

READINESS PROFILE & COURSE EXPECTATIONS

AVID 5-6

COURSE DESCRIPTION

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 utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research

The eleventh 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 as they apply to four-year universities and confirm their postsecondary plans.

COURSE CONTENT AND EXPECTATIONS

- Maintain a 3.0 point average.
- Pass AVID with a C or higher.
- Maintain satisfactory citizenship and attendance in all classes.
 - no major referrals / suspensions.
 - no major classroom disruptions.

Student Weekly Responsibilities:

- Complete and submit a weekly grade check to both parents and teacher.
- Complete a weekly Binder Check with quality Cornell notes.
- Attend 1 documented Wolverine Time every week on either Tuesday or Thursday.
- Complete a weekly TRF form and Tutorial.

Student Year Long Responsibilities

- Plan for a rigorous course of study.
 - You must choose an academic track.
- Complete 11th Grade A-G Courses.
 - In the event of receiving a D or F in any A-G course you must attend summer school or plan to retake the course in your schedule.
- Complete 80 total hours of community service/commitment hours per school year.
 - Summer hours apply to upcoming school year.
 - Proper evaluation form must be completed to receive credit.

Please see syllabus for additional course rules and information

READINESS PROFILE & COURSE EXPECTATIONS

MAJOR UNITS OF STUDY

- “What does it mean to be determined?”
 - Primary source analysis
 - Socratic Seminar
 - Writing an academic argument
 - Primary v. Secondary Sources
 - Good v. Bad Evidence in an academic argument
- “Finding a College that Fits”
 - College Major and Course Research
 - AVID Jr. Binder
 - Academic Resume
- On-going SAT practice

STUDENT BACKGROUND

Below is a list of possible characteristics of an AVID 5-6 student:

- Currently has a 2.0 – 3.5 G.P.A.
- Is highly motivated to succeed and has the desire and determination to take challenging courses, such as AP and honors classes, and do well in them.
- Capable learner but possibly disorganized and wants to change.
- Works hard but may underperform on tests.
- Determined to succeed but struggling with obstacles outside of school.
- Demonstrates potential but needs additional direction or guidance.
- Desires direct instruction on high school graduation and college entrance requirements.
- Desires direct instruction on college major and career planning.
- Interested in pursuing more rigorous courses and demonstrates potential if supported.
- Would benefit and contribute to peer study groups, tutoring and additional reading and writing help.
- May need a consistent adult mentor and personal advocate throughout their high school career.

Students entering AVID 5-6 should also be able to...

- Communicate effectively with peers and teachers.
- Maintain an organized binder.
- Take at least 1 page of notes in each academic class.
- Work effectively in collaborative groups.

Suggested preparatory courses...

- Pass HSE 3-4 and World History with a C or better.
- Pass AVID 3-4 with a C or better.

Please see syllabus for additional course rules and information