



Textbook:

Price to replace textbook depends upon the book this can range from \$5 to \$50.

Course Description:

- I. Course goals **The SLD program operating in our classroom is designed to provide a variety of experiences for each student based on his/her individual needs and will be differentiated. While the foundation of lessons are drawn from the academic content standards (reading, writing, math, science and social studies), the lessons are modified to ensure that all students are able to participate and learn. Social/life skills are explicitly taught and embedded throughout the learning day and include behavior management, self-advocacy and life planning. All instruction, classroom activities, and assignments are associated with individual IEP goals and benchmarks. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their importance contributions to society.**
  - a. **English/Reading (ELA block)** – Emphasis will be on writing and reading strategies which will improve each student’s knowledge and use of the English language. Students will also work on English concepts including, but not limited to: grammar, sentence structure, paragraph writing, spelling, and word usage. Reading strategies will be taught to improve each student’s reading level including, but not limited to: fluency, vocabulary development, and reading to understand, interpret, and analyze text. Students will be working on functional applications of reading and writing to illustrate the importance of reading and its relationship to future success.
  - b. **Math** – Emphasis will be on math concepts including, but not limited to: addition, subtraction, multiplication, division, fractions, decimals, percentages, measurement skills, time, and real life applications such as banking, and shopping. An emphasis will be placed on the functional applications of mathematics and the importance to future success.
  - c. **Social Studies** – Emphasis will be on reading comprehension, recall, and critical thinking skills as students read about topics related to social studies including, but not limited to: geography, American history, American achievements in world leadership and technology, and the appreciation of all cultures and their important contributions to society.
  - d. **Science** - Emphasis will be on science concepts, reading comprehension, writing, and critical thinking skills as students read topics related to science including, but not limited to physical, earth and chemical sciences.
  - e. **Study/Life Skills** - Emphasis will be on developing socially appropriate coping skills when encountering a variety of situations including but not limited to anger management, making and maintaining friendships, and self-advocacy.

II. Course content and time schedule (sequential)

- a. Our day begins with a block of ELA (English Language Arts). Most students then go their elective class for 3rd period followed by lunch. After lunch we have a block of science and math. The last period of the day is generally social/study skills, review of skills learned, agenda completion, and any other unfinished business.

III. Evaluation

Criteria for arriving at students grades –

- a.
  1. Assessments
  2. Classwork
  3. Homework
  4. Participation

- b. Semester exams will be worth 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. Explanation of student 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
  - i. Parents and students are urged to check the Infinite Campus Portal for grades regularly.
  - ii. Citizenship/behavior expectations
- a. An OUTSTANDING student is always ready for class when the bell rings, brings required materials every day, gives his/her full attention throughout class, is helpful to others volunteers for tasks, participates in class discussions, and never breaks the classroom rules.
- b. A SATISFACTORY student is generally prepared for class, brings the required materials most of the time, tries to pay attention and participate, and usually follows classroom rules.
- c. A student whose citizenship NEEDS IMPROVEMENT is sometimes prepared for class, brings the required materials infrequently, often fails to pay attention or participate in class discussions, and violates classroom rules.
- d. An UNSATISFACTORY student fails to meet the minimum standards of behavior accepted at Leavitt Middle School. Some examples of unsatisfactory citizenship are: being unprepared, a negative attitude, cheating and/or copying work, distracting/disturbing others or refusal to work, chewing gum/eating in class, tardiness, wasting time in class.
- e. Late Work policy – Students in the SLD program are given till the end of the quarter to make up any missing work.
- f. 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.

## II. School-Wide Rules

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

## III. 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

**IV. BEHAVIOR- Progressive Discipline**

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

**V. Supplies needed for this course**

All required supplies are provided for you child unless otherwise notified as in the case of a special project.

**VI. Utilizing technology to learn – 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 all grades 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.**

In the SLD program students are provided a Chromebook for use in class only.

**VII. Teacher's hours of availability**

Ms. Evarone

[evaroma@nv.ccsd.net](mailto:evaroma@nv.ccsd.net)

(702) 799-4699 Room 606 X4095

I am available before and after class times. You may also reach me in class between 11AM-12PM

**I am so looking forward to getting to know your child and working together with you to bring out each student's personal best.**

**MaryAnn Evarone**  
Special Education Teacher

**Melissa Sores**  
SPTA