

# 11<sup>th</sup> GRADE STANDARDS



## Course Description

### 11<sup>th</sup> Grade AVID Elective Class

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 11<sup>th</sup> grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

#### **AVID curriculum books used:**

*AVID College and Careers*  
*AVID College Readiness: Working with Sources*  
*AVID Critical Thinking and Engagement*  
*AVID Reading for Disciplinary Literacy*  
*AVID Secondary Implementation Resource*  
*AVID Tutorial Guide*  
*AVID Writing for Disciplinary Literacy*  
*Preparing for College*

#### **Supplemental materials could include the following:**

AVID Weekly®, *Supporting Math in the AVID Elective*, *Write Path* content-area books, focused note-taking resources, [my.avid.org](http://my.avid.org) Curriculum Book Webpages

# Student Outcome

# Reference

## Student Agency SA

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- Student Empowerment
- Leadership of Others

## Rigorous Academic Preparedness AP

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- Writing
- Inquiry
- Collaboration
- Organization
- Reading

## Opportunity Knowledge OK

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- Advancing College Preparedness
- Building Career Knowledge

**Student Empowerment**

1. Explore and pursue leadership opportunities in extracurricular and community service activities within the school and local and/or global community
2. Evaluate the impact of decisions on the world
3. Effectively manage stress and anxiety levels, including areas such as test preparation and test taking
4. Create a systematic decision-making model for personal financial decisions and circumstances
5. a) Maintain a strong support network for academic and career success  
b) Identify mentors to influence, support, and guide future transitions and success
6. Apply strategies to support motivation, especially when lacking intrinsic motivation
7. a) Strengthen ability to self-advocate related to areas of need  
b) Leverage support network to assist with areas of need
8. a) Reflect on current status and skills to strengthen mental flexibility now and in the future  
b) Recognize and overcome obstacles that could hinder future success
9. Apply self-awareness strategies and skills with a variety of academic challenges
10. Employ key learning points in real-world applications

**Leadership of Others**

1. Assess personal traits connected to integrity and ethical leadership
2. Pursue leadership and/or mentorship opportunities in the school and community
3. Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

**Writing**

1. a) Develop writing skills related to expository research writing, incorporating MLA or APA format  
b) Gather information related to the writing prompt to generate a bank of resources and information  
c) Compose first drafts with a focus on establishing a clear purpose for the writing
2. Utilize inquiry strategies to develop additional questions as needed
3. Independently create and execute a plan for the revision process
4. Analyze the language of writing and edit for voice, flow, and clarity
5. Publish writing to an audience outside of the classroom, such as an online forum
6. a) Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective  
b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)
7. Reflect on how notes help to meet the learning objective and contribute to academic and personal success

**Inquiry**

1. Use questioning techniques to think critically about content and concepts
2. Generate questions based on a misunderstood concept or problem
3. Determine modifications to the process that would be needed to solve similar problems
4. Reflect on learning to make connections between new learning and the broader world
5. Reflect throughout learning on progress and continually adjust actions on major tasks or assignments
6. Reflect throughout a process on progress and continually adjust actions
7. Develop research questions/claim statements that effectively address the research prompt
8. Determine the perspective, validity, and reliability of information found within sources with the use of multiple sources (such as books, articles, and websites)
9. Synthesize information, sources, and data that support the research prompt
10. Construct written claims and support them with reasoning and evidence
11. Publish research to an audience outside of the classroom

## **Collaboration**

1. Negotiate roles within a collaborative group through the adoption of effective elements of collaboration
2. Integrate multiple perspectives into group products
3. Deepen relational capacity through the creation of novel ideas and solutions
4. Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy
5. Support all group members' understanding of key concepts
6. Utilize technology to connect to the global community and to explore topics from multiple perspectives
7. Adjust ineffective verbal and nonverbal communication into effective communication
8. Demonstrate active listening by asking clarifying questions
9. Demonstrate command of grammar when communicating
10. Speak effectively before the whole class

## **Organization**

1. a) Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance  
b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours
2. a) Understand and demonstrate the concepts and practices of backward mapping  
b) Identify upcoming events to proactively avoid time-management conflicts
3. Create short- and mid-range goals that support achievement of long-term goals
4. Modify goals and actions appropriately based on progress
5. Manage varied visual frameworks to organize language and show relationships between key concepts

## **Reading**

1. Select texts and justify how they meet the reading purpose
2. Build background knowledge related to the text preview
3. Connect vocabulary within texts to broader concepts in the text
4. Create text-dependent questions while reading that align with the reading purpose
5. Extend beyond the text by analyzing how to best apply key learning

**Advancing College Preparedness**

1. Refine key personal attributes for academic, social, and financial fit related to college selection
2. a) Reflect on current GPA and how it relates to choosing a college and career path  
b) Compare various college campus structures, services, and opportunities
3. Research and evaluate scholarship offerings, including FAFSA
4. a) Produce long-term academic plans that align with goals  
b) Plan for a successful transition to the next step in the academic journey  
c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)
5. a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate “summer melt” and undermatching during the selection process  
b) Determine whether additional test prep and testing is needed to reach scholarships goals

**Building Career Knowledge**

1. a) Develop an authentic and personal definition of success  
b) Refine key personal attributes for academic, social, and financial fit related to career selection
2. a) Gain awareness of how academic performance links to career performance and success  
b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein  
c) Develop knowledge and gain exposure to transitional phases related to work life
3. Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways
4. Engage in real-world experiences within career fields of interest, such as service-learning projects, job-shadowing opportunities, or internship possibilities