**The AVID Course Syllabus**

It is imperative that students know what to expect in class. The purpose of this syllabus is to outline our expectations, grading rules, class procedures and outline for the course. We will do everything that we can to ensure the success of each of you.

Beginning with one high school and 32 students, AVID now serves over 425,000 students in more than 4,800 elementary and high schools in 48 states and 16 countries. Large urban schools, small rural schools, resource-rich suburban schools, and challenged schools — they all find that AVID meets the needs of their students.

Since 2005, nearly 125,000 AVID students have graduated from high school and planned to attend college. Of the 27,891 AVID graduates in 2011, 91% plan to attend a postsecondary institution; 58% in four-year institutions and 33% in two-year institutions.

**Course Overview**

AVID is a non-profit, proven college readiness system that closes the achievement gap. Established in 1980 in one school in San Diego, today AVID is implemented in approximately 4,900 schools in 46 states and 16 countries/territories. AVID impacts more than 700,000 students in grades K–12 and postsecondary, helping them learn and develop the skills they need to be successful in college and their career. The AVID College Readiness System transforms an institution’s academic culture to increase the number of students who enroll in four-year colleges and succeed in higher education and training. AVID stands for **A**dvancement **V**ia **I**ndividual **D**etermination.

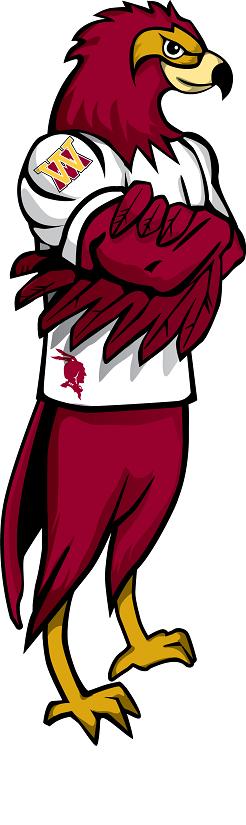
Not only are students enrolled in their school's toughest classes, such as Honors and Advanced Placement, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

**Prerequisites:**

Students must either complete an application for the AVID Elective and be interviewed or be previously enrolled in the AVID elective class.

**Teacher Responsibilities**

It is our responsibility and privilege to give each of you the best education possible. We understand that each of you deserves the best that we can offer and we pledge to do just that.



* We will treat each of you with respect
* We will monitor your learning and adjust our teaching to fit your needs.
* We will maintain a safe and comfortable environment conducive to learning.
* We will enforce all rules and regulation without prejudice.
* We will work hard to ensure that you get an effective and accurate education.
* We will strive to become better teachers.
* We will be committed to your success as a student

**Student Responsibilities**

* Maintaining satisfactory citizenship and attendance in class.
* Maintaining an organized notebook of all my work.
* Completing all homework assignments and commit to studying each night.
* Discussing your school work with your parents/guardians.
* Being committed to excellence
* ***STUDENTS ARE RESPONSIBLE FOR ALL TECHNOLOGY THEY BRING TO SCHOOL***

**Parent Responsibilities**

* Discussing school (assignments, projects, etc…) with your child.
* **Checking** and discussing your child’s **“progress reports”** and report cards. *(Please do not wait until the end of the quarter or semester to try to discuss your child’s grade.)*
* Contacting teachers/administration if there is a problem/concern with your child.

**Classroom Procedures**

* ALL students are expected to participate in class and to do their best.
* Students are expected to follow school and classroom rules and policies.
* TEACHER SAY! STUDENT DO! - This is not a democracy; the teacher is in control. Students will do what is asked of them.

**Materials**

* Write Path: English, Science, Math, History/Social Science, Life & Physical Science
* College Path: High School
* Student Success Path: High School
* Strategies for Success set **\*** College and Careers set **\*** Tutorial Set **\*** Writing Curriculum set

**Learning Expectations**

* No one has the right to disrupt the learning of another student.
* **No one can refuse the right to learn in my classroom.**
* Mastery of each course objective, because everyone learns at different rates and has different learning styles. You will have several opportunities to master each objective.

**Quality Expectations**

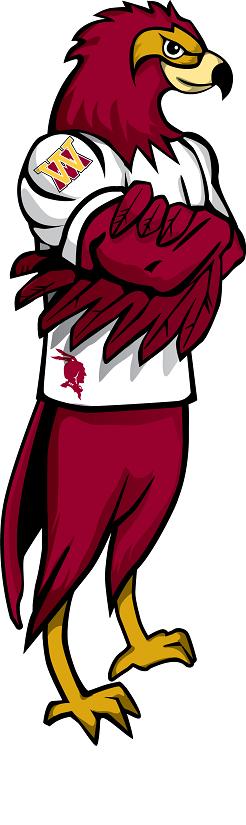
There are standards that each student is required to meet for success of any assignment. If you do not meet this requirement you will modify your work until this standard is met. Students are expected to work to the highest level in order to be successful in this course.

