

## AVID Elective Syllabus 2019-2020

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### AVID Philosophy (Advancement Via Individual Determination)

The mission of AVID is to ensure that ALL Students:

- Will succeed in rigorous curriculum,
- Will complete a rigorous college preparatory path,
- Will enter mainstream activities of the school,
- Will increase their enrollment in post-secondary education
- Will become educated and responsible participants and leaders in a democratic society.

**Course Description** AVID meets five times per week. Students receive two hours of instruction per week in college entry skills, two hours 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, and reading to support their growth academically. AVID counts as an elective credit. One half credit is given for each trimester.

### Course Goals

- Students will master effective organizational, note-taking and study skills to succeed in rigorous high school classes.
- Students will develop and master **writing, critical reading** and **inquiry skills**.
- Students will **collaborate** to solve problems and help each other.
- Students will develop **critical thinking** and **logic skills**.

### Sample Weekly Schedule

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Tutorials	Weekly goal setting, study strategies, WICOR activity, Cornell note-taking	Tutorials	Study strategies, WICOR activity, Cornell note-taking	College Readiness activity, binder checks, motivational activities, guest speaker, Cornell note-taking

**Required Materials** On a daily basis, students should approach this classroom with a “growth” mindset. In addition to this, you must have your AVID binder with your agenda, loose leaf paper, and zipper pouch with you at all times.

- **Binder Contents:**
- 3-ring binder w/sheet protectors, and dividers (will be provided by the school)
- AVID Student Planner provided)
- Colored tab subject dividers to separate each academic class (provided)
- Zipper pouch to store supplies – including pens, pencils, highlighters and post-it notes (provided)
- Loose leaf and Cornell note style paper (provided)
- Learning logs, notes, handouts, assessments (organized weekly)

**Grading** As promoters of lifelong learning, the teachers of this course would rather *not* assign grades to work. We would rather place an emphasis on student learning. That said, we are required to give grades, so here's how we plan on doing this:

**Binder and Note Checks** A well organized and maintained binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments, and homework, which is graded regularly.

**Tutorials** On tutorial days, students work with college tutors. Tutors assist students in small groups with academic questions that students bring to tutorial. Students are required to take notes during tutorial and use class and textbook notes to inform their discussions during tutorial. Tutors help students with the process of learning through inquiry, rather than giving students the answers to their questions. Students learn the value of working with others in tutorial.

**Strategies for Success** *In Strategies for Success*, AVID students learn skills such as time management, note-taking, textbook reading, library research, and study and test taking strategies.

**Other Activities** In AVID, students also participate in motivational activities, community service, book studies, team building and collaboration exercises, college and career research, college and career speakers, field trips to colleges, and service learning experiences. These activities provide, motivate and inspire students as well as expose them to the resources and opportunities available to them as an AVID student.

**Trimester Grades:**

<p><b>Grading Breakdown:</b>          35% - Binder and notes check          35% - Tutorials          20% - Strategies for Success &amp; Other Activities          10% - Community Service</p> <p><i>*Grading modifications may be made for students with IEP or 504 plans.</i></p>	<p><b>Grading Scale</b>          A 93.00 - 100%          A- 90.00 – 92.99%          B+ 87.00 – 89.99%          B 83.00 - 86.99%          B- 80.00 – 82.99%          C+ 77.00 – 79.99%          C 73.00 – 76.99%          C- 70.00 – 72.99%          D+ 67.00 – 69.99%          D 63.00 - 66.99%          D- 60.00 – 62.99%          F 0 – 59.99%</p>
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**Late Work** Because the work we do in the class is preparation for the summative assessments, students should get their work done on time. If a student has a concern about getting work done on time, they should speak with the teacher before the due date.

**Absent?** If a student has an excused absence, she/he has two-days to make up the work per class missed. If the student knows about an absence ahead of time, arrangements should be made with the teacher to get the work that will be missed. Students should consult their study groups, learning target sheets, weekly emails, class website, and/or the teacher for missing work.

**Grades will be posted ASAP.** Teachers will do their best to make the gradebook as up-to-date as possible. Students and parents are encouraged to check their grades regularly. If a student has a question about the overall grade or grade on an individual assignment, she/he should see the teacher before or after class.

**Communication** Students are encouraged and welcomed to address issues or concerns with their instructor. Self-advocacy is an explicit skill that will be worked on in this class. While we do understand a need for teachers and parents/guardians to talk, in most instances, conversations should begin between teacher and student.

**Expectations** The following values are expected from students on a daily basis:

- **Relationships-** As part of our classroom community, you should assume positive intentions of everyone and try to be a good person to those around you
- **Respect-** You should treat the classroom environment the way you would want to be treated. This includes your peers, school staff, the room itself, and the ideas and topics that guide our learning
- **Responsibility-** Because you are in high school, you should take responsibility for action or inaction
- **Ethics-** You should seek to make good choices based on the norms that govern our school and society

- Awareness- You should take responsibility to know how your decisions and choices affect you and those around you.