

# ACT PREP Syllabus

James Clemens High School  
11306 County Line Road  
Madison, AL 35756



Teacher: Ms. Kimberly Wilson  
Email: [kdwilson@madisoncity.k12.al.us](mailto:kdwilson@madisoncity.k12.al.us)  
Phone: 256-261-5313 ext 95109

**I. Course Description:** This course provides students necessary test-taking skills and content knowledge to improve their ACT scores and will include diagnostic testing, direct instruction, and practice tests.

**II. Course Objectives:** This course is designed to improve students' critical thinking, math, reading, and composition skills, which will prepare them not only for the exam(s), but also increase overall test scores.

**III. Classroom Expectations:**

1. Be respectful, polite, and courteous.
2. Be prepared (bring all required materials to class).
3. Be on time and in your seat when the bell rings.
4. Stay in your appropriate seat throughout the period unless given permission to move about the room. The bell does not dismiss you. The teacher does.
5. Follow all classroom and school policies and procedures.

Unacceptable behavior can be categorized as disruption, disrespect, and defiance. Unacceptable behavior will **not** be tolerated. The following are consequences for unacceptable behavior:

1 <sup>st</sup> offense	Verbal/written warning
2 <sup>nd</sup> offense	Conference/parent contact/detention
3 <sup>rd</sup> offense	Administrator contact

Any major offense can be sent directly to an administrator.

**Accommodations:**

Requests for accommodations for this course or any school event are welcomed from students and parents.

**Concerning Electronics utilization:**

1. Student electronics should not be hard wired to the network or have print capabilities.
2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers.
3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops/iPads.
4. Electronic devices will be used at the individual discretion of the teacher.

**IV. Grading Policy:** Test and quiz grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by daily grades. The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The Final Exam counts for 1/5 of final grade.

\*Cheating and plagiarism of any kind are never tolerated. The academic misconduct policy of the school will be followed in this course.

\*Assignments that are turned in late will have points deducted.

\*Any student who receives failing grades during this course is urged to discuss this with me so we can devise a plan for improvement.

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**V. Make-up Test Policy:**

Make-up exams will be given for **excused absences only**. The make-up will be administered on Fridays during Refuel. If the make-up day is missed without prior approval, then **the missing grade will automatically remain a zero.**

**VI. Materials and Supplies Needed:**

1. Pencils, pens, highlighters
2. Calculator
3. Notebook Paper

<b>9 – WEEK PLAN*</b>	
<b>Week 1</b>	Test Diagnostics Introduction to Test Prep: - Syllabus Rules, Expectations, Policies, Ice Breaker, Vocabulary - ACT Overview - Introduction to English portion of ACT
<b>Week 2</b>	Continue English/Review English: - English Strategies – Review some tips for tackling the English section of the ACT - Vocabulary, Practice Sets, Quizzes, Full-length Practice Test
<b>Week 3</b>	Introduction to Math - Math Strategies – Review some of the math concepts assessed by ACT and useful strategies for determining answers when you are unsure of how to work the problem - Vocabulary, Practice Sets, Quizzes, Full-length Practice Test
<b>Week 4</b>	Math Review - Review the Math concepts, formulas, and strategies - Vocabulary, Writing Practice, Practice Sets, Quizzes, Full-length Practice Test
<b>Week 5</b>	Introduction to Reading: - Reading Strategies – Review some tips for tackling the Reading section of the ACT. - Vocabulary, Practice Sets, Quizzes, Full-length Practice Test
<b>Week 6</b>	Reading Review - Review Reading strategies - Vocabulary, Writing Practice, Practice Sets, Quizzes, Full-length Practice Test
<b>Week 7</b>	Introduction to Science - Science Strategies – Review the Science section of the ACT - Vocabulary, Writing Practice, Practice Sets, Quizzes, Full-length Practice Test
<b>Week 8</b>	Science Review - Review Science Strategies - Vocabulary, Practice Sets, Quizzes, Full-length Practice Test
<b>Week 9</b>	Developing the Essay - Review critical strategies for composing the ACT essay. - Vocabulary, Practice Sets, Quizzes, Full-length Practice Essay

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**Parent and Student Contract**

**Dear Parent/Guardian,**

**I feel fortunate to have your son/daughter in my class this semester and hope that you will contact me should you have any concerns about the progress of your child. Please read the attached policies, then sign and date this signature page. Make sure your child has signed it as well. This page, only, should be returned to me, the teacher, as soon as possible. I look forward to a great semester!**

**For the student:**

**I have read and I understand the rules, procedures, and expectations for my ACT Prep course and pledge to uphold the policies as given. I also pledge to maintain academic integrity by not cheating and/or plagiarizing. I agree to do my best in all class assignments and to ask for help when needed.**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's School email address: \_\_\_\_\_

**For the parent/guardian:**

**I have read all of my child's class rules and am aware of what will be expected of my child. I also agree to support my child's education by placing value on that education and remaining interested in my child's progress. I understand that it takes the student, the teacher, and parents working together to help ensure success.**

Parent or Guardian Printed Name: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Home telephone # and/or cell phone #: \_\_\_\_\_

Work #: \_\_\_\_\_

Email address: \_\_\_\_\_

Does your child have access to a computer and printer at home? Yes or No

Can your child access the Internet from this computer? Yes or No

Does your child have a cell phone with Internet capabilities? Yes or No

Does your child have a laptop or iPad that he/she will be using at school? Yes or No

Additional comments you would like to make: