



Union Park School

Lauren Ghanooni, Principal
Max Wood, Assistant Principal

Mr. Beverly's Syllabus



About Mr. Beverly :

My name is Shawn Beverly and I will be the 7th Grade Science teacher! I graduated from Indiana University with a degree in Elementary Education. During my first six years of teaching, I taught 6th grade. During my time in 6th grade I acquired a middle grades science endorsement.

Philosophy:

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. We are committed to treat 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 Union Park is required to ensure your child's success.

Parent/guardian Communication:

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.

Union Park has implemented email office hours and a "curfew" to ensure that we maintain a healthy work-life balance. I will respond to emails/Phone calls Monday through Friday from 7:00am to 8:30am and again from 3:30-5:00pm.

Most effective way to contact me is through email. Shawn.beverly@dvusd.org
Please do not hesitate to reach out with any questions of concerns. I am here to help!

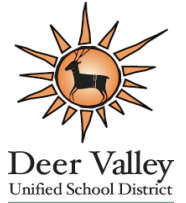
In Science we will be utilizing Canvas in class every day. At Union Park we have the amazing opportunity to be a 1:1 campus so students will have access to technology in their classes.



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Union Park Website:

<https://www.dvUSD.org/Domain/7676>

Science Curriculum:

The content will build upon the standards taught in 6th grade and introduce students to some new concepts.

Unit 1: Newton's Laws

Unit 2: Forces at a distance

Unit 3: Gravitational Forces

Unit 4: Weather, Climate, and Water Cycling

Unit 5: How and Why does Earth's Surface Change

Unit 6: Metabolic Reactions

Unit 7: Matter Cycling and Photosynthesis

Full set of standards can be found at:

<https://www.azed.gov/standards-practices/k-12standards/standards-science>

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to 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

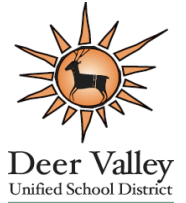
A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?



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- 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 in relation to 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.

GRADES

- Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.
- Grades will be equitable, accurate, specific, 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](#).



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7-8 Grading Scale

Highly Proficient A 100%–90%			Proficient B 89%–80%		Proficient C 79%–70%	
100–97	96–94	93–90	89–85	84–80	79–75	74–70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%–60%			Minimally Proficient F 59%–50%			
69–65		64–60	59–56		55–50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

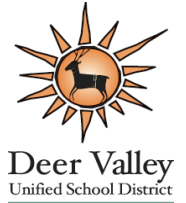
PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

- Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class
- Students choosing not to complete work, but who are able to do so, will complete work with support during Toro Time.
- In order 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.
 - 7th & 8th: An "49%" will be entered in the gradebook until the work is submitted. A notation of "M" for missing or "L" for late work will also be denoted in the gradebook.
 - 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.
 - Learning is a journey that is often not linear. Some students learn content and skills quickly while others may require more time or feedback in order



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to learn. The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.

- Students will be afforded extra time for learning; however, there is an ending point for each course in which final reports on a student's learning must be conveyed.
- Final assessments or end of term capstone projects and performance assessments will not be eligible for retakes.
- Assessments/assignments may be in an alternate format for reassessment.
- Students are required to show evidence of learning and applying the teacher's feedback in order to earn a reassessment opportunity.

STUDENTS ROLE IN LEARNING

Students become self-directed in learning about themselves as a learner. They have to analyze their own study habits to figure out what actually works for them, this helps students retain knowledge.

- Retakes must be student initiated; parents should acknowledge awareness of retake. Reassessments will be permitted following proof of practice and relearning, per teacher discretion.
- Retakes and late work must be submitted within two weeks of the date of the original assessment.
- No "extra credit" will be given at any time.

Using the grading scales shared earlier, checking PowerSchool regularly, and consistently communicating with teachers are all ways to understand how your child(ren) is progressing and learning each skill and standard required at their grade level