

Textbook:

Price to replace textbook: All books and workbooks will be provided for use within the classroom during class.

Course Description:

- I. Course goals
 - a. **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.**
 - b. **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.
 - c. **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.
 - d. **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.
 - e. **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.
 - f. **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
 - a. Criteria for arriving at students grades —
 - i. Assessments
 - ii. Classwork
 - iii. Homework

- iv. Participation
 - b. Semester exams will be worth 20% of the SEMESTER grade
 - i. 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.
- IV. 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 – **Late work will be accepted up until the end of each quarter grading period.**
- f. Test retake policy – **Students may retake tests up until the end of each quarter grading period.**

IV. **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.** ◆

V. **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. 6th Tardy – Required Parent Conference – RPC/Tardy Contract
- g. 7th Tardy – IHS/parent and student meet with the principal

VI. **BEHAVIOR- Progressive Discipline**

- a. 1st Incident – Verbal warning, conference with teacher, completion of Behavior Reflection Sheet
- b. 2nd Incident - Parent contact by teacher, teacher conference, Behavior Reflection Sheet
- c. 3rd Incident – Counselor referral, teacher conference, parent contact, Behavior Reflection Sheet
- d. 4th Incident – Dean’s referral, teacher conference, parent contact, Behavior Reflection Sheet

VII. **Supplies needed for this course**

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

VIII. **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.

Each SLD student will receive a Chromebook from Assistive Technology for use in the classroom at no fee to parents/guardians unless equipment is damaged. Chromebooks are not to be taken home. We utilize a Read&Write program which allows the students to have material read to them as well as the ability to have written text created from verbal input. All classwork will be accessible from a home computer through google.

Teacher’s hours of availability

I am available before school from 8:30 am to 9:00 am and after school from 3:25 pm to 3:40 pm. You may also reach me at anytime by leaving a voice mail at (702)799-4699 Room 606 X4095.

email: evaroma@nv.ccsd.net

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