

Willis STEAM Academy

FLAME HOUSE

Firebirds Learning And Mastering Excellence

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Follow and Connect with us on Social Media

Facebook – www.facebook.com/willissteam

Twitter - @WillisSTEAM

Instagram - @WillisSTEAM

Welcome!

We hope you had a wonderful summer and are excited to begin a new year!

Please review the information in this newsletter with your parents or guardians. Parent and student signatures are required on the last page of this handout.

Our first goal is to get you to think critically, scientifically, and creatively in order to solve problems and answer questions about the world around you. This means you have to think! There is only one wrong answer you can give on homework or during class discussion that is I DON'T KNOW! We promise that if you try and do your best you will always succeed.

Our second goal is for you to become more literate in all disciplines and to lay the foundation for the concepts you will encounter NOW and in high school, college, and your everyday life. As a citizen you are faced with public issues and decisions that require some scientific, mathematical, and social/cultural background. Some of the issues you hear about on a day-to-day basis include oil spills, earthquakes, climate change, stem cell research, alternative energy, health care, and diseases. If you are literate in all disciplines, you can understand these issues and make informed decisions about actions our government should take on these issues. This is what we call being Civically Engaged.

The format of the Gifted classes will give you the opportunity to work with others and develop your confidence and self-esteem. You will use concepts you learn in your math, science, social studies, and language arts classes. You may be challenged with problems where the answers are not always known or predictable. Our hope is that throughout the course of your Willis experience you will develop "Habits of Mind" that will enable you to behave intelligently when you are confronted with challenges.

Character

It is our philosophy that developing positive character traits is every bit as important as exhibiting maximum academic progress. We want all students to accept the responsibility of becoming "good people" as well as "good students". Each student's goal should be to make their classroom, their school, and their community a better place through their personal contributions. Not all students will be A+ students. All students can be A+ people.

In order to achieve these goals, several character traits will be the foundation of conduct in the classroom and on the campus. It is our hope that students will incorporate these traits as a fundamental part of their character and carry this into all areas of their lives.

Responsibility: Being accountable for what you say and what you do. It is a sense of duty to complete assigned tasks with dependability and commitment.

Respect: Showing high regard for authority, others and yourself. Treat others as you would want to be treated. All people have value as human beings.

Honesty: Telling the truth, admitting wrong doing. Being trustworthy and doing the right thing. Do what is right-not what is popular.

Integrity: Being consistently honest and fair. This means you uphold high moral and ethical standards and do what you say you will do. You can think of hypocrisy as the opposite of integrity.

Self-discipline: Controlling your emotions, words, and actions. It is giving your best in all situations.

Citizenship: Achieve classroom and school expectations. Be involved in service to classroom, school, and community. Contribute a part of yourself to others.

Good Work Ethic: Have a positive attitude toward learning. Be a positive influence in the classroom. Show great effort and pride in your work. Get work done on time.

Code of Conduct

BEHAVIOR: Appropriate behavior is an essential aspect of learning. Students have a right to learn without being disrupted by others. Each student is expected to take ownership of his/her behavior.

Students are expected to:

- Follow teacher directions the first time
- Show self-discipline (asks appropriate questions; stays on task; is persistent)
- Do NOT disturb others or the learning of others
- Have appropriate social interactions with peers and adults
- Maintain a positive attitude and is a positive influence.

ACADEMICS: Academic learning is a primary focus in the school setting. The student is expected to come prepared with appropriate class materials with a willingness to learn.

Students are expected to:

- Be a prepared learner (Pencil, paper, homework, notes, etc.)
- Show academic integrity
- Work diligently and to the best of your ability
- Maintain a high level of organization
- Have a high level of oral and written communication skills
- Pays attention to teacher and directions

Students who practice and exhibit these traits on a daily basis are typically most successful.

