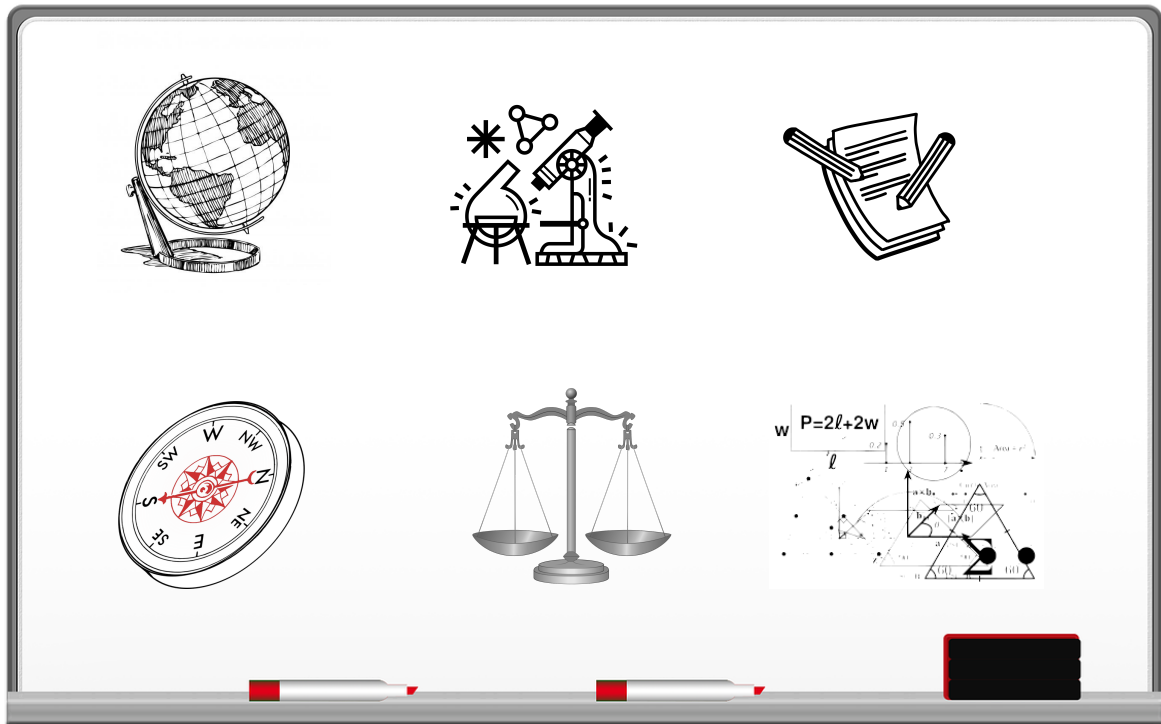


# 2023 - 2024

## Level 5



Ms Silva's  
Classroom Survival Guide  
Everything you need to survive and thrive!

# Welcome to Level 5

## Introduction

I am very excited for this year and getting to know each of the students. Please read this handbook thoroughly to ensure an understanding of the classroom and school expectations.

The "How to Survive Ms. Silva's Class" has been created to acquaint you with the major components of my class as well as to provide the privileges, rules, and expectations of the classroom. Please keep this as a reference guide for the entire year

You and your child will need to sign and **RETURN THE LAST PAGE** of the handbook to ensure that you have read and fully understand the rules, expectations and teaching curriculum and return it back to school by **July 30, 2023**.

## Medications

The office will only provide Tums and water to students unless a Medication Form has been filled out.

All medications, prescription or over-the-counter, **MUST** be turned into the office. Students are **NOT** allowed to carry any type of medication with them except if required by a physician and the Office has been notified and Medication Form completed. All medications will be stored in a locked cabinet.

**Prescription Medicine:** If the student requires any prescription medication, the medication must come to the Office in the prescription container as put up by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given. The medication must be turned into the office by the parent or guardian and a Medication Form completed.

