

RICHLAND COUNTY SCHOOL DISTRICT ONE

W.A. PERRY MIDDLE SCHOOL COURSE SYLLABUS

GRADING SCALE

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 and below

2020-2021 Academic Year

COURSE TITLE/GRADE LEVEL: 7th Grade Advancement Via Individual Determination (AVID)

TEACHER: Ms. Shaquetta Moultrie

DATE:

PRINCIPAL'S/DESIGNEE'S SIGNATURE: _____

Getting in Touch with Ms. Moultrie

If you have any questions or concerns, PLEASE feel free to contact me. You may call W.A. Perry Middle School and leave a message. Teachers **do not accept phone calls during instructional time (8:40am-3:05pm)**, but I will return your call as soon as possible during my office hours

8:10-8:40am and 3:05-3:45pm or by **prior** appointment.

W.A. Perry Middle School: (803) 256-6347, ext: 3305

Room Number: Building 3, Room 5

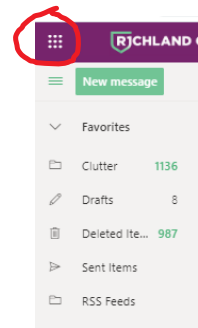
Email: Shaquetta.moultrie@richlandone.org



COURSE DESCRIPTION: Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

GOALS AND OBJECTIVES: The 6th grade AVID Elective course builds upon the foundational components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation. Students will be exposed to various field trips, guest speakers, and research to increase their knowledge of college and career options.

As this school year starts, we will “meet” online using Microsoft Teams. Students log into their **district email**, and then access Microsoft Teams using the grid at the upper left of the screen. See this picture and red circle to help or email or call me. Below are eLearning guidelines.



W.A. Perry Middle School Microsoft Teams Expectations

- Be on time and prepared for class.
- Find a comfortable location for online class that is quiet and free of distractions.
- Be respectful of your teacher and other classmates when they are speaking.
- Mute yourself when entering the online classroom.
- Do your best to keep the camera on. Appropriate virtual backgrounds can be used.

- Use the chat button to type questions or add comments to the conversation.
- If you have a question use the raise hand feature.
- Show proper "netiquette" at all times.
- Follow all RCSD1 Acceptable Use Policy (AUP) guidelines.
- Be patient and try your best!

COURSE TOPICS:

Student Empowerment

1. Explore and experience extracurricular and community service activities within the school and community
2. Identify activities that assist with self-care and healthy habits
- b) Identify areas that need attention and develop goals to address those areas
4. Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions
5. Develop a support network that includes peers and adults for academic and future success
6. Explore how individual motivators and self-monitoring of motivation impact academic performance
7. Pursue leadership opportunities across the school

Writing

1. Develop writing skills related to descriptive and expository modes of writing
2. Analyze a writing task to determine the purpose, format/style, and audience
3. Write multiple drafts with increasing depth based on feedback and observations
4. Analyze and edit sentence structure to create interest and complexity
5. Publish writing to entire class, such as an oral presentation
6. Take notes with an emphasis on recording main ideas and important information
- b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing
7. Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

Inquiry

1. Develop inquiry skills through focused observation and analysis
2. Identify the specific point of confusion related to a misunderstood concept or problem
3. Determine whether similar problems could be solved using the same steps/process
4. Reflect on learning to make connections between new learning and previous experiences
5. Reflect on learning strategies that were employed, whether those strategies were effective, and how methods could be adjusted in the future
6. Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future
7. Organize information, sources, and data that support the research prompt
8. Integrate quotations to support claims, citing locations and references for texts

(Inquiry continued)

9. Publish research to entire class, such as an oral presentation

Collaboration

1. Hold self and peers accountable for following group norms about shared responsibility
2. Summarize points of agreement and disagreement from varying perspectives
3. Deepen relational capacity with classmates through effective conflict management
4. Establish norms and expectations around respectful interactions among group members
5. Ask clarifying questions to group members to facilitate understanding
6. Utilize technology to collaborate with classmates and community members
7. a) Distinguish between effective and ineffective language during interactions
- b) Refine usage of nonverbal communication when speaking, including body language and eye contact
8. Demonstrate active listening skills during academic conversations
9. Utilize academic vocabulary when communicating
10. Speak effectively before small groups of peers

