

# Welcome

to



Advancement via Individual  
Determination

## Ms Dezylwa

Syllabus - 2020-2021

Text: 510-779-2985

Email: [kdezylwa@jsusd.org](mailto:kdezylwa@jsusd.org)

Office Hours: Daily After School  
(EXCEPT Mondays), and

*\*most of the time\* between periods*

### GRADING CONSISTS OF THE FOLLOWING CATEGORIES:

- Participation
- Classwork/Homework
- Writing
- Socratic Seminars
- Projects/Presentations

#### \*Late Work\*-

Late Work Passes can be used on classwork, homework, and projects ONLY. Students get **6 passes per semester** that Ms. D keeps track of on a digital spreadsheet. Students are to text Ms. D on Remind when they need her to review their absent and/or late work.

Once these passes are used, Ms. D will NO LONGER ACCEPT late work for the rest of the semester.

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Behavior expectations in my classroom are guided by the rules of common courtesy and mutual **respect**. The key factor in guiding classroom behavior is also based upon the “Schoolwide Learner Outcomes” (SLOs) posted in the classroom and in the Student Planner:

Socially Responsible Citizens  
Well: Physically and Mentally  
Ethical and Respectful Citizens  
Thoughtful Problem Solvers and Effective Communicators  
Technologically Skilled & Career-Ready for the 21st Cent.

**Most importantly:** *Degrading racial, ethnic, homophobic, sexist, or religiously and culturally intolerant language or behavior is not acceptable in this class.*

### EXPECTATIONS:

High School is designed to help prepare students for future experiences and successes in college and in their careers, and AVID is here to further students’ preparation. Plan for 30 to 40 minutes of homework per night. Students should make regular use of the school’s website (Aeries), classroom’s website (Google Classroom), Google Drive, and applications such as Remind, and others as necessary to pace their work, complete assignments, and succeed in the course. Planners should be a regular practice in order to maintain a regiment and normalcy for students to be academically and mentally successful.

#### ATTENDANCE:

**Daily, on time attendance is critical, especially on days we meet “live” (synchronous).** On days that we don’t meet “live” (asynchronous), an attendance form or question is assigned and to be completed WITHIN the class period. Ms. D sends her attendance out 5 minutes before class begins, and students have up until the minute after class gets out to fill out the form/question that lets me know they are “present.” Any amount of minutes after the allocated time, and students are marked ABSENT.

Students who have EXCUSED absences have ONE WEEK to hand in late work/make-up any missed assignments without penalty. Students are to text Ms. D on Remind when they need her to review their absent and/or late work.

**All major assignments (final exams, projects, presentations, in class essays, outlines, etc.) are subject to penalty if not submitted at the designated time. Students who are absent on major assignment days will receive a reduced score, which greatly impacts their grades.**

## PHILOSOPHY:

AVID's mission is to close the achievement gap by preparing ALL students for college/career readiness and success in a global society.



## COURSE DESCRIPTION:

Advancement Via Individual Determination (AVID) is an 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 utilizing 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.

During this course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include the following: analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and help leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college/career entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest, based on personal interests, goals, and self-discovery. ♥ □

## AVID-BASED INSTRUCTIONAL

### TECHNIQUES/ACTIVITIES:

**Writing:** focused note-taking system, learning logs, quick writes and reflections, process writing, peer evaluation, authentic writing, writing to learn, essay writing (analytical & persuasive), research writing (informational), presenting a formal speech.

**Inquiry:** skilled questioning techniques, Costa's levels of thinking, Socratic seminars, tutorials, investigations, questions that guide research.

**Collaboration:** Socratic seminars, tutorials, philosophical chairs, group activities and projects, peer editing groups, service learning projects.

**Organization:** binders and organizational tools, calendars, planners, and agendas, graphic organizers, focused note-taking system, tutorials and study groups, project planning and SMART goals.

**Reading:** deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, reciprocal teaching.



