

# AVID Program Content and Performance Standards

## 10<sup>th</sup> Grade

### Content Standard 1.0

Students will develop strategies to identify and fulfill personal and academic goals.

#### Performance Standard Objectives

##### Grade 9–10 Performance Standard Objectives

- 1.1 Become aware of interests, talents, abilities
- 1.2 Plan for ongoing personal and academic development
- 1.3 Refine personal and academic goals

### Content Standard 2.0

Students will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities.

#### Grades 9–12 Performance Standard Objectives

- 2.1 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
- 2.2 Refine the use of Assignment Calendars or Agendas in order to manage academic endeavors, extra-curricular activities, community service, and athletic activities, as well as internships and jobs
- 2.3 Refine note-taking skills in the Cornell Note-taking Method to a sophisticated level for all academic classes, especially honors and Advanced Placement classes or International Baccalaureate classes
- 2.4 Refine collaborative group study skills so that students are able to form groups independently for each core class
- 2.5 Refine inquiry skills so that students are able to lead Socratic Seminars, as well as be active participants in them
- 2.6 Refine research skills, including the use of technology, for all academic classes
- 2.7 Refine test-taking skills for core classes, PLAN, PSAT®, ACT, SAT®, and especially for essay test taking in preparation for college final exams
- 2.8 Refine oral language skills that support leadership skills for extra-curricular activities, interview experiences for projects and jobs, as well as community service
- 2.9 Refine portfolio collection and assessment skills in order to be prepared to give the Senior Presentation on personal and academic growth within high school or a selected topic as a graduation requirement
- 2.10 Develop peer tutoring skills which enhance understanding in the tutor and the tutored student and which prepare the student to be a tutor in college

### Content Standard 3.0

Students will develop proficiency in “Writing to Learn” across the curriculum.

#### Grades 9–12 Performance Standard Objectives

- 3.1 Refine skills in writing to learn for continually more rigorous college preparatory, honors, Advanced Placement, and International Baccalaureate core curriculum and courses entered for career preparation
- 3.2 Realize the importance of practicing writing to learn in conceptual courses such as advanced math and science, as well as English and social science

### Content Standard 4.0

Students will develop college awareness within a schoolwide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

#### Grades 9–12 Performance Standard Objectives

- 4.1 Continue to develop word attack skills by reviewing roots, prefixes, and suffixes, and ACT and SAT® word lists
- 4.2 Become proficient at understanding more complicated and sophisticated vocabulary skills necessary to reading, writing, and test taking, such as those needed to analyze analogies
- 4.3 Prepare for and practice taking college admission tests.
  - 9 Practice PLAN and PSAT®
  - 10 Take PLAN and practice PSAT®
  - 11 Fall—Take PSAT® and practice ACT
  - 11 Spring—Take ACT, and SAT®
- 4.4 Continue enhancing those skills developed in subject area core classes, especially in across the curriculum reading and vocabulary, that improve ability to be successful on college admission tests
- 4.5 Improve techniques for taking college admission tests during lessons in specific test taking skills, especially on all segments of ACT and SAT® tests
- 4.6 Become proficient in Algebra I and II and Geometry, at a minimum, in order to perform successfully on math portions of college admission tests
- 4.7 Become proficient in matching personal strengths to college and career choices to potential career choices to narrow down college going options
- 4.8 Become proficient in compiling a neat and complete college application
- 4.9 Write successful personal statements for specific college admission essay prompts according to rubrics established in language arts classes and AVID Writing Curriculum
- 4.10 Assist parents in filling out financial aide forms for college

4.11 Research and apply for college scholarships

4.12 Decide on a college or university to attend and follow through with the required paperwork:

- Return corrected SAR—based on FAFSA—if required to do so
- Write thank you notes
- Verify college enrollment
- Verify adequate grades for continuation of funding

4.13 Become proficient in practicing, applying for, and taking college placement tests

4.14 Become proficient in taking Advanced Placement and/or International Baccalaureate examinations which are also used for college placement

## **Content Standard 5.0**

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.

### **Grades 9–12 Performance Standard Objectives**

*Use the writing process to develop the following essays:*

#### **Grade 10 Performance Standard Objectives**

5.1 Report of an Interview

5.2 Biographical Sketch

5.3 Problem-Solution

5.4 Evaluation of a Story

## **Content Standard 6.0**

*Students will develop cross curricular reading skills.*

**6.1 Students will develop cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary**

### **Grades 9–10 Performance Standard Objectives**

6.1a Distinguish between denotative and connotative meanings of words

6.1b Identify and use knowledge of origins of commonly used words

6.1c Apply context clues

**6.2 Students are able to identify and analyze the basic facts and ideas in informational materials**

### **Grades 9–10 Performance Standard Objectives**

6.2a Synthesize the content and ideas from several sources dealing with a single issue or author

6.2b Evaluate the credibility and comprehensiveness of evidence and related generalizations

6.3 Students are able to analyze multi-cultural works of literary merit

### **Grades 9–10 Performance Standard Objectives**

6.3a Compare and contrast the presentation of a similar theme

6.3b Evaluate aesthetic qualities of a work

## **Content Standard 7.0**

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

### **Grades 9–10 Performance Standard Objectives**

7.1 Produce concise notes for extemporaneous delivery

## **Content Standard 8.0**

Students become proficient in the mathematical skills and concepts that prepare them for the rigorous courses required for admission to four-year colleges and universities. Proficiency in mathematical skills and concepts are developed through AVID curriculum and AVID tutorials are not limited to the following.

### **Grades 9–10 Performance Standard Objectives**

8.1 Determine, understand, apply, and justify properties involving geometric figures

8.2 Pose, test, and justify conjectures in algebraic and geometric contexts

8.3 Write, simplify, evaluate, and solve linear, quadratic, inverse variation, exponential, and other equations in applied and abstract contexts

8.4 Work with a variety of algebraic expressions

8.5 Generalize exponent properties