



Norterra Canyon Deer Valley
Unified School District

School

Theresa Milks, Principal

Samantha Robarge, Assistant Principal

SAGE Math Syllabus **Mrs. Dawn Olson, NBCT**

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 is required to maintain a positive learning experience at any school. We believe that your trust in Norterra Canyon is required to ensure your child's success.

- **Degrees:** BS in Business Administration~UofA & Post Bac in Elementary Education~ASU West
- **Certifications:** National Board Certification in Early/Middle Childhood: Literacy/Reading & Language Arts & Arizona K-8 Teaching Certification ●
- **Endorsements:** Gifted Specialist Endorsement; Reading Specialist Endorsement; Early Childhood Endorsement; SEI Endorsement; Highly Qualified Middle School ELA
- **Memberships:** Arizona Association of Gifted & Talented; NC Guiding Coalition; DV NBCT Network; Arizona NBCT Network
- **Curriculum Map for SAGE Math**
 - Q1:**
Grade 3 Unit 1: Three Digit Numbers - Place Value, Addition, and Subtraction Grade 3 Unit 2: Multiplication and Division -Concepts, Relationships, and Patterns Grade 3 Unit 3: Multiplication - Finding Area, Solving Word Problems, and Using Scaled Graphs
 - Q2:**
Grade 4 Unit 1: Whole Numbers - Place Value, Comparison, Addition and Subtraction Grade 4 Unit 2: Operations - Multiplication, Division, and Algebraic Thinking Grade 4 Unit 3: Multi-Digit Operations & Measurement - Multiplication, Division, Perimeter, Area
 - Q3:**
Grade 4 Unit 3: Multi-Digit Operations & Measurement - Multiplication, Division, Perimeter, Area Grade 4 Unit 4: Fractions, Decimals, and Measurement - Addition, Subtraction, and Multiplication
 - Q4:**
Grade 4 Unit 4: Fractions, Decimals, and Measurement - Addition, Subtraction, and Multiplication Grade 4 Unit 5: Geometry and Measurement



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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 \(DOK\)?](#)

COMMUNICATION

- [Communication Protocol Flow Chart](#)

- School-wide

- [Norterra Canyon Website](#)
- [Norterra Canyon Instagram](#)
- Weekly Newsletters via email

- [Teacher websites](#)

- NC Website: <https://www.dvUSD.org/domain/6516>
- NC Gifted Instagram: norterracanyon_gifted

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

- **Norterra Canyon 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.**

- Email: dawn.olson@dvUSD.org
- Website: <https://www.dvUSD.org/domain/6516>
- Classroom phone: 623-445-8244
- Every Friday afternoon I send an email to all families via Blackboard sharing the lessons that will be shared each day of the coming week. If a student will be absent, this is helpful so you’ll be able to find the daily lesson missed in our SAGE math canvas course and have your child watch the lesson video and also complete the practice set and exit ticket for the lesson missed.



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- The only homework for SAGE Math is to practice math facts nightly to gain fact fluency and to complete the district required lessons in MyPath if students do not complete those in class with me during our class time together.

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

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 PLC

A professional learning community 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 PLC's are:

- 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? **PLC Teams are responsible for collaborating to establish general consistency among the following:**
- Assignments, presentations, products, observations, and assessments 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.

Generative Artificial Intelligence Tools in Grades K-8:

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.



