Terramar Academy of the Arts

Sharon Wieser, Principal
Julia Aaron, Assistant Principal

Deer Valley Unified School District

Teacher Syllabus Expectations

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her school achievement. We are committed to treating parents as partners while keeping lines of communication open and focused on the needs of your child. Mutual trust and respect between parents and teachers are required to maintain a positive learning experience at any school. We believe that your trust in Terramar is required to ensure your child's success.

Mr. Johnson - 7th Grade Team Lead

My name is Lucas Johnson and I teach 7th grade History at Terramar! I earned my bachelor's degree in Education from Arizona State University. I also obtained my associates degree in Administration of Justice from Coconino Community College. This is my eighth year teaching in the Deer Valley Unified School District. I love writing, reading, jiu-jitsu, archery, hiking, riding horses, and playing with dogs.

Degrees and Certificates:
BA, Education, Arizona State University
AD, Administration of Justice, Coconino Community College

- **7th Grade Social Studies overview**
  - Unit One - Scientific Revolution (3 weeks)
  - Unit Two - Revolutions (9 weeks)
  - Unit Three - Global Industrialization (3 weeks)
  - Unit Four - Imperialism (2 weeks)
  - **Winter Break**
  - Unit Five - World War I (4 weeks)
  - Unit Six - World Depression (2 weeks)
  - Unit Seven - World War II (4 weeks)
  - Unit Eight - Cold War (3 weeks)
  - Unit Nine - Global Conflicts (3 weeks)

  7th Grade Social Studies Standards -
  https://www.azed.gov/standards-practices/k-12standards/standards-social-studies

Dr. Martin

My name is Donovan Martin and I teach 7th grade ELA at Terramar! I earned my PhD in Philosophy and Literature from Purdue University in 2016. This is my second year teaching at Terramar after teaching 8th grade science in another district and over 10 years experience teaching in higher education. I love comic books, especially the *X-Men*, and being in nature to hike and camp.

Degrees and Certificates:
PhD, Philosophy and Literature, Purdue University

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MA, Philosophy, West Chester University of Pennsylvania
BS, Philosophy, minors in history and creative writing, Frostburg State University
Graduate Teaching Certificate, Arizona State University

- **7th Grade English overview**
  - 1st Quarter: Fiction Literature Reading Narrative Writing
  - 2nd Quarter: Non-Fiction/Informative Reading Informative Writing Speaking and Listening
  - 3rd Quarter: Fiction & Non-Fiction/Informative Reading Argumentative Writing Speaking and Listening
  - 4th Quarter: Fiction & Non-Fiction/ Informative Reading Argumentative & Informative Writing

Novel Reading List:
All novels have been approved for classroom use by the district. Students should have their own copy of the novels, starting with *Alice in Wonderland* (ELA) and *The Hobbit* (Adv. ELA).

- *Alice's Adventures in Wonderland* by Lewis Carroll (1865)
- *Chasing Lincoln's Killer* by James L. Swanson (2009)
- *A Long Walk to Water* by Linda Sue Park (2010)
- *Ender's Game* by Orson Scott Card (1985)
- *The Winter Room* by Gary Paulsen (1989)
- In addition to the novels listed above, Advance ELA students may read:
- *The Hobbit* by J. R. R. Tolkien (1937)
- *I Am Malala* by Malala Yousafzai (2013)
- *The House On Mango Street* by Sandra Cisneros (1983)

Mr. Kingsbury

My Name is Mr. Kingsbury and I teach 7th grade Science and Entrepreneurship for middle school. I have a bachelors in science from Montana State University, in Bozeman Montana. I like the outdoors, rock climbing and watching baseball.

Science Curriculum:
Newton's 3 Laws of Physics
Weather Phenomenon
The Water Cycle
Forces at a distance
Geology

Entrepreneurship
Research and project based learning about the many aspects of being an entrepreneur and studying how and what other famous entrepreneurs did to become successful.

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Mr. Madison

My name is Christopher Madison and I teach middle school art and ceramics at Terramar! I earned my Masters in teaching from Rockford University in 2017. This is my eighth year teaching middle school art in the Deer Valley Unified School District. I also coach both cross country and track at Mountain Ridge High School. I love running, eating food, spiderman and most sports.