**Over-the-Counter Medications:** The Office does provide Tylenol or Ibuprofen to students that have it marked on their Medication Form. Any other over-the-counter medicine sent by the parent/guardian to be administered to a student must come to the Office in the original manufacturer's packaging with all directions, dosages, compound contents, side effects, and proportions clearly marked and a Medication form completed by parent or guardian.

## **Communications**

School Phone Number: 928-776-1212 x. 105  
Website: [www.willowcreekcharter.com](http://www.willowcreekcharter.com)  
My E-mail: [Level5@willowcreekcharter.com](mailto:Level5@willowcreekcharter.com)

I will be using the app "Remind" for most of my communication with parents. I will send you a link to join during the first 2 weeks of school and will explain how to set the app up and accept my invitation. Remind is a free text messaging app that helps teachers, students, and parents communicate quickly and efficiently. Messages are sent in real time to an entire class, a small group, or just a single person. With Remind, you can send text messages straight to any phone, including flip phones. Remind's guidelines, practices, and features have been designed to protect the safety and security of users and their personal information. Remind has been certified by iKeepSafe for privacy practices related to COPPA, FERPA, and in both Arizona and California Student Privacy Acts.

**Electronic Devices** - If your child brings their electronic devices (phones, ear buds, iPods, hand-held video games, etc.) to school, WCC will not be liable for them. All devices **MUST** be turned in and given to the teacher to store in our class locked cell phone cabinet for the day, this is **NOT** optional.

If they are caught with an electronic device in their possession, it will be taken from them, and a parent/guardian will have to pick it up in the office. The student will no longer be able to bring that device to school for the remainder of the year.

If you need to reach your child during the day, please call the office and they will relay the message to your child.

**Grading Policy** - All grades are rounded up to the next percentage point for 0.5 or higher on the percentage.

90% - 100% = A  
80% - 89% = B  
70% - 79% = C  
69% and below is failing

**Homework** - The students are not given work every day, BUT if they have not utilized the time they have been given to complete their assignments during class, THEN they are expected to bring these home and complete them.

ELA is the only class that they are likely to have homework in and that is to complete their actual reading of the book we are studying. The book is long and will need more time than there is available during the school day to complete.

**Late Work** - Students need to be accountable for their decisions/actions - including turning in homework on time. Unless your student has documented accommodations, **NO LATE** work will be accepted unless for an excused absence. In the case of an absence, the student will have 1 day for every day missed to make up their work and turn it in. Example: if a student misses 3 days of school, they have 3 days after returning to school to make up the work. All work a student may have missed will be located in their "Absent Folder".

**Copies** - As Level 5 is geared toward building responsibility and accountability, students will not receive extra copies of lost assignments. Students will receive ONE copy of an assignment. If this copy is lost or destroyed, the student will have to speak to another student to attain another copy.

**Retake/Reteach** - If a student scores below 70% on an assessment, he or she may retake the assessment to earn up to 70%

## Helpful Reminders for School

- School begins at 8:00 and ends at 4:00. Please have your students at school on time and remember to pick them up after school on time.
- The earliest you may drop your child off in the morning is 7:45. Adults will not be present to provide supervision until then.
- Your student should come to school prepared with; their homework, snack, a cold lunch, a **Scientific calculator** and backpack.
- No snacks will be sold in the office.
- Lunches must be cold lunches. There is no microwave available for student use.
- I will NOT allow Level 5 students to call home if they forgot an assignment, their homework, or their lunch. It is their responsibility to remember their things and bring them to school.

# Overview of Curriculum

Every curriculum we use at WCC is aligned with Arizona Academic Standards set forth by the Arizona Department of Education. The curriculum I use is listed below by subject and a link to the company's website. I have also included topics that will be covered as well as any novels being read. As parents, you have the right to review the material that we use to teach and the academic standards that are being covered within each curriculum. Please e-mail me if you would like additional information.

