



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	AVID 12		
<i>Instructor Info</i>	Name: Desiree Wolff-Myren	Contact Info: dwolff@pps.net	
<i>Grade Level(s)</i>	12th		
<i>Room # for class</i>	Room: m-202		
<i>Credit</i>	Type of credit: Elective (AVID 9)	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	None		
<i>General Course Description</i>	College & Career Education is a year-long course that acts as a bridge between middle school, high school, and the world after graduation. This course will equip students with the skills and experiences required for them to make a successful start at Franklin High School.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Welcome to 12th grade AVID!		
<i>Course Highlights (topics, themes, areas of study)</i>	Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a yearlong course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and		



	<p>academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note-taking, and research.</p> <p>The AVID Elective 12th grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.</p>
<p><i>Course Connections to PPS Reimagined Vision</i></p>	<p>AVID 12 will support students with becoming inclusive and collaborative problem solvers, inquisitive critical thinkers with deep core knowledge, resilient and adaptable lifelong learners, transformative racial equity leaders, influential and informed global stewards, and develop a positive, confident, and connected sense of self.</p>

Section 3: Student Learning

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p>AVID Content Standards:</p> <ul style="list-style-type: none"> I. Character Development - Self-Awareness, Goals, Community and School Improvement, Ownership of Learning II. Academic Success Skills - Organization, Time Management, Note-taking, Research and Technology, Test Prep III. Communication - Speaking, Listening IV. Writing - The Writing Process, Writing Skills, Writing Applications, Writing to Learn V. Inquiry - Costa’s Levels of Thinking, Tutorials, Socratic Seminar and Philosophical Chairs VI. Collaboration - Study Groups, Peer Relationships, Tutorials VII. Reading - Vocabulary, Textual Analysis
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	VIII. College Readiness - Guest Speakers, Field Trips, College & Career Knowledge, College Entrance Exams, College Admissions, Financial Aid
<u>PPS Graduate Portrait Connections</u>	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: AVID 12 will support students with becoming inclusive and collaborative problem solvers, inquisitive critical thinkers with deep core knowledge, resilient and adaptable lifelong learners, transformative racial equity leaders, influential and informed global stewards, and develop a positive, confident, and connected sense of self.
<i>Differentiation/ accessibility strategies and supports:</i>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i></p> <ul style="list-style-type: none"> ● <i>Differentiated assignments</i> ● <i>Scaffolded tasks</i> ● <i>Student choice</i> ● <i>Extended time (if needed)</i> ● <i>Chunked assignments</i> ● <i>Multiple learning modalities</i> ● <i>Access prior knowledge</i> <p><i>504 Plans:</i></p> <ul style="list-style-type: none"> ● <i>Preferential seating</i> ● <i>Differentiated assignments</i> ● <i>Scaffolded tasks</i> ● <i>Student choice</i> ● <i>Extended time (if needed)</i> ● <i>Chunked assignments</i> ● <i>Multiple learning modalities</i> ● <i>Access prior knowledge</i> <p><i>English Language Learners:</i></p> <ul style="list-style-type: none"> ● <i>Sheltered instruction (SIOP) strategies</i> ● <i>Differentiated assignments</i> ● <i>Scaffolded tasks</i> ● <i>Student choice</i> ● <i>Extended time (if needed)</i> ● <i>Chunked assignments</i> ● <i>Multiple learning modalities</i>



	<ul style="list-style-type: none"> ● <i>Access prior knowledge</i> <p><i>Talented & Gifted:</i></p> <ul style="list-style-type: none"> ● <i>Extension activities</i> ● <i>Student choice</i> ● <i>Acceleration</i> ● <i>Students teach/help others</i>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) 2 <i>-The experience(s) will be: College visitations</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
<p>Section 4: Cultivating Culturally Sustaining Communities</p>	
<p>Tier 1 SEL Strategies</p>	
<p><i>Shared Agreements</i></p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> ● Gather student voice and input ● Share student stories ● Display student work ● Incorporate voice, art, music into the classroom ● Classroom norms created by students <hr/> <p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● Canvas page ● Classroom wall/whiteboard



	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Student surveys ● Restorative justice circles ● Grades/assignment completion data
<p><i>Student's Perspective & Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Get to know students ● Examine personal biases ● Elevate students' languages and cultures ● Adapt policies, practices, and pedagogy ● Family and community involvement ● Respect their cultures ● Be mindful of intent vs impact
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> ● Email ● Canvas ● Phone ● Back to School Night ● Conferences
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular check-ins ● Student surveys ● Student Cafes ● Restorative justice circles ● Written input ● Formative assessments ● Student voice ● Exit tickets