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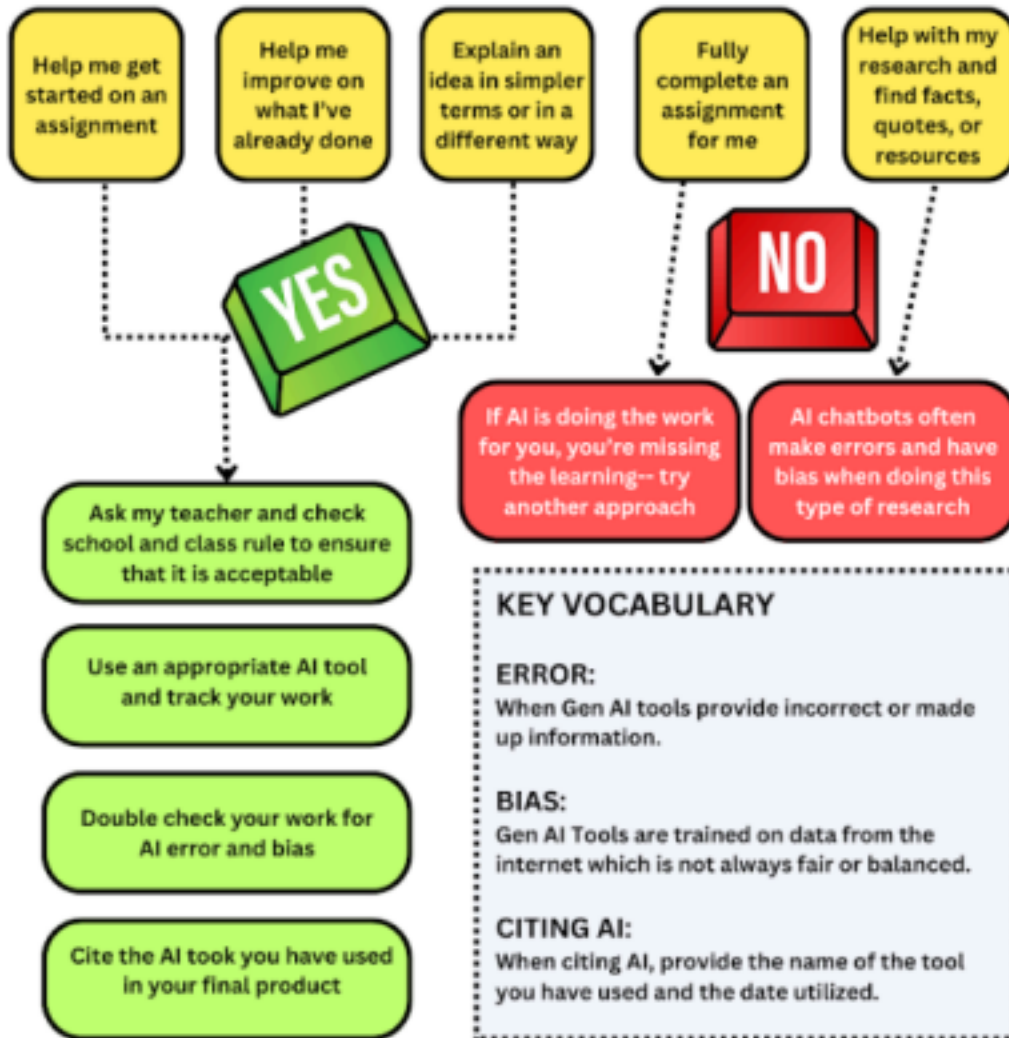
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If you have questions about the guidelines for academic integrity, you should discuss them with your teacher.

A GUIDE FOR STUDENTS: SHOULD I USE AI?

Why do you want to use an AI Chatbot?

I want it to...



Adapted from AI for Education's Student Guide!
<https://www.aiforeducation.io/ai-resources/studei>



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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.
- 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](#).

MEANINGFUL GRADE ENTRIES

Teachers are expected to enter a meaningful grade for each student in the electronic gradebook regularly so that students, parents, and support staff can better monitor student progress. A meaningful grade is a grade entry for an assessment or coursework that measures learning standards. The frequency of entering meaningful grades is as follows:

- Classes that typically meet 4-5 days per week = at least 1 meaningful grade each week ● Classes that typically meet 2-3 days per week = at least 1 meaningful grade every other week
- Classes that typically meet 1 day per week = at least 1 meaningful grade every 3rd week 5



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At least one meaningful assessment/assignment grade entry must be entered each week, but an

entry that impacts the course grade must be entered at least every 2 school weeks (every 3rd week for classes meeting once per week).

