



ADVISORY

Instructor: Ms. Nordleaf

Preferred Contact Information

gnordleaf@westsoundacademy.org

COURSE DESCRIPTION

Every West Sound Academy student has an Advisor. You will always have an Advisor who will be your point person throughout your time here, working closely with you to make sure your experience both inside and outside the classroom is meaningful. As your Advisor you can meet with me on Tuesdays during Advisory hour or by appointment.

Advisory is a small group of students who are paired with a teacher for one or more years. The Advisory group meets on a weekly basis to discuss important issues and to record reflections on CAS activities completed by the student. The Advisor meets with students, teachers and their parents for two formal conferences during the school year and on an as-needed basis. New students and their parents meet with the student's Advisor and teachers for "Get To Know You Conferences" in September.

A BRIEF GUIDE TO CAS

Creativity, activity, service (CAS) is intended to be a collection of enjoyable and challenging experiences determined **by you** to extend your abilities.

Through your CAS experiences, you are to achieve the following learning outcomes.

- Identify your own strengths and develop areas for personal growth.
- Demonstrate that you have undertaken challenges and developed new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in your CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

CAS STRANDS:

Creativity is exploring and extending ideas, leading to an original or interpretive product or performance.

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

Activity is physical exertion contributing to a healthy lifestyle.

Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking) counts as activity.

Service is collaborative and reciprocal community engagement in response to an authentic need.

By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

STUDENT RESPONSIBILITIES

- Thoroughly familiarize yourself with your school's CAS handbook and timelines.
- Meet with your CAS coordinator or adviser according to the timeline, at least three times over the duration of your CAS program. Be sure to come prepared.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- Balance your experiences between creativity, activity and service.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when you need assistance or clarification.
- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.
- Enjoy CAS! That is most important—to participate in experiences that assist your personal growth and offer you a world of possibilities.

ACADEMIC EXPECTATIONS

Student: The most important expectation of students is that they become **empowered** about their own learning. Learning should be approached with a sense of discovery. Students should be prepared to question and hypothesize, teach each other, and avoid simple regurgitation of information to the teacher. Every student in this class is capable of succeeding. I expect you to put forth your best effort at all times. It is important that you grow as a reader, writer and thinker. I expect you to behave in a scholarly manner, to do the work to the best of your ability and to approach learning with enthusiasm.

Teacher: As your teacher, you should expect that I will put forth my best effort, come to class with enthusiasm, and help all students to succeed. **Do not hesitate to come to me with questions, concerns, or for additional help on coursework.**

CONCEPT BASED LEARNING THROUGH GLOBAL CONTEXTS:

Pre-IB inquiry recognizes the integrity of subject disciplines, and learning is richer and deeper when conceptually driven. Building a deep understanding requires meaningful reflection. Pre-IB uses a fluid, differentiated model to encourage learning and uses the Global Contexts as a context to drive inquiry.

APPROACHES TO LEARNING:

Throughout this course, we will be using various approaches to learning, these include but are not limited to:

Category	Skill Indicator
Thinking Skills	Evaluative evidence and arguments.
Social Skills	Listen actively to other perspectives and ideas.
Communication Skills	Use a variety of media to communicate with a range of audiences
Self-management Skills	Keep an organized and logical system of information files, notes and blog.
Research Skills	Seek a range of perspectives from multiple and varied sources.

ASSESSMENT

The purpose of grading is to communicate achievement to students, parents, and other institutions about the work students do in class. The only feedback on students' work that will be entered in the gradebook on RenWeb is evaluative. The evaluation of student work is based on a set of standards, in line with the criteria for Pre-IB assessments.

FORMATIVE ASSESSMENT (40%): These are ongoing checks for learning and understanding. They are marked based on specific content knowledge and understanding, organization of ideas, and language appropriate to the task. Students' work is marked against standards or learning criteria.

Formative assessment is used to check students' progress. The information gained guides the next steps in instruction and helps consider the additional learning opportunities needed to ensure success.

