Mr. Adam Garnet

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I. Course Policies

AVID Expectations:
AVID is a specially designed class that encourages and prepares students to enroll in and graduate from four-year universities. Because of the high goals and expectations of the AVID program, students will be asked to do the following in order to insure their success in the class:

A. Sign a yearly contract
B. Take an <u>active</u> part in weekly tutorials
C. Take 2 sets of notes daily in other classes and use Cornell review process
D. Maintain a "B" average in all College Prep classes (and **at least a 2.0 GPA overall**)
E. Complete all writing assignments and projects
F. Complete the A-G requirements for UC entrance
G. Maintain excellent behavior in all classes
H. Maintain excellent attendance

> *Failing to meet the expectations outlined above will result in academic probation; continued failure to improve may lead to administrative conference to discuss removal from the AVID program.*

II. Grading Breakdown

Your overall semester grade will be determined by the following breakdown of percentages:

25%	Tutorials & Tutorial Request Forms (TRFs) [Tues. & Thurs.]
25%	AVID Curriculum [Mon. & Wed., participation in Friday activities]
20%	Notetaking in other classes & Cornell review process [Daily, checked weekly]
20%	Projects & Homework [College research, take-home components of classwork]
10%	Organization & Accountability [Binder checks, grade checks, etc.]

A. Grading Scale
   A: 90.00% – 100%
   B: 80.00% – 89.99%
   C: 70.00% – 79.99%
   D: 60.00% – 69.99% (Please note: A grade of "D" or below in AVID may result in academic probation for the AVID program!)
   F: 0.00% – 59.99%

B. Final semester grades will NOT be rounded up.
   EX: 89.99% = B, not A!!!

III. Classroom Policies and Expectations

I have high expectations for all my students, and will work hard to create an environment where each student feels safe and can learn. My classroom is based on structure, hard-work, high expectations, and mutual respect. All of you are expected to act maturely, responsibly, respectfully, and honestly. _You are a family now_ – a family that will be together for four years. Let's make them really great years.

In order to achieve a safe and effective learning environment, I have four core categories of guidelines for student behavior. The paragraphs below explain many specifics of behavioral expectations, but do not cover every possible situation; Mr. Garnet's professional discretion as teacher will be used to determine if other behaviors violate class guidelines or require disciplinary action. Please familiarize yourself with these expectations, and ask questions if something is not clear.

STUDENTS WILL BE:
- ✓ **Respectful**: You will show respect to your peers, to yourself, to your teacher and to any others who may be present in the classroom. Acts of disrespect will be treated as a serious offense, and will not be tolerated. This is especially important in an AVID class, as it is expected that students will be speaking, sharing, and presenting in front of others. Raise your hand when you wish to contribute. Express opinions maturely while openly respecting the opinions of others.
- ✓ **Prepared**: Bring all required supplies and materials to each class (AVID binder, Cornell notes, TRF, etc.) each day. Remove hats, hoods, and sunglasses BEFORE entering the classroom. Be in your seat when the tardy bell rings. Be prepared to work when class begins. This means that by the time the bell rings, you should have work turned in, a sheet of paper with an appropriate heading for class work, and something to write with. Please take care of bathroom and personal matters before or after class whenever possible. If you need to use the restroom during class, do your best not to disturb others – sign out when you leave, go promptly and directly to the restroom, come straight back, and sign back in.
- ✓ **Responsible**: You are responsible for the grades you earn. This means no excuses – you need to turn work in on time, completed, and done to the best of your ability. Check the whiteboard and class website regularly for assignments and deadlines. It is your job to ask questions if you don't understand something, and follow class policies on late/missing work if you will be absent. This also means that you need to put deadlines in your agenda and keep assignments organized in a binder. Your binder represents a significant part of your grade. Failure to stay organized can lead to failing the class.
- ✓ **Focused**: You are in my class for less than one hour a day, so we cannot afford to waste any time. Leave all outside drama at the door, and plan to pay attention and actively participate for the entire class period. I expect immediate compliance when I call for attention. If there is anything that interferes with your ability to learn in my class, let me know so we can address it promptly. If there is something that will help everyone learn, tell me and I will do my best to accommodate that.

   PLEASE NOTE: Technology can be used as a tool to support learning, but can easily become a distraction. **Cell phones and other electronic devices are for class work only, NOT personal use.** *Failure to adhere to this specific behavioral expectation will result in Saturday detention after a second offense. Immediate compliance is expected if you are asked to put phones away. I strongly encourage you to also see the PVPHS cheating policy guidelines, especially in regards to technology.*

   *Failing to meet the expectations outlined above will result in academic probation; continued failure to improve may lead to an administrative conference to discuss removal from the AVID program.

IV. Probation
Probation is a period allotted to AVID students who have failed to meet one or more of the requirements in this syllabus and/or the AVID contract. AVID students placed on probation will be given guidelines for improvement and a time period in which to rectify the issue(s).