KINDERGARTEN-2ND GRADE

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency towards 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**

Students in 1st and 2nd grades will receive marks for their overall performance in each course of study using the following letter grade scale. Overall course grades for students in 1st and 2nd grades will be determined by the average of all overall standards scores for the grading period. The average will be converted to a letter grade of E, S, N, or U.

- **E = Excellent (87%-100%)**
- **S = Satisfactory (58%-86%)**
- **N = Needs Improvement (42%-57%)**
- **U = Under Performing (0%-41%)**

Please note: *Students in kindergarten will not receive an overall course grade for each subject area. They will instead receive scores for each standard that was measured during the marking period.*

3rd-8th GRADE

Students in 3rd through 12th grades will receive marks for their **proficiency** towards the grade level standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

- **4 = Highly Proficient**
- **3 = Proficient**
- **2 = Partially Proficient**



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- **1 = Minimally Proficient**

Students in 3rd through 8th grades will receive marks for their **overall performance** in each course of study using the following letter grade scale. Overall course grades for students in grades 3-8 will be calculated from the average of the student's assignment scores* (assessments, coursework).

- **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 graded work in the Assessment/Coursework Categories, teachers will enter the proficiency marks for each standard measured and use the following guide to assign a score to the assignment. Parents will see the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal.



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For additional information, the parent may click the blue "show standards" icon to view the proficiency marks for the learning standards associated with the assessment or coursework.



WEIGHTS

All 1st-12th grade teacher gradebooks will utilize the following weights for each category in the gradebook.

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



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Missing Work:

An assignment is considered as 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 (grades 3-12)
- No Evidence (NE) will be entered for the standards attached to the assignment
- If the work is submitted as Late Work (see below), the zero (“0”) assignment score will be changed to reflect the student’s actual score with no deductions or penalties.
- If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the assignment will be changed from a zero (“0”) to 49% by the end of the term.

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

Describe the expectation that all students will complete all learning requirements

- Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class

- To accurately reflect a student’s academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and procedures developed by the school and before the end of the grading period.
 - The practice/coursework/assessment will be marked with the “Missing” special code in the gradebook with a 49% in line with district grading practices.
 - No Evidence (NE) will be entered for the standards attached to the practice/coursework/assessment
 - If the work is submitted as Late Work (see terms below), the NE or 49% score will be changed to reflect the student’s actual score with no deductions or penalties.
 - If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the practice/coursework/assessment will remain at 49%.
 - Students will still be responsible for turning in late work in addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to complete the work.

In order for Late Work to be accepted, students must meet the following parameters:

- 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



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- 3-8 Grades: Within 10 DAYS of the end of the unit.

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student's assignment with the "Late" special code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.

Please note: Accommodations included in a student's IEP, 504, or EL plan may supersede the above Late Work procedures. Consult with the student's Service Coordinator, counselor, or the student's support team.

REASSESSMENT

Retake: The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the grade book.

- In order 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

EXTRA CREDIT

Just as imposing grade penalties for poor behavior distorts academic grades, so does awarding higher grades or extra credit for good behavior. Extra credit renders an academic grade less accurate since it is not based upon performance of the standards, but rather on compliant behaviors. **No extra credit will be awarded.**

ALGEBRA ONLY

HIGH SCHOOL COURSES



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Any high school courses taught in grades 7 and 8 will use the high school semester grading system. Each semester grade will be cumulative over the 18 weeks using the same grade scales as above.

Course Level Placement Changes

Students who request an honors-level high school course accept the rigor that comes with the high school academic course. Once the student and parents agree to the requirements, the student will be enrolled in the high school honors course. Only a teacher can recommend students for a placement change in an advanced academic class. The teacher will only consider students for a placement change whose effort is consistent with the expectation yet shows limited success in the class.

Procedures for Course Withdrawal

Any student, regular, (H), (AP), or (IB), who withdraws from a class after the first fifteen (15) days of the semester, but before the end of the tenth (10) week, will receive a grade of WP or WF. Requests for class withdrawals will not be processed after the tenth (10) week of the semester. WP or WF grades will be posted on a student's transcript but not factored into GPA or class ranking. (See DVUSD Academic Planning Guide page 11.)

