

Orange Unified School District  
**AVID**  
**(ADVANCEMENT VIA INDIVIDUAL DETERMINATION)**  
Year Course

**GRADE LEVEL:** 11

**PREREQUISITES:** Between a 2.0 and 3.5 GPA, average or above standardized tests scores, especially in math, enrollment in geometry or higher, high student motivation, positive attitude, parent agreement, and student interview.

**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 an 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 in preparing for external exams, such as SAT and Advanced Placement, in the spring. AVID tutors also assist in these processes by providing college preparatory course assistance and giving feedback to junior and seniors regarding the college application process.

AVID students know exactly what is expected of them. AVID coordinators and teachers, site administrators, counselors, and parents must be familiar with expectations in order to facilitate student acquisition of the content and skills upon which standards are based. The AVID standards define excellence; the rigorous content and skills 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 standards. The AVID Curriculum that supports the development of proficiency within each standard is also identified.

**COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

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

- Develop strategies to identify and fulfill personal and academic goals.
- Define long term goals based on interests, talents, and abilities.
- Develop techniques to attain personal and academic goals.
- Demonstrate skills in reading, language arts, and mathematics sufficient for college admission.

**TIME PERIOD**

**PERFORMANCE OBJECTIVES/AVID CURRICULUM**

- |     |   |              |
|-----|---|--------------|
| I.  | Develop strategies to identify and fulfill personal and academic goals.   |              |
| A.  | Review and finalize goals based on interests, talents and abilities. ( <i>College and Careers</i> )   | Quarter 1    |
| B.  | Review and finalize plans for ongoing personal and academic development. ( <i>College and Careers</i> )   | Quarter 1    |
| II. | Develop strategies to ensure academic success in core studies.  |              |
| A.  | Produce well organized, neat notebooks that ensure that materials are easily accessible for group projects and studying, tutorials, test reviews and essay assignments. ( <i>Strategies for Success</i> )                             | Quarters 1-4 |
| B.  | Use effectively Assignment Calendars or Daykeepers in order to manage academic endeavors, extra-curricular activities, community service, and athletic activities, as well as internships and jobs. ( <i>Strategies for Success</i> ) | Quarters 1-4 |
| C.  | Use Cornell Notes effectively and consistently in all academic classes, especially Honors and Advanced Placement, or International Baccalaureate classes. ( <i>Strategies for Success</i> )   | Quarters 1-4 |
| D.  | Use inquiry skills effectively in order to participate in and lead Socratic Seminars in all content areas. ( <i>Strategies for Success</i> )  | Quarters 1-4 |
| E.  | Use test taking strategies effectively for essay tests, standardized tests, college admission tests and external examinations, such as Advanced Placement. ( <i>Strategies for Success</i> )  | Quarters 1-4 |
| F.  | Maintain, assess and revise continually a portfolio   | Quarters 1-4 |

**TIME PERIOD**

- of student work in order to be prepared for a presentation on personal and academic growth as part of year-end or graduation evaluation. (*Strategies for Success*)
- III. Develop proficiency in Writing to Learn, across the curriculum.
- A. Use Writing to Learn skills effectively and consistently in all rigorous college preparatory courses, including Honors, Advanced Placement and/or International Baccalaureate. (*Strategies for Success*)
- Quarters 1-4
- IV. Develop college awareness within a schoolwide, college-going culture in order to be ready for the application process for a four-year college or university.
- A. Prepare for, practice and take the PSAT, SAT I, II and/or the ACT. (*College and Careers*)
- Quarters 1-4
- B. Become proficient in Geometry, Algebra II or Integrated Math III in order to perform successfully on the mathematics portions of college admission tests. (*Mathematics Supplement, SAT and ACT preparation materials, mathematics textbooks*)
- Quarters 1-4
- C. Research colleges and universities through the use of college catalogues, Internet web sites and visitations in order to finalize choices for college application process. (*College and Careers*)
- Quarters 1-4
- D. Become proficient in compiling a neat and complete college application. (*College and Careers*)
- Quarters 1-4
- V. 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. Use The Writing Process effectively in order to write successful narrative and expository essays. (*Writing Curriculum*)
- Quarters 1-4
- B. Develop and write the following essays:  
Cause-Effect  
Comparison Analysis  
Controversial Issue  
Analysis of Theme  
(*Writing Curriculum*)

	<b><u>TIME PERIOD</u></b>
VI. Develop cross-curricular reading skills.	
A. Apply knowledge of word origins, word relationships, and context clues in order to determine meaning and understand specialized vocabulary in literary, historical, mathematical and scientific text. <i>(College and Careers, Mathematics, Science, Language Arts, Social Science Supplements)</i>	Quarters 2-4
B. Discern the relationship of word meaning between pairs of words in analogical statements. <i>(College and Careers)</i>	Quarters 2-4
C. Identify and analyze basic facts in text, synthesize content and ideas, and evaluate credibility of evidence and related generalizations. <i>(Language Arts, Social Science, Science, Mathematics Supplements)</i>	Quarters 2-4
D. Analyze an author's implicit and explicit philosophical assumption and beliefs about a subject. <i>(Language Arts Supplement)</i>	Quarters 2-4
E. Critique validity in the logic of arguments found in readings. <i>(Language Arts, Social Science Supplements)</i>	Quarters 2-4
VII. Evaluate the content of oral communications and deliver focused, coherent presentations that convey interpretation of ideas and unity in relation to purpose and audience.	
A. Produce and use concise notes for extemporaneous delivery. <i>(Strategies for Success)</i>	Quarters 1-4
B. Practice interview skills for a variety of purposes. <i>(Strategies for Success)</i>	Quarters 1-4
C. Evaluate results of group presentations. <i>(Strategies for Success)</i>	Quarters 1-4
D. Distinguish among and use informal usage, standard English and technical language. <i>(Strategies for Success)</i>	Quarters 1-4
VIII. Become proficient in the mathematical skills and concepts that prepare them for the rigorous courses required for admissions to four-year colleges and universities. (Proficiency in mathematical skills and concepts are reinforced through the use of the AVID curriculum and the AVID tutorial process)	
A. Write, simplify, evaluate and solve linear, quadratic, inverse variation, exponential, and other equations in applied and abstract contexts. <i>(Mathematics Supplement, ACT,</i>	Quarters 1-4

	<b><u>TIME PERIOD</u></b>
<i>SAT I and SAT II preparation materials)</i>	
B. Understand and justify advanced and abstract ideas in algebra, geometry and trigonometry. ( <i>above materials</i> )	Quarters 1-4
C. Perform complex algebraic simplification and manipulations as required to solve problems. ( <i>above materials</i> )	Quarters 1-4
D. Use algebraic and geometric arguments to prove important mathematical ideas. ( <i>above materials</i> )	Quarters 1-4
E. Have a deep understanding of families of functions, their use in the world and the mathematical techniques required to write, solve, simplify, and interpret features of standard functions. ( <i>Mathematics Supplement, ACT, SAT I and SAT II preparation materials</i> )	Quarters 1-4
F. Apply the connection between a function and its inverse, between right triangle trigonometry and circular functions. ( <i>above materials</i> )	Quarters 1-4

**DATE OF CONTENT REVISION:**      NEW - May 2000

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