**Syllabus**

**Study Skills**

**Mr. Rogalski**

**2016-2017 Chaparral High School**

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**I. Course Outline:**

APEX is designed both as an academic support class as well as a skill-building course. This is a for-credit, elective class. Attendance will be taken and grades awarded (see grading criteria). There will be time allotted daily for activities related to individual self-management skill development as well as time for academic support and work completion. Daily activities will be tailored to fit the individual needs of each student. Students will develop an Individual Semester Plan with personal goals for grade achievement as well as personal development. These plans will be evaluated monthly. In the event that a student is current with all class work and has completed any daily focus activities, the student may enjoy quiet free time activities (i.e. games, reading, drawing, supervised computer time) for the duration of the class block. Free time will be granted after classroom staff has verified, to the best of their understanding, that there is no outstanding class work for students to complete.

**II. Course Goals – Common Core State Standards with CCSD and Nevada State Standards:**

1. To investigate the impact of science and technology on human and physical systems.
 [NS: H1.0, H3.0, G 6.0, G8.0]
2. To apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts. [NS: H1.0, H2.0, H3.0, H4.0, G5.0, G6.0, G7.0, G8.0, E9.0, E11.0, C16.0]
3. To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.
[NS: H1.0, H2.0, H3.0, H4.0, G5.0, G6.0, G7.0, G8.0, E9.0, E11.0, C16.0]

**III. Class Procedures:**

a) Materials – Pens or pencils, three ring binder for worksheets, marble notebook for journal activities

b) Late Work – It is expected that students will complete all required work on time. Students failing to turn in work, or complete make-up work in a three day period. Late work may receive a full grade if mastery of the material is shown.

c) Testing Cycle – The school will be using a testing cycle where students will take at least one small, formative quiz on CCSS standards. The information from these exams will help both the student and teacher move towards reaching full mastery of the standards in time for the summative assessment.

d) **Standard Student Attire will be strictly enforced, as will any school wide policies.**

**IV. Grading:**

 Chaparral utilizes standardized grade weights and points in order to determine a student’s overall grade. The weights are as follows:

Summative Assessments/Projects: ~50%

Quizzes: ~ 20%

Classwork: ~15%

Journal/Binder: ~15%

 Chaparral High School currently works off of a Minimum F policy. This means that the lowest grade a student will receive is a 50% for the quarter/semester.

**V. Journals/Binder Checks/APEX**

To align with the Common Core State Standard (CCSS) and to assist/improve a student’s reading and writing ability, a daily introduction and closing journal will be used. Students are expected to immediately start their journals when class starts and before class ends.

**VI. Grade Reporting:**

 Students will receive progress reports every three weeks. Infinite Campus will be updated on a weekly basis. If you do not know how to access Infinite Campus, the school can provide you with the necessary information.

**VII. Tardies**:

 This year CHS will be instituting a zero-tolerance policy for tardies. Students who are tardy will be escorted to the Dean’s office where they will receive a written warning. Further instances of tardies will result in more severe disciplinary action.

**VIII. Electronic Devices:**

No electronic devices may be used without teacher permission. Please keep electronic devices turned off. No texting or calling in class. I will confiscate electronic devices and turn them into the Dean’s Office where a parent must come to the school and pick them up.

**IX. Class Expectations:**

 Class rules will be carefully discussed with students. In general I expect all students to follow any rules of CHS. Further, I expect my classroom to be one of respect. Students will respect my right as a teacher to teach and other student’s right to learn, i.e. arriving on time, not causing distractions in class, raising their hand before speaking, and in general being respectful of everyone in the class.

 Progressive Discipline:

1. Verbal Warning
2. Student/Teacher Conference
3. Call Home
4. Dean’s Referral

 In turn a parent can also expect calls home for their student’s successes. I believe that parents should remain keyed in to the great things their students are doing and will work diligently to keep them updated.

**Please complete this page and return to school by**

**September 9, 2016**

Acknowledgement of Course Expectations

 *APEX*

We have read and discussed the course description and expectations.

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 Student’s name [last, first] Student’s Signature

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 Parent Name Parent Signature

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 Home phone Work/Cell phone

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tell me something about your child. How do you think your child learns best? How do you assist your child with schoolwork when you can? What makes your child unique?