Degrees and Certificates:

MA, Education, Rockford University

BA, Graphic Design, Augustana College

Mr. Bevans, MAT

My name is Greig Bevans and I teach 7th Grade Mathematics at Terramar. This will be my 16th year teaching both math and science. I have taught 5th through 12th grade and this is my first year at Terramar. I coach volleyball and enjoy hiking. I Have a very large collection of various Lego kits including the entire NASA Series and the various trains. I have a whole room dedicated to just Lego through the years.

Degrees and Certificates:

MA, Teaching, University of Portland, Oregon

BS, Geology, Portland State University, Oregon

BS, Astronomy, Portland State University, Oregon

BS Minor, Advanced Mathematics, Portland State University, Oregon

AA, Philosophy, Mount San Antonio College, California

7th Grade Mathematics Overview:

Unit 1: Scale Drawings

Unit 2: Introducing Proportional Relationships

Unit 3: Measuring Circles

Unit 4: Proportional Relationships and Percentages

Unit 5: Rational Number Arithmetic

Unit 6: Expressions, Equations, and Inequalities

Unit 7: Angles, Triangles, and Prisms

Unit 8: Probability and Sampling

Overview of Arizona State Standards.

- DVUSD Math Resources for Parents
- DVUSD English Language Arts Resources for Parents
- DVUSD Social Studies Resources for Parents
- DVUSD Science Resources for Parents
- What is Depth of Knowledge

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District Handbooks

PRAG Handbook 2024-2025 Grades K-6

PRAG Handbook 2024-2025 Grades 7-8

2024-25 Student Rights & Responsibilities (English)

COMMUNICATION

- **Communication Protocol Flow Chart**

- School-wide
  - Terramar Website
  - Monthy Newsletters via email
- Teacher websites

Mr. Johnson's Website
Dr. Martin's Website
Mr. Kingsbury's Website
Mr. Madison's Website
Mr. Bevans's Website

- The best way to reach anyone in the team is through Email which will be read and replied to during business hours.
- Mr. Johnson - Lucas.Johnson@dvusd.org
- Dr. Martin - Donovan.Martin@dvusd.org
- Mr. Kingsbury - patrick.kingsbury@dvusd.org
- Mr. Madison - christopher.madison@dvusd.org
- Mr. Greig Bevans, MAT - greig.bevans@dvusd.org

- **Please schedule specific times to meet with us, as we need time to communicate effectively. We often have professional duties directly before and after school hours. Please understand that we will not be able to meet or discuss issues while we are teaching or supervising students. However, we will contact you as soon as we can.**

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- **Terramar has implemented email office hours and a "curfew" to ensure that we maintain a healthy work-life balance. I will respond to emails and phone calls Monday through Friday during school hours.**

Terramar Professional Learning Community

Most Fridays, students will be released at 1:30 pm so that we can participate in PLC work. This work is directly related to the planning, instruction, and interventions we implement in our classrooms to ensure that students master the standards.

Role of Professional Learning Teams

A PTL (professional learning team) is a group of educators that meet regularly and work collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of Norterra Canyon's Professional Learning Community:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond if some students do not learn?
- How will we extend the learning for students who are already proficient?

Professional Learning Teams are responsible for collaborating to establish general consistency among the following:

- Assignments, presentations, products, observations, and assessments are used to determine a student's level of performance with grade-level standards.
- The method and schedule for additional learning opportunities.
- Due dates, deadlines, and procedures for reassessment.
- Create opportunities for common scoring of assessments.

Artificial Intelligence

In the Deer Valley Unified School District, we are committed to providing our students with the best possible education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, teachers may incorporate generative Artificial Intelligence (AI) in the classroom for students.

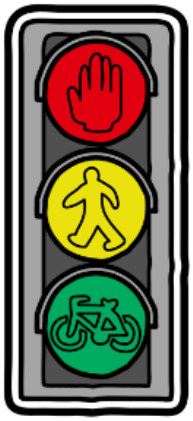
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Students must adhere to the specific guidelines provided in the assignment details. If no guidance around the use of generative AI is provided, students should follow the "restrictive" level (see chart). Teachers should direct students to contact their teacher before submitting classwork if the student is unsure if the tool or website they are using is permitted on a specific assignment.

AI Use Traffic Light	Level	Description	Example Instruction
	Restrictive No!	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."
	Moderate Whoa!	Students can use teacher-approved AI tools from the district list for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original. Proper citation is required for any AI-generated content.	"You can employ AI tools to assist brainstorming or initial research, however, the main content, arguments, and conclusions should be your own."
	Permissive Go!	Students can utilize district-approved AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content. Proper citation is required for any AI-generated content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic."

