



2020 - 2021

MS. SEVEY'S

CLASSROOM SURVIVAL
GUIDE

EVERYTHING YOU NEED
TO KNOW 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. Sevey'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 24, 2020**.

Medications

If the student requires any medication, the medication must be in a sealed plastic bag labeled with the student's name, emergency contact information, and dosage instructions. The medication must be turned into the office by the parent or guardian. The office will only provide Tums and water to students unless otherwise stated on the Medication Form.

Communications

School Phone Number: 928-776-1212 x. 105
Website: www.willowcreekcharter.com
My E-mail: Level5@willowcreekcharter.com

I will be using an 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

Level 5 Grading Policy

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

I will be starting something new this year and adding a mandatory homework packet of 4 pages for Math. This is a weekly packet and WILL be turned in by Thursday morning. The homework will be "computation only" and should not take your child very long to complete the entire packet. They will also have spelling words that they should be practicing throughout the week. The spelling tests will be every Thursday. Each day at 8:30, I will be collecting all homework and classwork from the previous day. If work isn't turned in by that time, it will be considered late.

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 2 days for every 1 day missed to make up their work and turn it in.

Retake/Reteach

If a student scores below a 70% on an assessment, they may retake the assessment to earn up to a 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.
- Your student should bring with them every day to school, their homework, snack, a cold lunch, calculator and backpack.
- Please remember to send a healthy snack for your child each day. **No soda, candy or gum please, WATER ONLY!** This is in accordance with school policy.
- Lunches must be cold lunches. There is no microwave available for student use.
- We will no longer allow students to call home if they forgot their lunch, please make sure that they bring one.
- 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 if you do not want your child to view these types of movies on the signature page of this book.

Overview of Curriculum

English/Language Arts (Engage NY)

1. Standards for Writing
 - A. Argumentative - Write Arguments to support claims with clear reasons and relevant evidence.
 - B. Explanatory - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - C. Narrative - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - D. Production and Distribution of Writing
 - E. Research to Build and Present Knowledge
 - F. Range of Writing

2. Standards for Speaking and Listening
 - A. Comprehension and Collaboration
 - B. Presentation of Knowledge

3. Standards of Language
 - A. Conventions
 - B. Knowledge of Language
 - C. Vocabulary
 - D. Spelling

4. Standards for Information Text and Reading Literature
 - A. Key Ideas and Details
 - B. Craft and Structure
 - C. Integration of Knowledge and Ideas
 - D. Range of Reading Level and Text Complexity

Math (Engage NY)

7th Grade - Standards

The Number System - Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.

Expressions and Equations - Use properties of operations to generate equivalent expression.

Geometry - Draw, construct, and describe geometrical figures and describe the relationship between them.

Ratio & Proportional Relationships - Analyze proportional relationships and use them to solve real-world and mathematical problems.

Geometry - Draw, construct, and describe geometrical figures and describe the relationship between them.

Statistics & Probability - Use random, sampling to draw inferences about a population.

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8th Grade - Standards

Expressions & Equations - Work with Radicals and integer exponents.

The Number System - Know that there are numbers that are not rational, and approximate them by rational numbers.

Geometry - Understand congruence and similarity using physical models, transparencies, or geometry software.

Expressions & Equations - Understand the connections between proportional relationships, lines, and linear equations.

Geometry - Understand and Apply the Pythagorean Theorem, Solve real-world and mathematical problems involving volume cylinders cones, and spheres.

Functions - Define, evaluate, and compare functions.

Statistics & Probability - Investigate patterns of association in bivariate data.

Project Based Learning (PBL)

Project Based Learning integrates Writing, Reading, and Social Studies into Themes or projects that the students will complete; some of the projects will be individual and some will involve group/team work. We will normally have 1-3 large projects each quarter that will be a large part of their PBL grade. It is imperative that the students complete these projects.

Quarter 1:

History: *Early America*
ELA: Identity and Transformation: Then and Now Literature: Pygmalion by George Bernard Shaw
Writing: Argumentative Essay: Eliza's Changes; Using evidence & claims to back up research

Quarter 2:

History: Government/Constitution
ELA: Understanding Perspectives: Slavery - The People Could Fly - Literature: Narrative of the Life of Frederick Douglass by Frederick Douglass
Writing: Narrative Writing: Write and illustrate a Children's book based on an episode from Douglass's life

Quarter 3:

History: 1. Civil War
ELA: Screen Time and the Developing Brain Informational Text
Writing: Research Paper: Positional Paper on Screen Time

Quarter 4:

History: 1. Arizona History
ELA: Module 7:2A Working Conditions: Then and Now Literature: Lyddie by Katherine Patterson
Writing: Research and Informational Writing to create a "Guide to Working Conditions in the Garment Industry"

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 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.

Phone Privilege

Your child can bring their phone to school, but they will be collected and turned into the office at the beginning of the day and returned to the students just before they leave.

If you need to reach your child during the day, please call the office and they will relay the message to your child. Your child will not be able to use their phone as a calculator during math either. They will need to bring in a stand-alone calculator.

Hats/Hoodies

Students will not be able to wear hats or have their hoods on inside any of the buildings. If your child can not adhere to this, we will take the hat and keep it in the office until a parent or guardian can come pick it up. Please speak with your child and reiterate the importance that they remove a hat whenever they walk into any type of building.

Level 5 Schedule

8:00 - 8:15	Morning Journal (attendance, homework collection, announcements)
8:15 - 9:45	Math
9:45 - 10:00	Nutritional Snack
10:00 - 11:30	ELA - Reading and Writing
11:30 - 12:00	P.E.
12:00 - 12:30	Lunch
12:30 - 1:00	Silent Reading
12:45 - 2:15	M/T -Science W/Th History
2:15 - 2:30	Break
2:30 - 3:15	Grammar
3:15 - 3:45	Interventions
3:45 - 4:00	Cleanup

We will be having Art 1 day a week as well as an additional PE 1 day a week.

Level 5 Supply List

Willow Creek Charter School will provide each student with pens, pencils, glue, scissors, markers, color pencils and notebooks as part of your \$150 fee. This fee will also include a Willow Creek T-Shirt to be worn on Thursdays and student planner. 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.

**Please Sign and Return This Page Only
by July 24, 2020**

Level 5

I, _____ (parent/s) have read through Mrs.
Print Name

Sevey's Survival Guide and understand what is being asked of my child this year both behaviorally and academically.

Signature of Parent(s)

I, _____ (student) have read through Mrs.
Print Name

Sevey's Survival Guide and understand what is being asked of me this year both behaviorally and academically.

Signature of Student