

Essential Standards Chart: What is it we expect students to learn?

Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
Grade: 11	Subject: AVID 11	Semester 2	Team Members: Melissa Jones Dean Gadway		
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I will be able to explain the difference between the SAT and ACT.	For example: Which exam: 1) includes a science reasoning test? 2) has a writing section? 3) has a possible score of 36? 4) gives you more time to write the essay? 5) doesn't give an additional penalty for wrong answers?	1. Sections on each test 2. Content covered in each section 3. Scoring practices 4. Approaches for answering different types of questions	Cornell Notes	January	Students will use resources to get instructional help with concepts covered, practice different question types, and experience taking full-length practice tests.
I will be able to list test-taking strategies.	Example: List the steps to a well-planned test-taking strategy. Additional info. for during the test: 1) First answer all of the easy questions you can. 2) Eliminate choices. 3) Make an educated guess. 4) Use your test booklet as scratch paper and mark questions to go back to. 5) Check your answer sheet to make sure you're answering the right question.	Knowledge from the SAT and ACT study guides and websites is required.	Cornell Notes	February	Students will use resources to get instructional help with concepts covered, practice different question types, and experience taking full-length practice tests.
I will be able to explain the purpose and format of the EAP exam	Short answer quiz or quickwrite example: What is the purpose of the EAP exam? What is the format?	English-Language Arts and Math skills from content area classes.	"Focus on English" and "Focus on Mathematics" practice problems	March	Students will review released practice problems, assist other students, or spend their

	<p>Ultimately: Respond to the EAP prompt at a passing level (score of 4: Adequate)</p> <p>Additional info. re: purpose: EAP provides opportunities for students to measure their readiness for college-level English and mathematics, and to facilitate opportunities for them to improve their skills during their senior year in order to enter the CSU fully prepared to begin college-level study.</p> <p>Format: See http://www.calstate.edu/eap/support_hs_students.shtml and http://www.calstate.edu/eap/support_hs_teachers.shtml</p>				time prepping for AP exams. Students who are missing key concepts will go back to the resources provided on the cal state site to continue to practice and prepare.
I will be able to demonstrate an understanding of the purposes of the sections of a headed research paper.	<p>Example: Identify the following sections in an example or peer research paper: Title, Abstract Methodology, Leader's Context and Actions, Others' Perspectives, Leader as a Catalyst for Change, and Works Cited</p>	<p>Students will need:</p> <ol style="list-style-type: none"> 1. Definitions of sections 2. A sample 3. Resources ("AVID College Readiness: Working with Sources Grades 11-12"; supplement with online resources, like http://owl.english.purdue.edu/owl/) 4. Feedback on draft 	The group headed research paper	April	Students may assist other groups or narrow down their leader of study for the individual leadership unit that will take place during their senior year.
I will be able to demonstrate an understanding of MLA	<p>Example: Create a Works Cited section in MLA format</p>	<p>Students will need:</p> <ol style="list-style-type: none"> 1. To keep track of their source information while 	A Works Cited section in their group headed research paper	April	Students may research the similarities and differences between

formatting.		conducting research 2. A sample 3. Resources ("AVID College Readiness: Working with Sources Grades 11-12"; supplement with online resources, like http://owl.english.purdue.edu/owl/) 4. Feedback on draft			MLA and APA formats.
I will create an effective Methodology section for my group headed research paper	Example: Respond to the following short answer questions: 1. How did you decide on a leader for study? Are you happy with that decision? 2. What kind of writing process did you go through? 3. What essential skills have you practiced that will make you a better college student? 4. What successes and/or challenges did you face? 5. How did you get help to overcome your challenges? Note: Students may use "I" or "we" in this section.	Resources ("AVID College Readiness: Working with Sources Grades 11-12"; supplement with online resources, like http://owl.english.purdue.edu/owl/)	The group headed research paper	April	Students may research what methodology sections look like in theses in various fields of study.
I will include effective claims for arguments addressing to what extent our leader is a catalyst for change.	Example: Identify the claims present in the following three academic arguments (from example or peer drafts). More info.: A claim appears in academic arguments and refers to a point that the author is making about an issue on which there can be disagreement.	Resources ("AVID College Readiness: Working with Sources Grades 11-12"; supplement with online resources, like http://owl.english.purdue.edu/owl/)	The group headed research paper	April	Students may devise counter-arguments to their claims.
I will demonstrate MLA style parenthetical citations throughout their group headed	Example: Insert parenthetical citations in the following	Resources ("AVID College Readiness: Working with	The group headed research paper	April	Students may research the similarities and

research paper.	paragraph (from example, peer draft, or personal draft). More info.: Placing relevant source information in parentheses after references to works of others, like a quote or a paraphrase.	Sources Grades 11-12"; supplement with online resources, like http://owl.english.purdue.edu/owl/)			differences between MLA and APA formats
I will be able to explain the purpose of personal statements/college essays.	Example: Write an essay that allows college admission officers to assess my capabilities in terms of critical thinking, analytical skills, personal interests, aims and aspirations.	Students will need: 1. Resources like: http://www.universityofcalifornia.edu/admissions/how-to-apply/personal-statement/index.html 2. Samples from previous students, AVID resources, and online resources	A draft for each of the UC Personal Statement prompts.	May	Students will revise and refine drafts. Students will explore other prompts from other colleges of interest or the Common Application.
Students will be able to demonstrate an understanding of appropriate/relevant content and voice in personal statements/college essays.	Example: Create drafts of personal statements that contain appropriate/relevant content and a clear, authentic voice. More info. students will need to reflect on and consider: 1. Their personal experiences in relation to their development and goals. 2. Their intended audience. 3. What content and voice is appropriate in a formal essay.	Students will need: 1. Resources like: http://www.universityofcalifornia.edu/admissions/how-to-apply/personal-statement/index.html 2. Samples from previous students, AVID resources, and online resources 3. Feedback on drafts	A draft for each of the UC Personal Statement prompts.	May	Students will revise and refine drafts. Students will explore other prompts from other colleges of interest or the Common Application.
Please refer to the Essential Standards Chart for semester one for				December-May	

standards that span over the two terms.					