As a student of Willis Junior High you are expected to exhibit exemplary standards for behavior and academics. To assist in a positive learning environment students and teachers will evaluate organization, homework, and behavior on a daily basis. Students will have the opportunity to reflect weekly about their behavior and academic progress.

Academic Integrity

We expect students to demonstrate honesty and integrity. We expect each student to do his or her own work. This includes taking tests, completing homework, and other class assignments. If submitted work is not a true reflection of a student's own effort and ability, then the student has manifested unacceptable academic behavior and the assignment will receive a zero. The following actions will be considered cheating: a. Claiming credit for work not the product of individual effort. b. Providing access to materials/information so that others may wrongly claim credit. (Both parties will receive zero credit) c. Knowing about and tolerating observed dishonest behavior. There are times when we encourage students to work in cooperative groups. However, all work submitted must be individual and unique. *Accounts of academic dishonesty are handled according to the CUSD Student Code of Conduct.

IF a student does not abide by the Code of Conduct, a reflection will be assigned and must be returned with a parent signature. If multiple infractions on the Code of Conduct are accrued, then further interventions will occur – parent teacher conferences, mandatory tutoring, behavior plan, removal from the STEAM program, or other possible outcomes congruent with the Willis Junior High student handbook.

Expectations

Here are a few of our expectations for parents, teachers, and students.

Parent expectations:

- Support your child. Be actively involved by signing the agenda, signing behavior/ organizational rubrics, checking Infinite Campus for grades
- Attending conferences, the Willis Showcase, and supporting school related events and students in competitions.

Teacher expectations:

- Communicate via the agenda, website, Infinite Campus, Google Classroom, and e-mail the progress of students. Assignments will be aligned with the curriculum and Common Core.
- Provide a learning environment that is filled with opportunities for growth.
- Support students to learn various techniques to be successful in content.
- Provide opportunities for remediation.

Student expectations:

- Be prepared for lessons and assessments. Retakes of tests are not permitted for a better grade.
- Challenge yourself to become a better student and citizen.
- Take responsibility for your own learning and behavior.
- Attending conferences, the Willis Showcase, and participate in events and competitions.

Digital Citizenship Agreement

- **BE POLITE:** I will never create or transmit, or tell others to create or transmit mean or hurtful messages or inappropriate images.
- **USE APPROPRIATE LANGUAGE:** I will never swear, use other inappropriate language, use language that is offensive, or threaten or embarrass others.
- **RESPECT OTHERS:** I will not harass another person. Harassment is persistently acting a manner that distresses or annoys another person. If you are told by a person to stop sending messages, you must stop.
- **RESPECT PRIVACY:** I will not tell my home address or phone number; or give out full names, addresses or phone numbers of family members, or the full names, addresses or phone numbers of other students.
- **RESPECT** all equipment, program interfaces and hardware. Report any misuse to a teacher immediately.
- **AVOID DISRUPTIONS:** I will not use technology in any way that would disrupt its use by others, or disrupt the learning that is occurring in the classroom. These means **DO NOT** play games, check e-mail, check social networking sites, text, etc.
- **BE HONEST:** I will always use my real name when using technology. I will not post or transmit anonymous messages or represent a message to have been written by someone else.
- **BE RESPONSIBLE:** I will only use district-approved websites and will not use methods to by-pass blocked sites. If I think a site has been blocked in error I will speak with my teacher. I understand that changing laptop/desktop settings is prohibited. This includes screen savers, the dock, desktop background, dashboard items, installing software etc
- **SHOW INTEGRITY:** Sites are for school related/technology interfaced forums. Do **NOT** post anything that does not show maturity or integrity. Consider the other person's feelings and act accordingly; think before you post
- **ABIDE ESTABLISHED RULES:** Do not try to "go around" the system for your benefit, as your actions will have a direct consequence for all.
- **BE A STUDENT:** Using this technology is to assist in your academic endeavors. This is educationally related and should be used in that fashion.
- **BE AN ADVOCATE:** Tell a parent, guardian or teacher if you feel uncomfortable about anything you encounter online

Unacceptable Use

- Utilizing another user's credentials (i.e.: user name, password), giving your credentials to another user or in any way attempting to disguise your identity.
- Any unauthorized access to computers or programs, either physical or virtual.
- Any malicious attempt to modify, harm, or destroy data on school files or the files of other students, or any other system or network unless the user has authorization to perform these tasks.