SUMMATIVE ASSESSMENT (60%): Students will complete planning and reflections of their learning through individual or group CAS projects. Students will be required to demonstrate their knowledge, their understanding, applications of skills and concepts in a manner that is clear and organized in all the forms of summative assessment mentioned below.

- Summative assessment provides information about the attainment of knowledge
- Results translate to an overall level of achievement.
- The goal is to evaluate student learning at the end of an instructional unit by comparing it to the Pre-IB standards. All grading will be based on Pre-IB assessment rubrics and will be given to students as units begin.

FORMATIVE ASSESSMENT – 40%

Engagement: This score is marked each class session to include participation, the class opener, class notes, and class session reflections for each class session.

Planner Check: Each time we meet for Advisory I expect you to bring your planner with you. I will review your planner from Tuesday to Tuesday to see that you are working on your organizational skills and academic responsibilities.

Homework Hour: Homework Hour will be available during most Tuesday Advisory meeting times. Students will be graded on the use of their homework hour time. If they use it constructively and do not disrupt the learning of others they will receive full credit. Each time the teacher needs to remind them to be quiet or has to refocus them to their work the student will lose 5 points.

Stewardship (Lunch Crew and Classroom Maintenance): Students participate in community service by performing Lunch Crew duties during pre-planned, assigned weeks and weekly cleaning of the Advisory classroom and Frodel Art Gallery.

SUMMATIVE ASSESSMENTS - 60%

These tasks may take more time, and will be weighted more heavily based on how much time students are expected to spend.

CAS Planning POST

This is an essential component of student work. Students earn credit for completing a QUARTERLY CAS PLAN on their personal Google Classroom site. The scores reflect the length and depth of student understanding and preparation for the CAS Project.

CAS Reflection POST

This is an essential component of student work. Students earn credit for completing a monthly CAS Reflection on their personal Google Classroom site. The scores reflect the length and depth of student reflection on their CAS experience.

ASSIGNMENTS: You may expect **3 types of assignments in Advisory, they will be a combination of the following:**

1. **Engagement, Homework Hour, Planner Check and Lunch Crew** – These include weekly mindful opener responses, discussions and participation. Engaged participation in stewardship of the Advisor classroom and Lunch Crew.
2. **CAS Journal in the Advisory Google Classroom**– You will be asked to complete a CAS Plan each quarter and post it in our Google Classroom. The CAS Plan should be thoughtful and well thought out. A rushed CAS Plan will not earn full credit. The monthly reflection must be completed by the assigned due date. I will provide a reflection schedule with all due dates for each quarter. Your CAS project may not be complete at the time the reflection needs to be written – that is fine but you still need to reflect on the work you have completed up to that point. If the project fell through then you should reflect on what you learned from that experience and what can you do differently next time.
3. **CAS Project work** – work in an ongoing group or individual projects.

ACCOMMODATIONS: Individual students may receive official accommodations from the school. The instructor will modify assignments for individual students according to the WSA accommodations letter signed by administration, faculty, student, and parents in the meeting.

DIFFERENTIATION AND MODIFICATION FOR THE ELL LEARNER

- Classroom content, processes and products are adjusted to reflect the unique needs of the ELL learner
- Instruction is scaffold to enable ELL students to achieve grade-appropriate outcomes
- Teacher offers a variety of resources, grouping arrangements, assignments and tasks
- Teacher uses various strategies to build background knowledge, make connections and encourage communication
- Teacher embeds modified learning strategies into instruction
- Students can demonstrate understanding in alternative ways with teacher-applied modifications to assignment

DUE on Tuesday, September 10, 2019

**Advisory
Course Guidelines 2019-2020
Verification of Receipt**

After you have read the Advisory Syllabus and CAS guidelines, please sign below and ask your parents to complete their portion. Then return on the due date.

Student Signature

Date

I have read and understand the expectations in the Advisory syllabus and CAS Guidelines. I have looked over the homework assignments and understand what my son/daughter is responsible for to complete their **Advisory and CAS requirements.**

Parent Signature

Date

Parent Name (Please
Print) _____

Thank you,
Ms. Nordleaf