Norterra Canyon Behavior Processes

The Pirate Way & PBIS Rewards

Please help us to encourage your child to follow our school-wide behavior

expectations: Be Respectful, Be Responsible, Be Safe, and

Be Kind



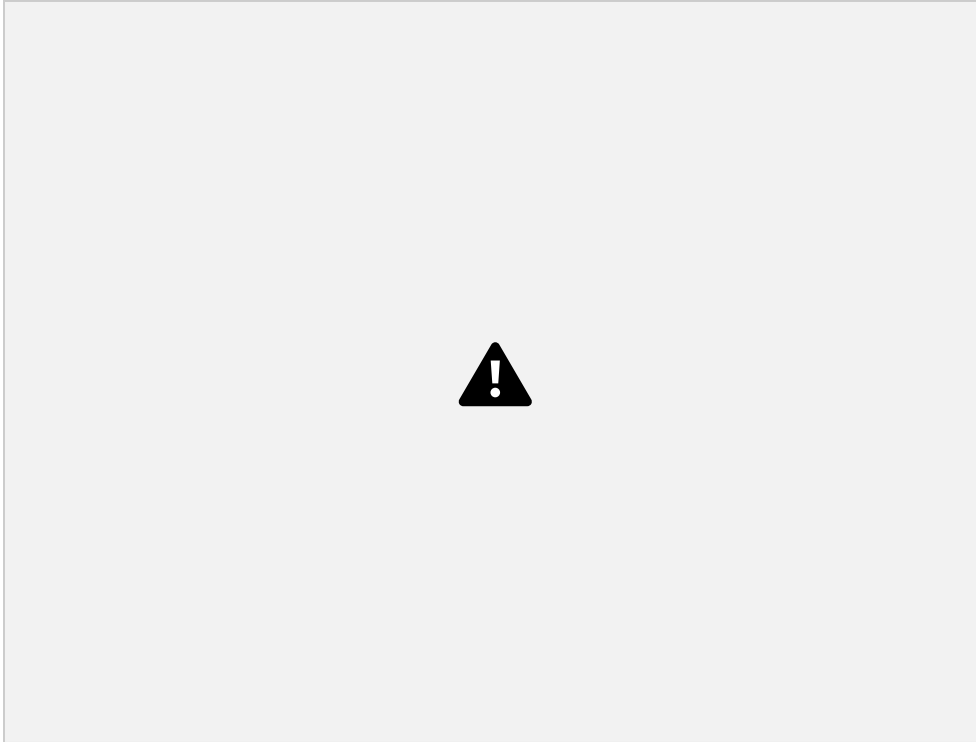
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The matrix below is posted across campus, and it is the responsibility of all students to follow each location-specific expectation. During the first two weeks of school, students will be taught the expectations at each location.



Students demonstrating these positive behaviors, both in and out of their classrooms, will enjoy earning points using our PBIS Rewards program. Points can be spent on tangible items and social incentives in our NC School Store.

[Help us stock our school store using the link here!](#)

Discipline Process: Minor & Major

To ensure our school is safe, positive, and productive for all learners, a process is in place to address behaviors that do not meet the expectations above. The information below will be shared

