**AVID 1 Syllabus |**

**Mr. Haas**

 **2017-2018**

**Dear Parents and Students,**

Welcome to AVID 1! We have a busy, exciting, and challenging curriculum planned. My goal is to ensure the right of all students to a positive and productive learning environment. This syllabus is to help students be clear about my expectations regarding assignments, work habits, & citizenship. I am looking forward to a great year together!

**How to contact me:**

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Room #116

**SPHS Expected School-wide Learning Results (CARDS)**

It is my hope that by the end of the course, students will improve their ability to be…

**Critical** **Thinkers** who are able to evaluate, analyze and explain multiple sources of information in order to make informed decisions

**Ambitious** and have pride in their work, confidence in themselves, and a desire to reach their true potential.

**Respectful** of everyone regardless of race, ethnicity, gender, sexual orientation, and religion.

**Decisive** and able to access resources to resolve academic and personal challenges, and become life-long, independent learners.

**Service** **Oriented** by acting as outstanding individuals by contributing to the self, family, school, and the community as positive, productive members of society.

**COURSE SYLLABUS**

# AVID (Advancement Via Individual Determination) is an elective course that prepares students for entrance into a four-year college. Areas of emphasis are: analytical writing, study skills, test taking, note taking, and research, as well as preparation for college placement exams and college entrance. AVID 1 includes the Get Focused, Stay Focused curriculum required for all 9th grade students. AVID meets five hours per week. Students receive three hours of instruction per week in skills necessary for a college bound student, one hour per week in tutor-led study groups, and one hour per week in motivational activities and academic sur­vival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collab­oration, organization, and reading (WICOR) to support their growth academically. Students also participate in motivational activities, such as: college and career research, college and career guest speakers, field trips to colleges and businesses, and community service experience. These activities provide students with the resources they need to learn about the many positive opportunities available to them in the community that will impact their future.

**Course Textbooks:**

Bingham, Mindy*. Career Choices and Changes*. United States: Academic Innovations, 2013.

\*Each student will also have a workbook in which much of their classwork and homework will be done.

**Objectives of the Course**

1. Students will take courses that meet four-year college entrance requirements.
2. Students will participate in tutorials for academic courses.
3. Students will learn and apply AVID skills including note taking, organization, time management, and goal setting.
4. Students will improve their oral communication skills through a variety of activities, including presentations and Socratic Seminars.
5. Students will participate in writing to learn activities, including note taking, learning logs, and essay writing.
6. Students will learn to evaluate their own and other's writing, using the rubrics and scoring guides modeled after UC and CSU requirements.
7. Students will prepare for college entrance examinations, including the SAT I and II and ACT.
8. Students will complete and present a Multi-Grade Level Portfolio of their work in AVID.

**Course Website: haassphs.weebly.com**

Assignments, forms, PowerPoint presentations, and videos in class will be available online through the course website in addition to my contact information and important school resources. The website will be updated regularly with our planned class schedule, class activities, and due dates.

**Grades**

Grades are accessible online at the Q SIS Gradebook. I will update grades every 1 to 2 weeks, depending on the number of assignments.

**\*Note: Students who fail to follow the AVID contract or do not maintain a 2.0 GPA or higher will be put on AVID Probation and may be dropped from the AVID Program.**

A=100-90%

B=80-89%

C=70-79%

D=60-69%

F=Lower than 60%

**Graded Work Breakdown**

AR

Portfolio

Tutorials

AVID Binders

Classwork, Participation and Projects

**Accelerated Reader:** Your grade will come from reading and testing on approved AR books. I have a public list on the library website of AR books you can read. I expect each student to read 10 AR points per semester.

**Portfolio:** This category is for all assignments and activities that will go into your portfolio. This portfolio will follow you through your next four years of AVID and will be a collection of your best work.

**Tutorials:** Each week, you will be expected to bring a complete Tutorial Request Form (TRF) and participate in Tutorials. In completing the TRF you will identify a difficult problem you are encountering in one of your content courses (English, math, science, elective, etc.), critically analyze the problem, and clearly articulate what is confusing you in the form of a question. On Tutorial days, you will be organized into small groups with a tutor, present your question, and work to help other students in your group solve their own points of confusion.

