

# Justice Myron E. Leavitt Middle School

THE BEST  
MIDDLE  
SCHOOL IN  
THE  
COUNTRY!

Follow the PATRIOT WAY FIVE CORE VALUES

**LEADERSHIP:** LEAD inside and outside of the classroom through a POSITIVE example.

**COURAGE:** Take RISKS in their learning and thinking: have courage to share ideas.

**INVINCIBLE GRIT:** PERSEVERE even when tasks get tough.

**CREATIVITY:** INNOVATE: Use your creativity to solve problems at school and in the community. THINK outside the box.

**GLORIOUS KINDNESS:** TREAT each person the way you wish to be treated.



## Course Expectations

Mrs. Arias  
Spanish II Honors – 8<sup>th</sup> Grade  
snipewe@nv.ccsd.net



Student's Name:

Student ID Number:

**Student:**

- I have read and understand the school rules listed above.
- I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- I have read and understand the course expectations provided for this course.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

**Parent/Guardian:**

- I have read and understand the school rules pertaining to my child.
- I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- I have read and understand what is expected of my child in this course.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

Please Print Parent Email:

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This email will be for teacher use only.

4701 Quadrel Street ♦ Las Vegas, NV 89129 ♦ (702) 799-4699 ♦ fax (702) 799-4528  
visit us at [www.leavittms.net](http://www.leavittms.net)

PLEASE READ THE FULL DESCRIPTION OF THE COURSE EXPECTATIONS AT LEAVITTMMS.NET.

Textbook: Realidades (replacement cost: \$58.47)



### Course Description:

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. The prerequisite for the course is the successful completion of Spanish I or the approval of the instructor. This course fulfills one of the elective credits required for high school graduation. **Grades earned will be applied to high school GPA.**

### I. Course goals

- a. To engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- b. To understand and interpret written and spoken language on a variety of topics.
- c. To present information, concepts, and ideas in the target language orally and in writing.
- d. To understand the relationships between the practices and perspectives of the cultures studied.
- e. To reinforce and further students' knowledge of other disciplines through the target language.
- f. To understand cultural similarities and differences.
- g. To use the target language in and outside of school.
- h. To develop an interest in continuing the study of the target language for personal enjoyment and enrichment.

### II. Course content

Quarter I:

- a. Who are we? Exchange information regarding daily activities, physical and personal characteristics, professions, and other biographical information.
- b. Ready, Set, Go! Express daily routines, personal hygiene, describe people and things and express possession.

Quarter II:

- a. Viva Nevada! Ask for and give directions, make appointments or reservations, share opinions, and give recommendations.

b. Help! Ask and answer questions in an emergency situation, explain symptoms or illnesses, cures and treatments.

Quarter III:

a. Social Networking: Compare availability and use of technology across cultures, express emotions and reactions, make arrangements, and respond to postings on social networking sites.

b. Growing Up: Exchange information about childhood experiences and personal milestones, compare holidays, celebrations and how people interact across cultures.

Quarter IV:

A. What a Day! Describe a memorable day or event, ask clarifying questions, and respond appropriately to someone describing his/her own experiences.

b. What's Next? Discuss future plans, understand announcements about upcoming events, job descriptions or want ads, and make predictions about the future.

### III. Course activities

Because the goal of the class is to learn to communicate in Spanish, 90% of class time will be spent exclusively using Spanish. Class activities will give students the opportunity to hear and use the language in a variety of settings. These activities are a part of class and will be graded. All students will be required to make frequent formal presentations in class.

### IV. Evaluation

a. Criteria for arriving at students grades

60% Assessments

20% Listening and Speaking

20% Reading and Writing



b. Semester grades will be calculated based on the following system:

First or Third Quarter = 40% of the semester grade

Second or Fourth Quarter = 40% of the semester grade

Semester Exam = 20% of the semester grade

\*Semester exams will not be administered early. Students who are absent may make-up their exams on the district approved make-up day.

c. Grades

i. A 100 – 90%

ii. B 89 – 80%

iii. C 79 – 70%

iv. D 69 – 60%

v. F 59 and below

d. How and when students will be advised of their grades

Parents and students are urged to check the Infinite Campus Portal for grades regularly. ([www.ccsd.net/parents/infinite-campus](http://www.ccsd.net/parents/infinite-campus))

e. Citizenship/behavior expectations

The objective of the citizenship policy is to provide a safe environment for students that is conducive to learning and promotes self-responsibility. The following rubric will be used to calculate the citizenship grade.