	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> ● Non-shaming and avoidance of power struggles... "Let Go of the Rope." ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules ● Talk to misbehaved student outside of the classroom or after class. ● I typically will pull a student outside and talk to them one on one about how they are being disruptive, disrespectful, etc. ● Attempt to help the student understand their effect and role as an individual to the whole.
<i>Showcasing Student Assets</i>	<p>I will provide opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations

Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	
<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> ● Ask for a pass for bathroom/water needs ● Let teacher know if you need to take care of urgent phone call/text from parent/guardian
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> ● Canvas ● Email ● Paper copy
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> ● Extended time ● Canvas



	<ul style="list-style-type: none"> ● Invitation to tutorial
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● Within 1 week <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> ● Written feedback ● Praise ● Clear directions for improvements <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> ● As many as needed - attending tutorial strongly encourage
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <ul style="list-style-type: none"> ● None
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> ● Email ● Canvas ● Tutorial

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provide the following materials to students:</p> <ul style="list-style-type: none"> ● 2021/22 academic planner ● Paper ● Pens ● Markers & art supplies ● An organizational system of your choosing: <ul style="list-style-type: none"> ○ 3-Ring binder with 8 divider tabs ○ Folders ○ Portfolio style file folder (accordion file folder) ● Glue Sticks ● Loose-leaf paper (college rule preferred) ● Post-its and highlighters for marking text <p>All supplies are available from Ms. Wolff-Myren at any time</p>
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<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● Student chromebook ● Pen/pencil ● Spiral <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> ● High school supplies list
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● PPS Chromebook & Wifi Support Page ● 2021/22 academic planner ● Canvas

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> ● Grades ● Formative assessments ● Verbal feedback/praise ● Email communication ● Written feedback ● Scores and comments on Canvas assignments
<i>Summative Assessments</i>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <ul style="list-style-type: none"> ● Project based learning ● Text based discussions ● Research projects ● Presentations ● Writing in multiple styles ● Art, music, performance ● Collaborative projects



<p><i>Student Role in Assessment</i></p>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> ● Self-assessments ● Tutorial check-ins ● Student cafes ● Student surveys
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<p><i>Accessing Grades</i></p>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> ● ParentVUE ● Canvas <p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> ● Once per week
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <p><i>Mark:</i></p> <ul style="list-style-type: none"> ● 4 = <i>Extremely Proficient (exceeds)</i> ● 3 = <i>Proficient (meets)</i> ● 2 = <i>Developing Proficiency (close to meeting)</i> ● 1 = <i>Emerging Proficiency (does not meet/not submitted)</i>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p>A (3.5-4.0) B (3.0-3.4) C (2.5-2.9) No D's or F's will be given for this class.</p> <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> ● 4 = <i>Extremely Proficient (exceeds)</i> ● 3 = <i>Proficient (meets)</i> ● 2 = <i>Developing Proficiency (close to meeting)</i> ● 1 = <i>Emerging Proficiency (does not meet/not submitted)</i>



Other Needed info (if applicable)

AVID 12 Grading Expectations

For AVID 12, the only grade awarded will be A. Below is a list of things that will be expected of you in order to earn the A. If you are not able to complete the list, or are not making progress a grade of Incomplete will be given.

- Demonstrated knowledge of Oregon Promise and other local reduced tuition options
- Apply to at least 2 schools (PCC and PSU will be done in class)
 - Apply to at least one community college (track on provided spreadsheet)
 - Apply to at least one four-year school (if GPA/prerequisite's are met)
 - More are encouraged if desired!
- File your FAFSA as soon as possible (application opens October 1)
- Apply for OSAC (Office for Student Access and Completion)
- Apply for private scholarships (at least 5, please track on them on a spreadsheet)
- Apply for school specific scholarships (please track on them on a spreadsheet)
- Apply for at least 5 other scholarships (please track on them on a spreadsheet)
- Financial plan for 1st year of school (this will be a document with the costs of the school you will be attending which includes):
 - tuition/fees
 - Housing
 - Books
 - Transportation
 - How much you have earned in scholarships
 - How much you need to pay
- Involvement in at least 1 extracurricular activity (club, sport, volunteering, etc)
- Get two letters of recommendation
- Complete a college essay (for Common App, use with OSAC, or other scholarships)
- Exit Survey (in May 2022, this allow will allow you to receive your AVID graduation cords)
- Participation in student led study groups (tutorial for seniors)
- Participation in classwork including units in:
 - WICOR assignments:



- Note taking
- Study groups
- Essay writing (for scholarships and college applications)
- College research
- Adulting
- Up to date resume
- Finances
 - Taxes
 - Credit and credit cards
 - groceries
- College life