**AVID Binders:** It is **required** that every AVID student have a 2-3 inch binder with at least 6 dividers. This binder grade will be based on keeping your binder organized and taking in-class notes in all academic classes. There will be binder and Cornell note checks based on a rubric every Friday in class.

**Classwork, Participation and Projects:** This category is for activities or assignments done in class as well as at home. Classwork not finished during class becomes homework due the next day. Participation is based on coming to class prepared, participating in class discussions, class behavior, and completing any warm-ups at the beginning of the class period. There will be several projects throughout the school year to be completed both individually and with a group. These projects will include, but are not limited to posters, presentations, research, and videos. You will have some time in class to work on these projects, but you will also be expected to spend time outside of class to complete your work.

**Board Graduation Policy:** Please note, a cumulative 2.0 GPA is required by the end of the first semester of a student’s senior year in order to participate in the graduation ceremony.

**Academic Expectations:**

**Tardy:** To be marked present you must be in your seat when the bell rings. Multiple tardies can affect your participation grade and therefore, your overall grade in class.

**Late Work:** All assignments are due on the due date. I do not accept late work. In the case of an excused absence the student has as many days as they were absent to make up the work and turn it in.

**Materials:** AVID students are **strongly** recommended to bring the following supplies with them to school every day:

* A 2-3 inch binder to keep all assignments organized—there will be weekly in-class binder checks
* Pens, pencils, and at least two highlighters
* A three-hole binder pocket to keep pens and pencils organized
* Lined paper and graph paper

**Absence Policy:** If you are absent you have the same number of days you missed to make up the assignments for full credit. You are responsible for figuring out what you missed through your agenda and/or peers and then coming to me for any needed material. \*\*This absence policy does not apply to assignments, particularly projects that were assigned before you were absent, you are still required to turn these assignments in on time unless you make other arrangements with me ahead of time.

**Behavior:**

You are expected to treat others with dignity and respect at all times. Bullying and racism are absolutely not tolerated. Any form of dishonesty will be handled with swift consequences; therefore:

* NO CHEATING OR PLAGIARISM – see Academic Honesty policy
* No food or drinks in class except water
* No cell phones or electronic devices – **school policy: while cell phones and electronic devices are permitted on campus, they are not permitted to be openly displayed or used in the classroom. All devices will be confiscated and given to an assistant principal to be returned at the end of the day (or week), or will be returned to a parent/guardian.**
* Do not do work for another class during our class time.
* No hats, hoods, or sunglasses in class
* Do not put on make-up or fix hair in class
* Be nice to one another. *Please*, *Excuse me*, *Thank you* and *Sorry* go a long way

**If there are behavior issues in the classroom, I use a progressive discipline system:**

1st offense— Warning and the student will be last person out the door when the bell rings

2nd offense— Depending on the severity: loss of participation points, parent letter, phone call home, detention, referral (teacher discretion)

3rd offense— Student/Parent meeting with teacher and administrator for decisions on further action

***Repeated or chronic problems may result in being dropped from the AVID program.***

**Bathroom:** If you need to go to the restroom, just ask. I want to treat you as adults, but please do not abuse this privilege. It will be taken away if you abuse it.

**Communication:** Grades will be posted on Q. District progress reports and report cards will be sent home at regular intervals. You are welcome to contact me at any time via email or phone with questions about progress or grades. I will not provide an individual Q printout; it is the student’s responsibility to know their Q username and password.

**BACK TO SCHOOL NIGHT**: Thursday, August 31, 2017. Parent involvement is very important in the AVID program. *AVID parents are strongly encouraged to attend Back to School Night.*

This letter is to be kept in the student’s binder all year for reference. Please read and **SIGN** below and return it to me. I look forward to an exciting and productive year!

Our signatures below indicate that we have read and understood the materials and policies related to this course. We also understand that Mr. Haas is expected and required to uphold all school policies: including attendance, dress code, academic dishonesty, cell phones, and the use of other electronic devices etc. By signing below, I also agree that as the Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I will be supportive of my student by understanding course requirements, remaining aware of homework assignments, and supporting all school policies.

# We have read and understand the materials and policies related to this class

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Student (Print)

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# Student Signature

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Parent/Guardian (Print)

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

#  Parent/Guardian Signature

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**Parent/Guardian Email**

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**Parent/Guardian Phone Number** please circle one