HOMEWORK & GRADES

- The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.
- Grades are a reporting tool utilized to reflect what a student knows and can do in a content area. We measure achievement, not effort or behavior, in our grading system.
- Grades will be equitable, accurate, specific, and consistent.

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- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct
- The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in PowerSchool.

DVUSD GRADING PRACTICES

Kindergarten Grade Scale

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency toward the grade level standards using the following scale.

4 = Applies grade level skills with greater depth or complexity
3 = Demonstrates grade level proficiency
2 = Approaches grade level proficiency
1 = Displays a significant lack of grade level proficiency

1st-2nd Grade Grade Scale

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency toward the grade level standards using the following scale.

4 = Applies grade level skills with greater depth or complexity
3 = Demonstrates grade level proficiency
2 = Approaches grade level proficiency
1 = Displays a significant lack of grade level proficiency

Teacher Syllabus Expectations

Students in 1st and 2nd grades will receive marks for their overall performance in each course of study using the following letter grade scale.

E = Excellent)

S = Satisfactory

N = Needs Improvement

U = Underperforming

3-12 Grade Scale

Students in 3rd through 12th grades will receive marks for their proficiency toward the grade level standards using the following scale.

4 = Highly Proficient

3 = Proficient

2 = Partially Proficient

1 = Minimally Proficient

Students in 3rd through 12th grades will receive marks for their overall performance in each course of study using the following letter grade scale.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Grades of “D” and above are passing marks. A course grade of “F” indicates that the student has failed the course.

For 9th-12th grade levels, no course credit will be awarded for a failing course grade.

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Categories

All grade entries in the gradebook will be attributed to one of the following categories.

Assessment: This category includes all items used to measure a student's proficiency toward the learning standards once the student has had sufficient practice and at a specified point in time. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

Coursework: This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. This category can include in-class assignments, exit tickets, checks for understanding, and daily activities.

Practice: This category includes formative student work that a student completes while learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework, falls into this category.

Category Weights (3rd-8th Grades Only)

Each category will be weighted as follows:

ASSESSMENT CATEGORY	80%
COURSEWORK CATEGORY	20%
PRACTICE CATEGORY	0%

Missing Work (3rd-8th grades)

An assignment is considered missing work when it is not submitted by the due date. Missing work will be treated as such:

- The assignment will be marked with the "Missing" special code in the grade

book
- A zero ("0") will be entered as the score for the assignment in the grade book
- No Evidence (NE) will be entered for the standards attached to the assignment

Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established but is submitted within the parameters listed below.

For **Late Work** to be accepted, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame
  - K-2 Grades: By the end of the marking period
  - 3-8 Grades: Within 5 school days after the end of the unit
  - 9-12 Grades: By the end of the unit

Reassessment

Retakes are allowed for assessments for full credit, if reperformance opportunities (another assessment on the same learning target later in the marking period as part of the instructional cycle) will not be available during the marking period or in addition to reperformance opportunities during the marking period.

To earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher

A reassessment plan must be scheduled within the following time frames:

- **K-2nd Grades:** Until the week before the end of the marking period
- **3rd-8th Grades:** Within 10 school days of receiving the assessment score

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Academic Integrity Statement

To be college-, career-, and community-ready, students in the Deer Valley Unified School District are expected to demonstrate academic integrity. Academic integrity is all about being honest and fair in your schoolwork. It means doing work that is entirely your own and giving credit to others (including generative Artificial Intelligence tools) through proper citation when you use their ideas or words.
If you have questions about the guidelines for academic integrity, you should discuss them with your teacher.

Academic Dishonesty Statement

Academic dishonesty refers to any action that compromises the integrity of academic work or evaluation processes. This includes but is not limited to:

- Copying or stealing another person's work or data (plagiarism);
- Allowing another person to copy one's work;
- Doing another person's classwork;
- Creating more than one copy of one's work for distribution;
- Providing another person with the answers on tests or quizzes;
- Noncompliance with teachers' test-taking procedures;
- Unauthorized copying or development of software; and
- Unauthorized use of generative Artificial Intelligence.

Consequences for instances of academic dishonesty range from a conference and loss of credit (student will be given another opportunity to show mastery of learning) up to a 5-day suspension and loss of credit.