



AVID 12
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I. **Course Summary**

AVID (Advancement Via Individual Determination) is an elective designed to support and assist selected students with college and career preparation. The program goal is that every student reaches their potential, both as a student and as a citizen, and that they understand their college and career options.

II. **Units of Study**

Senior AVID is flexible in units depending on the needs of the students. In general, we can expect the following units:

1. **Applying to college:** students will review their college choices, apply to college, and write their college essays, FAFSA, etc.
2. **Scholarships:** students will apply to at least 5 scholarships in class with teacher and peer support
3. **Research Project:** Students will engage in a scholarly research project and essay that includes a service component and a presentation
4. **Adulting 101:** students will participate in a variety of lessons focusing on skills deemed necessary to be successful in post-secondary life, including but not limited to: dorm room cooking, scheduling courses, picking insurance, taxes, getting along with roommates, budgeting, etc.

III. **Text/Resources**

This course has no specified text, instead multiple supplemental resources are used.

IV. **Methodology**

Teachers work collaboratively to develop a variety of techniques, focusing on Global Contexts, especially critical thinking and reflection. Students take responsibility for their learning through individual and group work, addressing unit and guiding questions, expanding on their critical thinking skills, and building on their self-advocacy.

V. **Methods of Assessment**

Students will engage in a summative assessment(s) for each unit. Examples of summative assessment(s) can include: projects, research papers, essays, case studies, presentations and/or primary document analysis. Summative assessments will represent 70% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment(s) can include: questions, Cornell notes, readings, homework, binder checks, planner checks, tutorial request forms, smaller in-class assignments, graphic organizers, and/or quick writes. Formative assessments will represent 30% of the total student grade for each quarter of the course.

Please also refer to the “Highland Park Senior High School Grading and Assessment Policy” on the Highland Park Senior High webpage for further information on the grading scale, make up work, retakes, and/or late work. Students can access scores, grades, missing work, and/or attendance on their schoology account.

VI. **Other Course Information**

AVID Intervention Procedures: The intervention process will begin if a student violates either the AVID agreement or the AVID course guidelines.

1. **Student-teacher 1:1:** Student will be counseled regarding the specific contract violation.
2. **Probation:** If the problem continues, a conference will be held to further assist the student to achieve success. The student is considered to be on ‘probationary status’ and a review date will be determined. Student will complete a probationary contract which will be signed by a parent/guardian and returned the next day to be kept on file. If the probationary contract is not returned and signed within 3 school days, the parent will be contacted by the teacher. Depending on the contract violation, counselors, administrators or core teachers may be involved to support student success.
3. **Removal from Program** – If the specific contract violation has not been remedied by the review date, the student will be asked to leave the program at a date the counselor and the AVID teacher determine. The teacher and administration reserve the right to bypass probation and exit a student based on severity of contract violation.

Traditional Expectations

- Electronic devices of any kind are not permitted in the classroom unless directed by the teacher. During distance learning this means do not be on your phone while you are in live class.
- Students need to respect the classroom and the property within the classroom. The desks and floor need to be kept clean and free of garbage.
- Students must do their own work. Consequences for cheating and plagiarism are on page 6 of the HPSH Handbook
- **Fighting, profanity, hate language, defiance of authority, or other extremely inappropriate behavior will result in an immediate referral and/or administrative intervention and possible dismissal from the program.**

Distance Learning adaptations:

- **students must be present and on time for all synchronous learning activities**
- **Students must take initiative in their learning and communication with the teacher. Students must respond to teacher inquiry within 24 hours of receiving electronic communication**

Late/Absence Policy: Make up work and assignments can only be done for **excused** absences. Students are given two (2) days to make up the work for every one (1) day absent.

Excused Absence: If a student misses class, they must check with their teacher on **the day of their return to class** to inquire about missed work. It is a good idea to communicate with the teacher or other class members before your return to class. This will help you come to class prepared.

- **Oral presentations, large projects or essays that have a due date set far in advance are due on the date assigned – regardless of absences! If you know you are going to be away, you must make arrangements to turn in your work. Projects with extended due dates do not have the option of being turned in late. NO excuses will be accepted!**
- Socratic Seminars and Philosophical Chairs may be made up only in the case of an excused absence. If a student misses a seminar, he/she must write a 2-page analysis of the text used for the seminar. This paper is due immediately following the absence.

AVID Binder/Planner/Cnotes: Students should be prepared for checks on Thursdays of each week unless notified by the teacher.

- If a student misses a binder/planner /note check, the materials must be shown on the day they return to school or they can also be submitted on time via schoology if they are in communication with their peers for specifics.

Collaborative Study Groups (CSG's-formerly TRF's): CSG's are homework on Monday and Wednesday evenings. They are to be completed BEFORE class on Tuesdays and Thursdays. On tutorial days, students are expected to come to class prepared and ready to participate with their peers and their tutors.

- CSG's from days absent are due immediately upon return and the student is excused from the collaboration portion of the CSG. CSG's can also be submitted online on time if they are absent. CSG's can be adapted at teacher discretion but **under no condition** can they be turned in late.
- If a CSG is not complete prior to class, the highest score that can be received is a 55%. This is non-negotiable.

Supplies: As part of the AVID curriculum, students need to supply themselves with **(2) white board markers** to be used in tutorials. If you wish to donate more, these items will always be accepted. In addition, each **senior** will need to purchase **a box of Thank You cards.**

Part of AVID is ensuring that students are prepared for other courses. As such, students must have a notebook or loose-leaf paper for each course, as well as a folder in their organization system. They must also provide a form of **planner, pens, pencils, post-it notes, calculator and highlighters.** Students are also required to provide an organization system such as a backpack, 3inch minimum 3-ring binder with labeled dividers, etc.

If it is the budget, please bring a box of facial tissue to share with the class.

If you have any questions, please feel free to contact me.

Sincerely,

Bethany McGraw and Kyle Steinke
AVID Teacher/Coordinator