**Math: Eureka<sup>2</sup>**

<https://greatminds.org/eurekamathsquared>

Quarter	Topics
1	<u>7th Grade</u> - Ratios & Proportions <u>8th Grade</u> - Scientific Notation
2	<u>7th Grade</u> - Operations with Rational Numbers/Expressions, Equations and Inequalities <u>8th Grade</u> - Rigid Motions
3	<u>7th Grade</u> - Expressions, Equations and Inequalities/Geometry <u>8th Grade</u> - Linear Equations
4	<u>7th Grade</u> - Percents and Probabilities <u>8th Grade</u> - Functions & Statistics

## Social Studies: TCI History Alive (AZ Edition)

<https://www.teachtci.com/social-studies/middle-school/>

Quarter	Topics	Chapters
1	WWI and Facism	<ol style="list-style-type: none"><li>1. 7G17 - WWI</li><li>2. 7G18 - The Course and Conduct of WWI</li><li>3. 7G23 - Causes of The Great Depression</li><li>4. 7G24 - The Great Depression</li><li>5. 7G25 - The Rise of Facisim</li><li>6. 7G26 - The Origins of WWII</li></ol>
2	WWII and A Search For A Better Life	<ol style="list-style-type: none"><li>1. 7G27 - WWII</li><li>2. 8G24 - Fighting WWII</li><li>3. 8G25 - Peace Prosperity &amp; Progress</li><li>4. 8G26 - Two Americas</li><li>5. 8G27 - The Great Society</li><li>6. 8G22 - Segregation in Post WWII</li></ol>
3	Civil Rights Movement	<ol style="list-style-type: none"><li>1. 8G29 - The Civil Rights Revolution</li><li>2. 8G30 - Redifining Equality</li><li>3. 8G31 - The Widening Struggle for Civil Rights</li><li>4. 7G29 - The Cold War Begins</li><li>5. 7G30 - Conflicts of the Cold War</li><li>6. 7G31 - The End of the Cold War</li></ol>
4	Contemporary World	<ol style="list-style-type: none"><li>1. 7G33 - Movements Toward Independence &amp; Democracy</li><li>2. 7G34 - The New Geopolitics</li><li>3. 7G35 - The Impact of Globalization</li><li>4. 7G36 - Rights, Religion &amp; Identity</li><li>5. 7G37 - A New Role for the West</li></ol>

## ELA: Engage NY

<https://lessons.unbounded.org/ela/grade-8>

Quarter	Module	Topics/ Literature
1	Module 3A - Japanese and American Relations During WWII	<p>Students will study Japanese-American relations during World War II. They will consider the question "How does war affect individuals and societies?" as they read case studies about the plight of Japanese-Americans interned on American soil and American prisoners of war held captive in Japan during World War II.</p> <p>The central texts are Unbroken by Laura Hillenbrand and a short biography of Miné Okubo, a Japanese-American interned during the war</p>
2	Module 2A: Taking A Stand To Kill A Mockingbird by Harper Lee	<p>Students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument.</p> <p>The central texts are: Ain't I a Woman? speech made in May 1851; The Great Society speech made on May 22, 1964; To Kill A Mockingbird by Harper Lee; To Kill a Mockingbird (Film)</p>
3	Module 3B: The Civil Rights Movement and Little Rock Nine	<p>Students will study the U.S. civil rights movement, focusing particularly on The Little Rock Nine. They will consider the question "How can stories be powerful?" as they learn about segregation, the civil rights movement, The Little Rock Nine, and the role of the various</p>



		<p>mediums in shaping perceptions of events.</p> <p>Central Texts: <i>A Mighty Long Way</i> by Carlotta Walls LaNier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tougas</p>
<b>4</b>	<b>Module 4: Sustainability of the US Food Supply Chain</b>	<p>Students analyze arguments and the evidence used to support arguments to determine whether sufficient evidence has been used and whether the evidence is relevant in support of the claim an author or speaker is making. They then research to gather evidence to make their own spoken and written arguments.</p> <p>Central Text: <i>The Omnivore's Dilemma</i> by Michael Pollan, a literary non-fiction text about where food comes from and about making decisions about what food to buy and eat.</p>

