	
A. Refine knowledge of denotative and connotative meaning of words. (<i>College and Careers</i>)	Quarters 2-4
B. Refine knowledge of word origins and word relationships to determine the meaning of specialized and new vocabulary. (<i>College and Careers</i>)	Quarters 2-4
C. Apply context in order to determine meaning and understand specialized vocabulary in literary, historical, mathematical, and scientific text. (<i>College and Careers, Mathematics, Science ELA, Social Science, Supplements</i>)	Quarters 2-4
D. Refine ability to identify and analyze basic facts in text, synthesize content and ideas, and evaluate credibility of evidence and related generalizations. (<i>College and Careers, Mathematics, Science ELA, Social Science, Supplements</i>)	Quarters 2-4
E. Compare and contrast the presentation of a similar theme. (<i>ELA Supplement</i>)	Quarters 2-4
VI. Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey interpretation of ideas and unity in relation to purpose and audience.	

	TIME PERIOD
A. Develop and practice interview skills. (<i>Strategies for Success</i>)	Quarters 1-2
B. Refine the production of concise notes for extemporaneous delivery. (<i>Strategies for Success</i>)	Quarters 2-4
C. Evaluate results of group presentation. (<i>Strategies for Success</i>)	Quarters 2-4
VII. Students become proficient in the mathematical skills and concepts that prepare them for the rigorous courses required for admissions to four-year colleges and universities.	
A. Determine, understand, apply, and justify properties involving geometric figures. (<i>Mathematics, Supplement, ACT, PSAT, SAT I, and II preparation materials</i>)	Quarters 1-4
B. Pose, test, and justify conjectures in algebraic geometric contexts. (<i>Mathematics, Supplement, ACT, PSAT, SAT I and II preparation materials</i>) Write, simplify, evaluate and solve linear, quadratic inverse variation, exponential, and other equations in applied and abstract context. (<i>Mathematics, Supplement, ACT, PSAT, SAT I and II preparation materials</i>)	Quarters 1-4
C. Work with a variety of algebraic expressions. (<i>Mathematics, Supplement, ACT, PSAT, SAT I and II preparation materials</i>)	Quarters 1-4
D. Generalize exponent properties. (<i>Mathematics, Supplement, ACT, PSAT, SAT I and II preparation materials</i>)	
E. Use right-triangle trigonometry in applications. (<i>Mathematics Supplement, ACT, PSAT, SAT I and II preparation materials</i>)	Quarters 1-4

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