**OneGoal Student Syllabus: Year One (Y1)**

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| **Room:** |

**Course Description**

Welcome to OneGoal! The OneGoal Y1 course curriculum provides high school juniors with opportunities and resources to explore college as a realistic, attainable, post-high school option. The daily 45-minute lessons leverage an intensive college awareness curriculum and emphasize building academic behaviors of successful students. Y1 also includes ACT/SAT test preparation to maximize potential, improve options for college selectivity and open doors for OneGoal Apprentices/Fellows.

During Y1, you will demonstrate your commitment to the three-year OneGoal Fellowship. As individuals and as a cohort, you are accountable for reaching personal and collective goals while embodying Five Leadership Principles: **Professionalism, Ambition, Integrity, Resilience and Resourcefulness**

**Y1 Course Goals:**

There are two overarching student goals of Y1:

* **Increase selectivity:** Fellows will increase their selectivity, according to the ‘Selectivity Index’, by one or more level(s) prior to applying to college. Fellows meet this goal is by increasing their ACT/SAT score and/or by increasing their cumulative GPA.
* **Move forward on the pathway to your college:** Fellows will develop a list of seven Best-Fit colleges (including four match colleges) to which they will apply at the beginning of Y2.

**Y1 Course Topics:**

* Setting goals using the WOOP framework
* Envisioning personal growth
* Establishing priorities and action planning
* Internalizing college admissions criteria
* Making overmatch colleges into match colleges
* Evaluating colleges based on match, graduation rates, financial aid trends, and personal fit criteria
* Overcoming high school roadblocks
* Exploring college majors and career paths
* Understanding financial aid
* Identifying seven Best-Fit Colleges
* Creating a 4-year graduation plan
* Preparing for common obstacles in college
* Reflecting on individual progress and the Leadership Principles

**Materials**

Students will be expected to bring the following to **every** class period:

* Pen – blue or black ink only!
* 3 ring binder
* Notebook or looseleaf paper
* Access to the Google Drive
* **A positive, respectful attitude and an open mind!**

**Grading**

OneGoal is a graded, credited, in-school course, using your high school’s customary grading scale but evaluating your performance in a manner that is more similar to how a college professor would do so. You will be given an overall grade for the course. Cumulative grades will be based on the progress you make during each individual Unit throughout the course. The following weighted grading percentages will be used to determine your cumulative course grade:

* Goal Setting & Organization (10%)
* Online Test Prep (20%)
* Participation/Leadership Principles (20%)
* Homework & Activities (10%)
* **Portfolio Projects (40%) (Similar to Mastery grade in other courses)**

The weights per category reflect realities of college grading as one means of preparing you for the demands of college. Completing major projects, meeting goals, and demonstrating the Leadership Principles weigh significantly heavier on grades than do daily participation and homework. It is important that you recognize that while daily participation does not contribute immensely to your average grade, full participation and completion of assignments is expected and will eventually lead you to more successfully meet the program goals.

You will briefly meet one-on-one with your PD after every Unit and reflect on your current grade in the course. The PD will have the opportunity to highlight anything missing, incomplete, or unsatisfactory in your files and recommend areas of improvement. These meetings ensure that there will be plenty of opportunities to measure and correct your progress before final grades are issued.

**Portfolio Projects**

Portfolio Projects are longer-term, intensive projects that typically consist of some research/planning, some small group work, and/or a presentation in front of the class.

Notes about Portfolio Projects:

* Almost all of the Units throughout the OneGoal program will require Apprentices/Fellows to complete one or two Portfolio Projects.
* Revisions are up to your Program Director to allow. Portfolios will be reviewed *informally* at the end of the first semester, and *formally* at the end of the year, checking for completion and to determine your final grade in the course.
* Portfolio Projects are designed to help you with the college application process next fall by taking care of some of the preparation ahead of time.
* Upon completion of a Portfolio Project, you will complete a written self-reflection on what you have learned from participating in the project.
* Your Program Directors will then use a rubric to grade your Portfolio Project (including the self-reflection) and will assign either a numerical or alphabetical grade. **Portfolio Projects will determine the majority of your final grade for the course**.
* A sample of the grading rubric for Portfolio Projects can be found on the following page.

**PORTFOLIO PROJECT: Grading Rubric**

*To be completed by Program Director*

**PRESENTATION:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **0** | **1** | **2** |
| **Group Dynamic** (if applicable) | Few group members participated and the workload was clearly unevenly distributed. | Most group members participated and although every member contributed to the project, the workload was not entirely evenly distributed. | All group members participated in the presentation and it was clear the workload was evenly divided between all members. |
| **Professionalism** | The presenter(s) displayed less than four of the following skillsets: spoke clearly, projected, made eye contact, was (were) well rehearsed, and appeared confident. | The presenter(s) displayed four of the following skillsets: spoke clearly, projected, made eye contact, was (were) well rehearsed, and appeared confident. | The presenter(s) spoke clearly, projected, made eye contact, was (were) well rehearsed, and appeared confident. |
| **Visual Aids**  (if applicable) | The visual aids were more distracting than helpful. | The visual aids were distracting at times or did not significantly add to the presentation. | The visual aids were professional (little to no spelling errors, neat, and cohesive) and added to the presentation. |
| **Comments:** | | | |