### Citizenship Rubric

Outstanding (O)	Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
<ul style="list-style-type: none"> <li>Shows a high degree of self-control</li> <li>Stays on task all the time</li> <li>Provides insight to class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Shows acceptable degree of self-control</li> <li>Stays on task regularly</li> <li>Class discussion is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Shows a limited degree of self-control</li> <li>Off-task and often needs teacher intervention</li> <li>Class discussion is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Rarely shows self-control</li> <li>Frequently off-task and requires teacher intervention</li> <li>Makes little attempt to control talking</li> </ul>
<ul style="list-style-type: none"> <li>Consistently contributes by:               <ul style="list-style-type: none"> <li>- providing leadership</li> <li>- taking part in class</li> <li>- taking initiative to help others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Regularly contributes by:               <ul style="list-style-type: none"> <li>- taking leadership when assigned</li> <li>- willingly participating in class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Contribution is limited or negative due to:               <ul style="list-style-type: none"> <li>- disrupting others</li> <li>- engaging in negative peer behavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rarely makes a contribution to class               <ul style="list-style-type: none"> <li>- frequently distracts others</li> <li>- disrupts learning environment</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Has an exemplary attitude:               <ul style="list-style-type: none"> <li>- is positive and enthusiastic about school</li> <li>- contributes to the benefit of others</li> </ul> </li> <li>Always prompt</li> </ul>	<ul style="list-style-type: none"> <li>Has a satisfactory attitude:               <ul style="list-style-type: none"> <li>- is positive about school</li> <li>- makes contributions to the benefit of others</li> </ul> </li> <li>Always prompt</li> </ul>	<ul style="list-style-type: none"> <li>Has a poor attitude:               <ul style="list-style-type: none"> <li>- contribution to the class is disruptive</li> </ul> </li> <li>Often tardy from breaks</li> </ul>	<ul style="list-style-type: none"> <li>Generally has a negative attitude:               <ul style="list-style-type: none"> <li>- contribution to the class is counter productive</li> </ul> </li> <li>Consistently tardy</li> </ul>



f. Late Work policy – If a student does not complete any assignment (for reasons other than an absence), they will be assigned a make-up work detention the following school day from 3:30 to 4:25 EVEN if they turn the assignment in the next school day.

g. Test retake policy – A student may only retake a test if 1) all assignments have been turned in 2) the student has asked for help, clarification, or exhibited evidence of further studying and a further mastery of the subject matter.

## **V. School-Wide Rules**

- a. Follow directions quickly.
- b. Raise your hand for permission to speak.
- c. Raise your hand for permission to leave your seat
- d. Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity
- e. Work hard to do your best for your teachers and parents at all times.
- f. ◆ Keep your eyes on the target. ◆

## **VI. TARDY POLICY – Progressive Steps**

- a. 1st Tardy – Warning & Parent Phone Contact
- b. 2nd Tardy – Warning & Parent Phone Contact
- c. 3rd Tardy – Non-TRS RPC
- d. 4th Tardy – After School Detention
- e. 5th Tardy – In-House Suspension (IHS)
- f. 6<sup>th</sup> Tardy – Required Parent Conference – RPC/Tardy Contract
- g. 7<sup>th</sup> Tardy – IHS/parent and student meet with the principal

## **VII. BEHAVIOR- Progressive Discipline**

- a. 1st Incident – Verbal warning
- b. 2nd Incident - Parent contact by teacher
- c. 3rd Incident – Written contact to parent
- d. 4th Incident – Counselor referral
- e. 5th Incident – Deans’ referral

## **VIII. Supplies needed**

Notebook, paper, a folder or binder for handouts and assignments, pen and pencil, colored pencils or markers, and a highlighter.

## **IX. Utilizing technology to learn**

This year, at Leavitt, we want to encourage the daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing students with individual devices in grades 7 and 8 to utilize in class and at home. Students will also be provided with a Google email address to correspond with their teacher and classmates on projects, as well as to turn in assignments. Students may choose to utilize their own electronic tablets (iPads, Kindle Fire, Samsung, etc.) cell phones, laptops, and reading devices for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district’s Wifi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.



Teacher’s Hours of Availability:  
Monday-Friday 8:30-9:00am, 3:30-4:00pm  
E-mail: [snipewe@nv.ccsd.net](mailto:snipewe@nv.ccsd.net)