

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

GRADE LEVEL: 9

PREREQUISITES: Between 2.0 and 3.0 GPA; average or above standardized test scores, especially in math; enrollment in Algebra I or Honors Geometry as Freshmen; student interview; high student motivation; positive attitude; parent permission. 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 is an elective course at the ninth grade level designed to prepare, in an academic context, students for entrance and placement exams, college study skills, test-taking, note-taking, and research skills.

The AVID elective seminar follows a weekly structure of two days of teacher-led curriculum per week, two days of tutorials, a day allocated for motivational activities, and mini-courses taught by college instructors with visits to colleges, museums, art galleries, or drama productions.

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 these processes by providing college preparatory course assistance and giving feedback to AVID seniors regarding their applications and essays.

AVID students know exactly what is expected of them. AVID regional directors, coordinators, teachers, site administrators, site team, 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 as: “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 objective 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.

Develop strategies to ensure academic success in core studies.

Develop proficiency in “Writing to Learn” across the curriculum.

Develop college awareness within a school side, college-going culture so that they have the opportunity to be ready for the application process for a four-year college or university.

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 to contain formal introductions, bodies of supporting evidence, and conclusions.

Identify and analyze the basic facts and ideas in informational materials.

Evaluate the content of oral communications and deliver focused, coherent presentations that convey interpretation of ideas and unity in relation to purpose and audience.

Become proficient in the mathematical skills and concepts that prepare them for the rigorous courses required for admission to four-year colleges and universities.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

PERFORMANCE OBJECTIVES/AVID CURRICULUM	TIME PERIOD
I. Personal and Academic Goals A. Become aware of interest, talents, abilities. (<i>College and Careers</i>) B. Plan for ongoing personal and academic development. (<i>College and Careers</i>) C. Refine personal and academic goals. (<i>Strategies for Success</i>)	Quarter 1
II. Academic Success in Core Studies (<i>Strategies for Success</i>) A. Keep an organized and neat notebook. B. Keep assignment calendars. C. Develop note-taking skills in the “Cornell Notetaking Method” for all academic classes. D. Develop collaborative group study skills. E. Develop inquiry skills. F. Develop research skills, including technology, for all academic classes.	Quarters 1-4

TIME PERIOD

- G. Develop test-taking skills.
 - H. Develop oral language skills.
 - I. Develop listening skills.
 - J. Develop portfolio collection skills.
- III. “Writing to Learn” (*Strategies for Success*) Quarters 1-4
- A. Develop skills in “Writing to Learn” for more rigorous college preparatory, Honors, advanced placement curriculum, and through courses for career preparation. Students will utilize Learning Logs, Literature Logs, Summaries, and Reflection on Lectures.
- IV. College Awareness
- A. Use skills of listening, note-taking, interviewing, and discussing topics introduced by guest speakers regarding career preparation and attendance at four-year colleges and universities. (*Strategies for Success*) Quarters 2-3
 - B. Use skills of listening, note-taking, interviewing, and discussing the subjects of field trips to universities and colleges, and cultural events and places. (*Strategies For Success*) Quarters 2-3
 - C. Develop word-attack skills by reviewing roots, prefixes, and suffixes in order to become proficient at understanding more complicated word usage such as more sophisticated connotations and analogies. (*Colleges and Careers*) Quarters 1-4
 - D. Prepare for and practice taking college admission tests. Practice PLAN and PSAT. (*Colleges and Careers*) Quarters 1-2
 - E. Enhance those skills developed in subject area core classes, especially in across-the-curriculum reading and vocabulary, that improve the ability to be successful on college admission tests. (*Subject Area Teacher Guides: Language Arts, Social Science, Mathematics, Science*) Quarters 3-4
 - F. Improve techniques for taking college admission tests during lessons in specific test-taking skills. (*College and Careers*) Quarters 3-4
 - G. Become proficient in Algebra I or Honors Geometry as Freshmen in order to perform successfully on math portions of college admission tests. (*Subject Area Teacher Guide, Mathematics*) Quarters 1-4
 - H. Become proficient in matching college choices to potential career choices by narrowing down their college options. (*Colleges and Careers*) Quarters 3-4

	TIME PERIOD
V. The Writing Process (Writing Curriculum)	
A. Use each step of the writing process in order to write successful narrative and expository essays.	Quarters 1-4
• Prewriting • Editing	
• Drafting • Self-Evaluation	
• Revision	
B. Explanation of goals.	Quarters 1-2
VI. Facts and Ideas in Informational Materials	Quarters 1-4
A. Synthesize the content and ideas from several sources dealing with a single issue or author. (<i>Social Science and Language Arts Teacher Guide</i>)	
B. Evaluate the credibility and comprehensiveness of evidence and related generalizations. (<i>Social Science and Language Arts Teacher Guide</i>)	
C. Distinguish between denotative and connotative meaning of words. (<i>College and Careers</i>)	
D. Identify and use knowledge of origins of commonly used words. (<i>College and Careers</i>)	
E. Apply context clues. (<i>College and Careers</i>)	
VII. Oral Communications (<i>Strategies for Success</i>)	Quarters 1-4
A. Produce concise notes for extemporaneous delivery.	
VIII. Mathematical Skills and Concepts (<i>Subject Area Teacher Guide: Mathematics</i>)	Quarters 1-4
A. Review, tutor, and reinforce mathematical concepts presented in the student's math course.	

DATE OF LAST CONTENT REVISION: June 9, 1998

DATE OF CURRENT CONTENT REVISION: August 2009