Organization

1. a) Refine usage of organizational tools (e.g., binders/eBinders, portfolios, or digital folders) and systems that support academic success
- b) Maintain an activity log or tracking system for community extracurricular activities and hours
2. a) Utilize an organizational tool to record obligations and constraints on time
- b) Demonstrate the process of backward mapping
3. Identify the steps necessary to accomplish goals
4. Identify reasons for why progress is or isn't being made toward accomplishing goals
5. Apply visual frameworks to organize language and comprehend key concepts

Reading

1. Assess whether a text is appropriate according to the reading purpose
2. a) Make predictions about the text using text features
- b) Assess relevant prior knowledge and identify gaps
3. Utilize tools to deepen understanding of vocabulary
4. Mark the text to accomplish the reading purpose through the lens of a content expert
5. Extend beyond the text by evaluating and synthesizing key learning

COURSE REQUIREMENTS:

1. All students must have class notebook. It is encouraged that students have a 2 inch binder with dividers for all subjects/ classes.
2. Students are responsible for all work covered during each class session. It is the student's responsibility to obtain work missed due to absences.

3. Students should have all materials needed for general class sessions which include notebook, text, and writing utensils.
4. Students are to adhere to all school and classroom procedures.

GRADING PROCEDURES (each nine weeks) :

CLASSWORK	25%
TESTS/PROJECTS	40%
QUIZZES	25%
HOMEWORK	10%

- A minimum of fifteen assessments will be in the grade-book during the nine-weeks marking period.
 - Seven or eight assessments will take place before the interim.
 - Five of the fifteen will be major assessments such as tests, written compositions, performances and projects.
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IF YOU HAVE ANY QUESTIONS IN REGARDS TO THE 2020-21 AVID FOCUS PLEASE FEEL FREE TO CONTACT ME USING THE INFORMATIN ABOVE.

SPECIAL ROUTINES AND PROCEDURES:

1. On entering class, quietly find assigned seat, take out materials, read the day's agenda, then begin "Do Now" that you received on entering. Look on SmartBoard for instructions. If you have a class job, complete the tasks for your job to help being class smoothly.
2. Once class begins (bell rings), to get permission to talk, raise your hand with a number 1 without talking, and wait for teacher to reply.
3. Once class begins, to receive help from the teacher, raise your hand with a number 2 without talking and wait for teacher to reply.
4. Once class begins class begins, to receive permission to leave your seat for any reason including throwing something away, raise your hand with a number 3 and wait for teacher to reply with either a thumbs up (it's ok to get up) or thumbs down (it is NOT okay, please wait).
5. Once class begins, to receive permission to leave the classroom for any reason (bathroom, for instance), raise your hand with a number 4 and wait for teacher to come to you to learn the reason you are asking to leave the room.

HOMEWORK POLICY

Students will receive homework at least 3 times each week, but they will be taught study skills that they should use all five days each week (studying their agendas, notes, and course materials for 15-30 minutes per day, per class is best practice, as they will learn). Homework is to be turned in the following day at the start of class. **LATE HOMEWORK WILL NOT* BE ACCEPTED OR GRADED. STUDENTS MAY ASK FOR ALTERNATIVE ASSIGNMENTS IF THEY WANT TO IMPROVE THEIR HOMEWORK GRADE. *Homework is NOT LATE if a student was absent the day it was assigned or due. Students who were absent for any reason will have time to complete their missing work, including homework.**

TEST/PROJECT POLICY

Students have a calendar of all tests and projects, to help them plan their work in this and all classes. Tests and projects must be completed on assigned date unless student has an illness or some other school-approved reason. Late projects lose 25% credit points per late day.

Unit tests may be given at the completion of each unit; mini-tests and quizzes will be given throughout the units. Mini-tests and quizzes may be given two to three times per week. Unit projects may be assigned periodically throughout the year.