   If probation does not lead to improvement, a meeting will be held with Mr. Garnet, the AVID student, his/her parents, AVID Site Coordinator, and AVID Site Administrator or Counselor each present to offer support, go over the terms of probation, and discuss goals/expectations needed to remain in AVID.

After that meeting, if the student does not rectify the issue(s) by the probation deadline, he/she will be removed from the AVID program permanently.

V. Attendance and Tardy Policy
For Attendance, Tardy, and Truancy Policies, refer to the Student Handbook.

VI. Work Turned In
Work needs to be turned in at specified deadlines to the blue AVID slot of the wooden drop box, except TRFs which go into the tray at the door for the tutors to grade at the start of class. If you have outside events that will prevent you from turning work in on time, use professional courtesy to inform me *in writing*, and request a reasonable extension. Asking for more time on the day work is due shows lack of preparedness, and will generally be rejected. *Professionalism is part of the college & business world, so*:
> A. Please use blue ink, black ink, or pencil - nothing else unless specified by Mr. Garnet
> - - no markers, colored pencils, etc. except in color coding and highlighting
> - Work that is not in blue ink, black ink, or pencil = zero credit
> B. Lined paper, **NO SPIRAL FRINGES**
> - No class notes on other assignments (non-notes pages)
> - No random drawings/scribbles (diagrams/sketches ok on your own notes
> - No colored paper or computer paper (unless specified by Mr. Garnet)
> `*Work that does not follow these guidelines = zero credit`

VII. Late Policy
<u>TRFs are due at the start of class, all other work by the end of the day specified</u>. Late and incomplete TRFs have specific guidelines and penalties, which will be explained in class, and are expected to evolve as students grow and improve over the course of the year. All other work that is late will receive a penalty in proportion to the amount of time by which it was late. For example, a typical 5-point assignment will lose a single point of value every 1-2 days it is late.

VIII. Make-up Work
If you miss class:
> A. You are responsible for getting missed work in the event of absences. Missed handouts will be available in a designated missed assignment box in the classroom, and on the class website. If not posted online, email to request the work, or get it from a friend.
> B. For officially excused absences, you will be allowed as many days as you were absent to make up work, up to 5 days maximum as per PVPUSD policy.
> C. Work that was due while you were absent must be turned in...
> > 1. ...by the end of the school day you return, or the officially postponed deadline.
> > 2. ...clearly marked at the top of the page "Absent on _____" with the date(s) absent.
>
> D. Missed Projects/Tests/Assessments: must be completed during the class following your return.
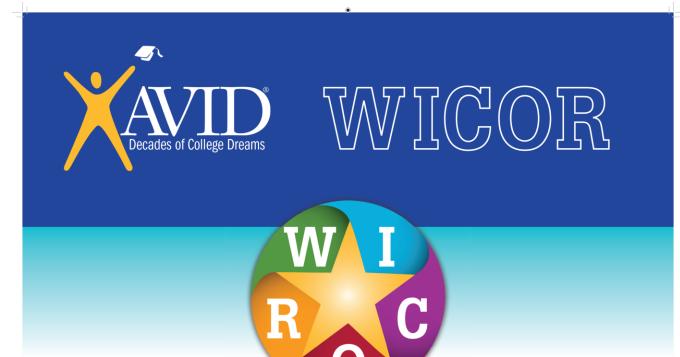
`*For absences due to school commitments (such as sports, drama, or ASB), make arrangements with your teachers to turn in/get work `<u>`before`</u>` your absence. If you do not do so, it will be treated as late.`

IX. Cheating & Plagiarism
See the PVPHS Cheating/Plagiarism policies.

X. AVID Binder and Other Materials
As part of the AVID organizational system, students are required to organize and maintain a 2½" – 3" binder (three-ring), with divider sections for each academic class (adaptations can be made if other teachers have incompatible requirements). Inside, students should have a planner/calendar, materials pouch, 4+ colors of highlighters, pencils, pens (blue or black, and red for correcting), and a supply of college-ruled paper. Dry-erase markers (for use in weekly tutorials) are highly recommended. Students may not vary from these binder requirements until they demonstrate mastery of organizational skills with a semester of consistently excellent binder checks, and they must maintain excellent grades in all classes.

AVID
Decades of College Dreams

WICOR

Writing

Writing is:

- A learning tool
- A personal and public communication tool
- A record of thinking

Students who write:

- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

The AVID curriculum supports writing through the use of:

- Cornell note-taking
- Learning logs
- Quickwrites and reflections
- Process writing
- Peer evaluation
- Authentic writing

Inquiry

Inquiry is:

- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

The AVID curriculum supports inquiry through the use of:

- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Guiding questions

Collaboration

Collaboration is:

- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions
- Formal and informal discussion

Students who collaborate:

- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

The AVID curriculum supports collaboration through the use of:

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group activities and projects
- Peer editing groups
- Service learning projects

Organization

Organization is:

- Managing materials and practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in mental preparation and goal-setting
- Strategically and intentionally taking responsibility for one's own learning