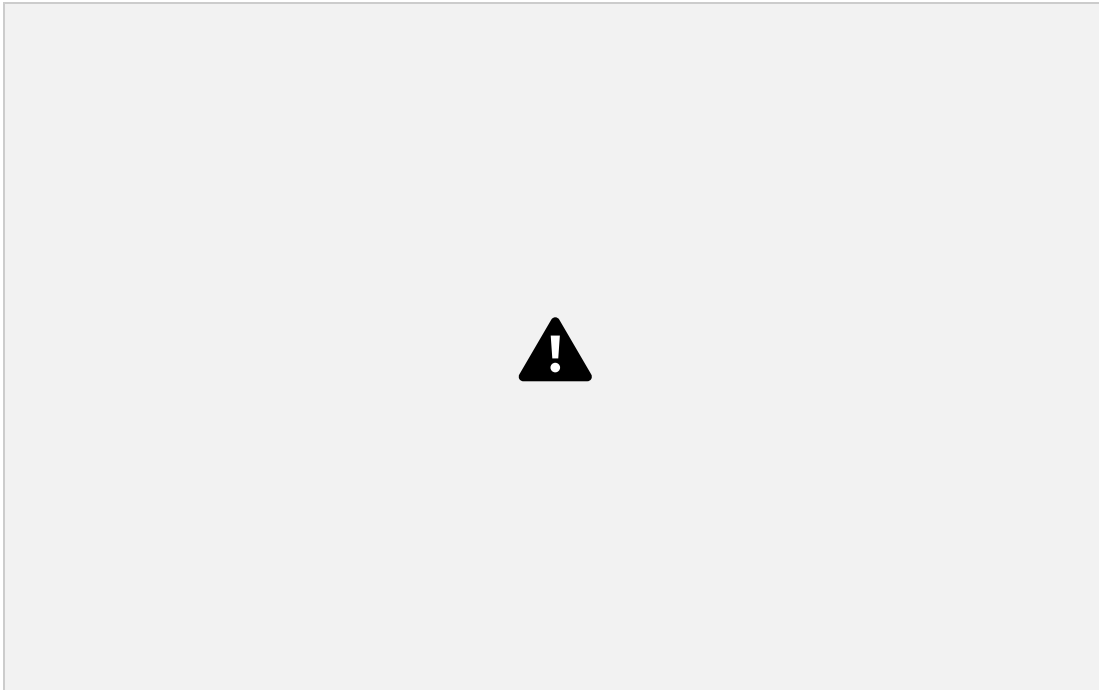
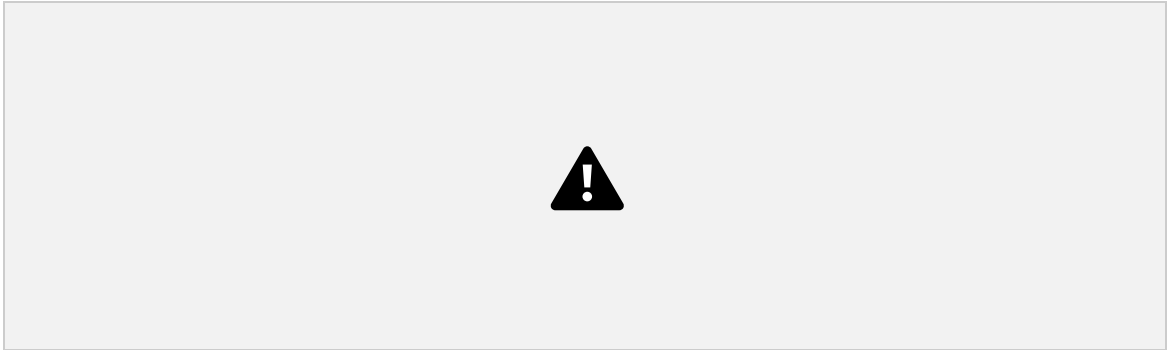


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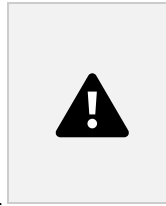
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with students. Please help us implement our schoolwide discipline processes by talking to your child about minor and major behaviors. If you have any questions, contact your child's teacher.



When students demonstrate problem behaviors, NC staff will follow the process below.



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Cell Phone Policy

Norterra Canyon's school cell phone policy is **Off and Away All Day**. Students are not permitted to use cell phones during school hours unless directed by a teacher (this includes in classrooms, in common areas, and during lunch/recess). While we understand that there are times you need to communicate with your child, all communication should be through the office. Please do not text or call your child's cell phone during school hours. Students not feeling well need to report to the nurse's office, rather than contact a parent to pick them up. We need your help to preserve the instructional environment of our classrooms every day of the school year. This policy also applies to the use of earbuds or AirPods. We are thankful for your support in ensuring a safe, positive, and productive learning environment for all Pirates.