**Preparation for Class**

It is imperative that each student come to class prepared each day. You can expect your teacher to be prepared each and every day. If for any reason you are lacking the equipment you need to be successful let your teacher know so that you can get the materials you need.

**Assignments**

* All work is expected to be done at the highest quality and turned in on time. In case of an emergency see your teacher. Students who are absent will receive 5 days to complete missed assignments. It is the students’ responsibility to make up any work missed.

**Grading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test / Quiz / Project** | **70%** |  | *\*MIDTERM* | *20%* |
|  |  |  |  |  |
| **Classwork / Homework** | **30%** |  | *\*\*FINAL EXAM* | *25%* |
|  |  |  |  |  |
| **TOTAL** | **100%** |  |  |  |
| *\* Midterm accounts for 20% of the Semester Grade.* |  |  | *\*\* Final Exam accounts for 25% of the Final grade.* |  |

**Cheating**

Cheating will not be tolerated. If you cheat, all parties involved will not receive any credit (0) on that assignment and will be required to stay for remediation along with disciplinary referral.

**Testing**

To ensure that students learn and understand materials necessary for success, they will be given parallel assessments. Students will have the opportunity to retake all tests *(exception being the Quarter/Final exam)*. **It is the student’s responsibility to schedule a make-up test.** Students will have 3 days to schedule a make-up test.

**Academic Fraternity Competition**

This year there will be four academic fraternities (within my pool of students) to encourage competition and excellence. At the beginning of the year students will draw to see which fraternity each belongs. This is obviously based on the British academic “house system,” but the fraternities will be named after mountains (a symbol of strength). Teams will earn points for excellence in work and good character and classroom behavior. Points **will** be deducted from the team in the “academic fraternity” competition for inappropriate behavior (regardless of class). *My students are expected to demonstrate model behavior in whatever course that he/she may be taking.* I will bring in rewards or give an occasional homework pass to those fraternities earning the most points. I will keep a running chart on the wall or board of points for each fraternity. The team is also responsible for acquiring assignments for its members due to their absence.

**Course Outline**

|  |
| --- |
| **Content Standard 1.0:** Students will develop strategies to identify and fulfill personal and academic goals.  **WM_Hawk_color_reduced_35.JPGContent Standard 2.0:** Students will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities.  **Content Standard 3.0:** Students will develop proficiency in “Writing to Learn” across the curriculum  **Content Standard 4.0:** Students will develop college awareness within a school wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.  **Content Standard 5.0:** Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.  **Content Standard 6.0:** Students will develop cross curricular reading skills.  **Content Standard 7.0:** Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.  **Content Standard 8.0:** Students become proficient in the mathematical skills and concepts that prepare them for the rigorous courses required for admission to four-year colleges and universities. |

**Departmental Policy on Late Work**

• *Excused absence:* the student will have one day for each day absent to complete assignments missed.

• Assignments one day late will *lose 20 points*. **Students will receive a grade of 50%** for any assignment that is more than one day late.

**Required Supplies**

• 3” view binder (the kind you can slip a sheet down the front) ***\*AVID STUDENTS\****

• 1” view binder for non AVID students

• ***1 Composition Book***

• Loose Leaf Paper (plenty for notes & work)

• Pencil Pouch & Pens in these colors: Black, Blue, Green, Red

• Transparent Tape and/or Glue Sticks

• #2 pencils for use with scantron answer sheets

• 12 color set of colored pencils (for map coloring and shading)

• Highlighters: yellow, pink, green, blue, orange (to highlight and color-code essays/assignments)

• ***OPTIONAL:*** Please contribute if you have allergies. It is only fair. 1 Box of Tissues.

**Consequences**

* Warning - Teacher/Student Conference - Parent Call - Administrative Referral

**Students with Disabilities**

The Reauthorization of the Individuals with Disabilities Act (IDEA) and the implementation of No Child Left Behind (NCLB) require that schools use more inclusive practices for educating students with disabilities. The implementation of the inclusive practices across CMS has created an environment where schools can successfully provide academic instruction and improve achievement for students with disabilities. The Exceptional Children’s Department will continue to provide increased access to the general curriculum with continued support from EC modifications /accommodations and EC Study Skills classes for these students with Disabilities.

**Thank you in advance for working hard for me as I will be working hard for you. I am enthusiastic about having the opportunity to teach you; I hope that you enjoy this class, but more importantly that you succeed. Let’s have a great year!**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Student Name Student Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name Parent Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature

***“Without struggle, there is no progress”***

*In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.*

***\*\*Note for Mr. D. Moore:***

|  |
| --- |
| **WM_Hawk_color_reduced_35.JPG** |

**Parents,**

**Feel free to contact me whenever you need to discuss your child’s progress *(Please put your cellular number in the box* above and I will text you my phone number)**

**Email:** [**Derrick.moore@cms.k12.nc.us**](mailto:Derrick.moore@cms.k12.nc.us) **Website: Dmooreworld.weebly.com**

**Dmooreworld832@gmail.com School: 980-343-6080**