



### Class Description

Students participating in the AVID program learn strategies to ensure success in college-prep course work. Students work individually, as well as in tutor-led collaborative groups. Focused note taking, outlining, writing, speaking, reading and test-taking strategies are stressed. In addition, the course includes college motivational activities. The AVID curriculum focuses on Writing, Inquiry, Collaboration, Organization and Reading (WICOR) through the AVID High School Libraries in both teacher and tutor-led activities.

The ninth grade AVID course is an elective class for freshmen students who are college bound.

#### AVID Program Goals

- Students will employ strategies to succeed in rigorous writing and reading curriculum (Focused Notes, Socratic Seminars, etc.).
- Students will enter and complete college preparatory classes (Honors, Advanced Placement, Dual Enrollment and/or International Baccalaureate).
- Students will participate in inquiry based instruction (Bloom's Taxonomy, Costa's House).
- Students will participate in collaborative learning (tutorials, Socratic Seminars, etc.).
- Students will select and participate in extracurricular activities offered at Maryvale High School (clubs, sports, etc).
- Students will select and perform community service projects.
- Students will assemble and maintain AVID binder/ebinder.
- Students will prepare a reflective final project.
- Students will communicate with both parents and teachers about academic concerns (grades, goals, questions, etc.)

#### Classroom Expectations

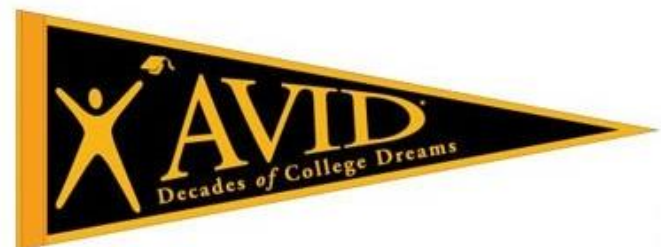
##### Be a S.T.A.R.

**School Rules:** Adhere to the school rules in the student handbook

**Time:** Be on time to class

**Attitude:** Maintain a positive attitude

**Respect:** Respect yourself, others, classroom materials, and school property



#### Title I Program

Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Principal Mrs. Simmons or Assistant Principal for Instruction Ms. Loker for additional information at 602-764-2000.

Students may participate in tutoring as needed during the 2:25-3:00PM timeframe on TEAMS for academic support.

#### Grading Policy

We will be using evidence-based grading this year. The purpose is to ensure that your student's grade is a true reflection of their learning progress. Evidence-based allows us to give grades based on your student's ability and personal growth.

Students will have the opportunity to present evidence of their achievement toward each learning target throughout the year.

The final semester grade will reflect the proficiency grades for each learning target and standard in the course: Reading, Writing, Speaking/Listening and Language.

### Classroom Materials:

The student will bring the following materials to class every day:

1. Pen, pencil and eraser
2. AVID Binder with pencil pouch and dividers
3. Highlighters (multiple colors) for editing and annotating (some will be provided in the classroom)
4. Novel to read when done with work.
5. Student Planner (This is where you will copy the Weekly Agenda every Monday)
6. School ID

Students will utilize TEAMS as our primary form of learning- including classroom meetings, classroom assignments, and classroom resources.

If students are experiencing technical difficulties with their PC, contact [helpdesk@phoenixunion.org](mailto:helpdesk@phoenixunion.org). We will provide tech support remotely when possible and in-person by appointment when needed.

### Grade Reporting—Final grades

- A—a score of 3 or above in **all competencies**
- B—a score of 2 in any one competency, with a score of 3 or 4 in the remaining competencies
- C—a score of 2 in more than one competency (no score of 1)
- D—a score of 1 in at least one competency, with a score of 2 or above in at least one competency
- F—a score of 1 in each competency and/or majority of NE scores

All categories are equally important to demonstrate competency of the English language. Students must provide consistent evidence of mastery in all competencies. The Final Exam is a required component of each course and will be included in its corresponding competencies as another piece of evidence.

### Competencies

- Academic Preparedness
- Student Agency
- Opportunity Knowledge

\*\*Students receiving grade accommodations/modifications on an IEP or 504 will be adjusted accordingly.

### Progress Reports

Progress reports will be submitted every three weeks. You and your parent will have access to view your grades through the online system Student and ParentVUE. See the school website and contact the school registration office for usernames and passwords to gain access required to view grades.

### Movie Clips:

To enhance literature and concepts studied throughout the year, it may be necessary to show short clips of movies that go along with what we are reading. Additionally, we may show other video/movie clips as outlined in the District approved curriculum. By signing the last page of this document, you give consent for your child to view these movies and the curriculum videos/movies.

### Make Up Work:

It is the responsibility of the student to obtain the work from an absence. Make up work follows the same concept recovery guidelines. Students will be allowed to come to tutoring for additional support and work completion without penalty. Student attendance is important since the student will have the best learning opportunities in the classroom.



### Attendance

“Absent” is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PUHSD Governing Board Policy J-1561 JHR).

“Tardy” is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PUHSD Governing Board Policy J-1561 JHR).

Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook page 22)

### Classroom Contract

The student will:

1. Show respect and courtesy to everyone in the class.
2. Respect all class materials and procedures.
3. Comply with any reasonable request made by the teacher.
4. Participate in learning during entire class period.
5. Be on time and prepared to learn every day.

The teacher will:

1. Show respect and courtesy to everyone in the class.
2. Respect all class materials and procedures.
3. Make only reasonable requests of the students.
4. Provide learning opportunities during entire class period.
5. Be on time and prepared to teach every day.

**"We either make ourselves miserable or we make ourselves strong. The amount of work is the same." ~Carlos Castaneda**

12 Things Successful People Do Differently

1. They create and pursue focused goals
2. They take decisive and immediate action
3. They focus on being productive, not being busy
4. They make logical, informed decisions
5. They avoid the trap of trying to make things perfect
6. They work outside of their comfort zone
7. They keep things simple
8. They focus on making small, continuous improvements
9. They measure and track their progress
10. They maintain a positive attitude as they learn from mistakes
11. They spend time with the motivational people
12. They maintain balance in their life

I believe that all students can learn, that all students are capable of success, and that all students are worthy of my utmost respect and effort. My goal is to create and maintain a classroom environment built on mutual respect and a love of learning. In this environment, students will realize their fullest potential as they develop both the skills and the desire to learn throughout the rest of their lives.

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