Redo/Retake Plan: Grades 3-12

Richland County School District One is implementing a Redo/Retake Plan as a strategy to help ensure mastery learning for students. Nationwide, educators are continuously looking for methods to incorporate into the classroom which would increase opportunities for students to master content/skills in order to be successful in school. The practice of allowing students to retake assessments, after receiving additional tutoring or instructional support, gives some students additional time to learn as well as deepens their understanding of concepts.

Redo/Retake Plan guidelines have been developed to ensure consistent implementation across the district. These guidelines include specific assessments that students will be given an opportunity to redo/retake.

Assessments covered include the following:

- weekly assessments,
- classroom tests/quizzes, and
- class projects.

Assessments not covered include the following:

- homework,
- daily classwork,
- late work,
- nine week exams, and
- final exams.

General Guidelines

- Students who score below 70 can redo/retake up to three (3) assessments/projects per marking period. Students will have only one opportunity to redo/retake each assessment.
- The higher grade achieved up to 70 (original or redo) will be recorded.
- The teacher determines the re-teaching/tutoring opportunity required prior to the student retaking the assessment.
- Retakes will cover same objectives but will not be the original assessment/assignment. Alternative assignments may be required at the teacher's discretion since some assessments/assignments may not be replicated.
- The redo/retake opportunity will occur no later than within five (5) days of the end of the marking period.

Student Procedures

1. The student must complete a Redo/Retake Plan of Study.
2. Sign and get parent/guardian signature.
3. Submit the Plan of Study to the teacher within three (3) school days of receiving the assessment score below 70.

PROJECT POLICY:

1. Student asks for help with project 7 or more days in advance of due date. Student is urged to set up a time to get tutored by teacher if she/he/they are confused about the project after teacher explains in class.
2. All items of the project rubric must be complete to receive full credit. Rubric should show student has read and checked off each part of it.
3. Student's work must show that he/she/they took time to complete the project.
4. If there is a class, video, or website presentation element- this must be complete by the due date.

MATERIALS:

1. Sharpened No. 2 pencils
2. Pens and highlighters for layering notes (this is an AVID strategy that your child will be taught if they did not learn it last year)
3. A composition book. This can be the bound composition books or a three-holed, ringed notebook.

ABSENCES: Students should abide by school and district policies regarding absences.

TARDIES: (Reflects district requirements)

1st and 2nd: Warning

3rd: Warning/ Call to parent

4th – 7th : Lunch detention/ Call to parent

8th and 9th: Afterschool detention/ Call to parent

10th : Mandatory parent conference/ Attendance Improvement Plan

ACADEMIC DISHONESTY:

The willful or deliberate unauthorized use of the work of another person for academic purposes or unauthorized use of notes or other material in the completion of an academic assignment or test in addition to disciplinary responses, a student may receive no credit for the assignment, test, or exam at the discretion of the teacher. The student has one level of appeal to a committee of three (3) from the following staff members: an Executive Director of Schools, Executive Director of Curriculum and Instruction, Director of Student Support Services, or the Chief of Staff. (Respect, Honesty, Citizenship, Responsibility, Fairness)

CLASSROOM AGREEMENTS (RULES):

1. We will treat others with courtesy and respect.
2. We will raise our hand and wait for permission to speak.
3. We will stay seated unless we have permission to do otherwise.
4. We will listen and follow directions the first time they are given.
5. We will keep our hands and feet to ourselves.

REWARDS FOR POSITIVE BEHAVIOR:

1. Praise and Eagle Bucks
2. Class privileges like Independent Learning Time
3. Positive call to family, other teachers, and school approved platforms
4. Class leadership positions
5. Opportunity to participate in class and grade level positive behavior activities and rewards like pizza parties (separate permission forms will be sent for permission to consume food at incentive parties like pizza parties)

CONSEQUENCES:

1. Verbal or nonverbal warning
2. Private discussion with student regarding misbehavior
3. Lunch detention/Call to parent
4. Parent/teacher/administrator conference
5. Disciplinary action or referral