**ASSIGNMENT CONTENT:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **0** | **1** | **2** |
| **Alignment to goals** | The Apprentice/Fellow did not clearly demonstrate an understanding of the assignment goals. | The Apprentice/Fellow clearly demonstrated an understanding/mastery of most of the assignment goals. | The Apprentice/Fellow clearly demonstrated an understanding/mastery of all assignment goals. |
| **Professionalism**  (of worksheet, paper, or other deliverable beyond the presentation) | The deliverable contained many spelling errors, was not neat, and/or was difficult to follow. | Although the content of the project was delivered in a clear manner, it lacked some professionalism (contained some spelling errors, was not especially neat, or was difficult to follow at parts). | The content of the project was delivered in a professional manner (little to no spelling errors, neat, and cohesive). |
| **Comments:** | | | |

**SELF-REFLECTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **0** | **1** | **2** |
| **Depth** | The reflection did not demonstrate any depth or synthesis of new ideas. | The reflection demonstrated some depth of their personal understanding of the assignment, but was vague or unclear at times. | The reflection was well thought-out and demonstrated the synthesis of new ideas or deep reflection on the Apprentice/Fellow’s personal understanding of the assignment. |
| **Professionalism** | The reflection contained many spelling errors, was not neat, and/or difficult to follow. | The reflection lacked some professionalism (contained some spelling errors, was not especially neat, or was difficult to follow at parts). | The reflection was delivered in a professional manner (little to no spelling errors, neat, and cohesive). |
| **Comments:** | | | |

**Number of points earned: \_\_\_\_\_\_\_\_\_\_\_\_**

**Total number of points possible: \_\_\_\_\_\_\_\_\_\_\_\_**

**OVERALL PERCENTAGE FOR PROJECT: \_\_\_\_\_\_\_\_\_\_\_\_**

**CORRESPONDING LETTER GRADE: \_\_\_\_\_\_\_\_\_\_\_\_**

**Leadership Principles**

OneGoal students are leaders in their school communities. They possess grit and determination to succeed. OneGoal students are expected to internalize and embody 5 key ‘Leadership Principles’ that leaders exhibit from day one of the program. The five Leadership Principles are as follows:

* Professionalism
* Ambition
* Integrity
* Resourcefulness
* Resilience

Successfully embodying these Leadership Principles throughout your time in the OneGoal program and beyond will support you in achieving your personal goals and the goal of our program: that you graduate from college.

**Course Policies**

* Attendance: Please note that attendance greatly impacts your grade! Therefore, **it is the student’s responsibility to ask for and make up any missed work due to an excused absence by the given deadline (with any adjustments determined by the Program Director).** PDs will provide a calendar with all assignments laid out on a Unit by Unit basis. Students can refer to this calendar if absent at any time.
* Cheating/plagiarism: **If a student is caught cheating or plagiarizing another’s work, the grade is automatically a zero, a detention will be served, and parents/guardians will be notified.**
* Attitude: Students are expected to present themselves every day as mature leaders and future college students. Therefore, respect for their classmates, their instructor, their assignments, and themselves is the expectation. Rely on the 5 Leadership Principles at all times for guidance.
* While OneGoal can be exciting, engaging, and even fun, preparing for college is hard work that requires careful planning and a personal commitment to responsibility. The OneGoal classroom is a place where students develop a plan for achieving the big goals they have for themselves, and will support one another as a team in pursuit of those goals.

**Makeup Policy**

1. Homework and class work: Students miss a class due to an excused absence only will have one day to make up homework and class work. (Excused absence means you brought in a parent or doctor’s note upon returning to school and got teacher signatures on the absence form before the end of your FIRST day back.) If your absence is excused, you may receive credit if you turn the work on your second day back from your absence. I recommend, however, that you follow the calendar and try to keep up with the homework as much as possible. If your absence is unexcused, you will not receive credit for homework or class work from that day.

2. Makeup policy: For assignments that are NOT portfolio projects, it is up to teacher discretion whether you may turn in late for credit. Portfolio projects will be accepted late up until a certain “late deadline.” However, every day that a portfolio project is late, you will lose 10% of the total grade (plus any other points taken off from the rubric), unless the lateness is due to an excused absence (see #1 above). Turn in your work on time—this will have a significant effect on your grade.

**Poor attitudes, lack of teamwork, and immature behavior have no place in the course**

**and will not be tolerated!**

**Parent/Guardian Acknowledgement**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (parent name), parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Apprentice name), have read and reviewed this Student Syllabus with my son/daughter and understand the purpose and the expectations of the OneGoal program.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(parent signature)

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(student signature)