Students who organize:

- Develop and use processes, procedures, and tools to study effectively
- Manage their time through prioritizing and goal-setting
- Are prepared for courses, participate during instruction, and interact with instructors
- Self-direct, self-evaluate, self-monitor, and self-advocate

The AVID curriculum supports organization through the use of:

- Binder and organizational tools
- Calendars, planners, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

Reading

Reading is:

- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

Students who read:

- Understand text structures
- Apply prior knowledge and make connections to other texts, self, and the world
- Make predictions and ask questions
- Create visual images as they read

The AVID curriculum supports reading through the use of:

- Deep reading strategies
- Note-taking
- Graphic organizers
- Vocabulary building
- Summarizing
- Reciprocal teaching gendas

Regarding Class Discussions, Writing Prompts, and Reading Assignments

PLEASE READ THE FOLLOWING, AND INITIAL THAT YOU HAVE READ IT.
If you have questions or concerns, you are invited to reach out to Mr. Garnet.

Parent

Student

As part of the AVID curriculum, we will be discussing and debating topics that are relevant to the real world, which means that at some point (especially in our current sociopolitical climate and in an election year), we may encounter sensitive topics or issues. Even when topics are not particularly sensitive, unexpected debate and heightened tension can occur without warning in any class discussion, even when the instructor has no intention of raising controversial issues. While there is no formula for facilitating productive conversation in *every* circumstance, viewing heated moments as prime teaching opportunities opens the door for memorable discussion and learning. While students are highly encouraged to learn how to handle topics and opposing viewpoints that may be personally difficult to approach, **it is perfectly acceptable for a student to decide to sit out on a topic with which that they feel uncomfortable. There will be no penalty for doing so.**

Parent

Student

To handle classroom discussions in a way that is fair to all, inoffensive, and which allows for both sides to be heard, will require a certain level of maturity. Learning how to calmly discuss ideas with which you yourself may not agree, and explaining your own views in a rational, adult manner are a critically important elements of preparedness for college and the professional world. **Students are expected to express themselves in a respectful manner at all times. If any student says something that has clearly hurt or upset another, the student is expected to politely apologize for doing so, even if it was not intended to be offensive or hurtful. All students are to be treated with dignity and respect.**

Parent

Student

I, Mr. Garnet, want it to be clearly understood by all that students are free to have their own opinions, and that debate and discussion topics are intended to be presented in as neutral a fashion as possible, while still examining the validity of each side. My goals are to encourage students to examine and form their own beliefs with an open mind, and know how to express and defend the ideas they choose to embrace – NOT to promote one side of any issue as the *correct* or *better* opinion (aside from encouraging students to value their own education and achieve the stated goals of the AVID program). I ask for your patience and understanding, and assure you that I will do my very best to avoid anything that will cause offence. Please rest assured that I have no intent or agenda beyond helping my students become successful students who grow into responsible adults and citizens who will thrive in a diverse world community. If at any point, it appears that I may have crossed a line or made an error of judgement in my attempt to encourage learning, **I openly invite students and parents to discuss their concerns with me.**

Parent

Student

Transparency in my curriculum is very important to me, and I welcome parent involvement and input. It is frequently mentioned that students form an "AVID Family" as they spend four years together with the same teacher, but nothing can replace the support of their own home and family. Students whose parents are actively involved in their education are typically the most successful. It is my hope that students and parents will discuss important issues together, and that teachers, parents, and students can all work together to support the success of each student. I ask parents to be aware of what their child is learning, how they are studying, and look for ways to help them improve. **I encourage parents to read the books and articles we read in class, and follow along with grades on Aeries, and what is posted on the class website, http://senorgarnet.weebly.com.**

AVID Class of 2019
Student/Parent Acknowledgement of Class Expectations and Guidelines
Mr. Garnet's 2015-2016 AVID Elective Class

•**<u>STUDENTS</u>**: I have read Mr. Garnet's syllabus & classroom policies and expectations, understand what is expected of me, and agree to follow those expectations. I will honor the expectations of the AVID program while in Mr. Garnet's class, and will represent the AVID program honorably in my other classes. I also understand that breaking the AVID contract or rules detailed in this syllabus may result in probation and may lead to removal from the AVID program.

STUDENT: Printed Name:_____ **Signature**_____

AVID Class Period: _____

• **<u>PARENT(S)</u>**: My child has discussed Mr. Garnet's syllabus and expectations with me. I understand the requirements and will support my child in adhering to them. I also understand that if my child breaks the AVID contract or rules detailed in this syllabus, he/she may earn probation, and risk removal from AVID.

PARENT: PRINTED NAME(S) _____ **Signature**_____

_____ **Signature**_____

*PARENTS/GUARDIANS: Please fill out <u>one or more</u> of the following, and **put a check next to the best way to reach you:***

☐Home telephone _____

☐Work telephone _____

☐Cellular phone _____

☐Email address _____

☐Other_____ _____

Concerns / Questions / Comments:

_____

_____

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