**Science: Houghton Mifflin Science Dimensions**  
<https://www.hmhco.com/programs/hmh-science-dimensions>

<b>Quarter</b>	<b>Module</b>	<b>Topic</b>
<b>1</b>	Module B: Cells & Heredity	Cells, Organisms as Systems, Reproduction of Cells, Heredity & Growth
<b>2</b>	Module I: Energy & Energy Transfer	Energy and Energy Transfer
<b>3</b>	Module J: Chemistry	The Structure of Matter, Stages of Matter and Changes of State, Chemical Processes and Equations, Chemistry of Materials
<b>4</b>	Module K: Force, Motion & Fields	Forces & Motion and Electric Magnetic Forces

# How I Run My Level 5 Classroom

Rules in my classroom are few. I believe that all children are different and effective classroom management involves a few overriding tenets rather than a long list of Do's and Don'ts. At Willow Creek Charter, we are a community of learners. We are with each other for 8 hours a day, 4 days a week. We have to be able to work and help each other be the best Learners possible. If we can't work together as a team, none of us will be successful. This is a life skill that everyone must have in order to be successful in and out of school.

I believe that this age group needs to learn personal accountability for their decisions and actions. Taking on more independence and responsibility is an important part of their adolescent development and teaching the value of it helps guide them into becoming responsible adults. Learning how their choices affect themselves as well as their peers teaches them accountability for their decisions and/or actions. They need to understand that for every action/decision (good or bad) there is a consequence; whether it's a poor grade, a missed recess or a lunch that they earned. Here is a short list of what they are responsible for and what I will hold them accountable for:

1. Be kind to others
2. Come to school prepared to learn (that means getting enough sleep).
3. Complete and turn in all classroom work and homework on time.
4. Students DO NOT have a right to disrupt other students' learning.
5. I will treat you with respect, so I expect the same.
6. RESPECT!!!! Respect yourself by showing respect for your classroom and school property.
7. VOLUNTEER - Help younger students. You are who they look up to.

In ensuring that the above expectations are adhered to, I will operate with the following principles as my guide:

1. I will provide consequences that are not punitive but that allow the child to experience the results of a poor choice, enabling him or her to make better choices in the future.
2. I will guide students toward personal responsibility and the decisions-making skills they will need to function in the real world.
3. Equal is not always fair. Consequences will be designed to fit the problems of individual students, and they may be different, even when the problems appear to be the same.

4. If you feel something is unfair, whisper to me, "I'm not sure that's fair," and we will talk.
5. I am also instituting a Consequence called "Reverse Suspension". It will only be used as a consequence for those students that can't seem to "hold it together" and continue to disrupt the other students' learning by their negative behavior and outbursts. This has been a very successful behavior plan for many middle schools using it. What I will be asking is that a parent come and sit with their child for a day or two to help guide their child to make better decisions and/or control their actions.

## Level 5 Supply List

Willow Creek Charter School will provide each student with pens, pencils, glue, scissors, markers, color pencils and notebooks. However, if your child wants their own individual supplies you will need to supply those for your child.

- Lunch box or bag
- Backpack
- Water Bottle (reusable)
- **1 scientific calculator** (not graphing) (**very important** - they will not be able to use their phones and we are not providing them for the

students. **THIS IS A MUST HAVE!!!**

**Please Sign and Return This Page Only**  
**by July 30, 2023**  
**Level 5**

**STUDENTS NAME:** \_\_\_\_\_

I will be playing PG-13 movies throughout the year; some are to help teach history and some are class earned. Please let me know below whether you want or don't want your child to view these types of movies. (If you don't want them to watch these movies, I will just quietly let them go to level 2 to help in that class.)

\_\_\_\_\_ My child can watch PG-13 movies

\_\_\_\_\_ My child cannot watch PG-13 movies

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Signature of Parent(s)

We have read through Ms.Silva's Survival Guide and understand what the expectations are; both behavioral and academic.

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Signature of Student

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Signature of Parent