- Participating in any type of criminal activity, including downloading, copying or distributing copyrighted materials.
- Committing an act of plagiarism in any form.
- Committing an act of cyber-bullying which is defined as: “when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones.

Possession and Use of Personal Technology

- Users may use personal technologies (e.g. cell phones) during class on certain specified days. All such devices shall be turned off unless otherwise noted. Students should under no circumstances record or photograph others without their expressed consent. This includes publishing or posting such material online. Users who misuse or aid in the misuse of personal technology will lose access to technology.

Security

- Security is a high priority. Notify your teacher immediately if you identify a security problem on any component at school. *Never* demonstrate the vulnerability to another user.
- There is no anonymity at school. The IT monitors use of the network for diagnostic and security purposes. All activity including e-mail messages, web searches, print jobs, and network storage is recorded.

Office Hours

NEED HELP?

WILLIS GIFTED ACADEMY OFFICE HOURS.

<u>TEACHER</u>	<u>LOCATION</u>
Roberts	M-18
Prichard	H-4
Kimble	M-19
Edwards	M-17

The STEAM Academy teachers hold dedicated office hours each week. This is a time students may come by and get tutoring, ask in-depth questions, explore points of confusion or interest that cannot be fully addressed in class, ask for advice, try out an idea, or get guidance.

In addition, teachers are typically available before and after school every day Monday through Thursday. You may arrange a time with your teacher in advance.

*Students who are in danger of failing or are falling behind may be assigned mandatory tutoring until their progress improves.

Attendance and Make Up Work

Tardies

Students, please be lined up at the door ready to enter when the 1 minute warning bell rings and in your seats getting ready for class when last bell rings. Students should be in their seats and in the process of getting ready for class by the time the final bell rings in order to be considered on time to class.

All tardies are entered into the attendance record. A first tardy will receive a verbal warning and be entered in attendance. The second tardy will result in a teacher issued consequence and phone call home. The third tardy will result in an office referral.

Absences, Late, and Makeup Work

*****All work is expected to be turned in on time.**

Late work: Late work is not accepted for full credit. Assignments that are turned in late will only receive partial credit. Assignments more than one week late will not be accepted.

Make-up work (if you have an excused absence): If you are absent when classwork or homework is assigned you will be given one day per day absent to make up the work.

You are responsible for getting the assignment from another student or the instructor. Also remember to check Google Classroom for posted assignments. Failure to ask for make-up work is not an excuse for not having it complete on the due date.

Make-up for ASSESSMENTS and Science LABS: Make-up labs and assessments will be held before or after school. It is your responsibility to arrange a time with the instructor or come during the assigned makeup time.

Academic Perseverance – 3rd Period

Academic Perseverance is a class focused on building the cognitive skills necessary to be a successful learner. This is a daily 40-minute class Monday - Thursday where students receive instruction in organization, time management, goal planning, self-regulation skills, and study skills.

In the STEAM Academy, this time will also be used for problem based learning opportunities and enrichment.

Grades

Grades are an indicator of understanding and growth. Grades are based on student performance and mastery of concepts and the application of knowledge. Students will be given learning goals in each academic discipline. Each learning goal is accompanied by a scale that describes what students know or are able to do towards each learning goal. Final grades use this percentage scale.

100-90% = A 80-89.9% = B 70-79.9% = C 60-69.9%= D less than 60%= F

The categories are weighted as follows:

Formative Assessment – This category comprises 15% of your grade in each class. Assignments include homework, classwork, and practice. These assignments allow students to practice concepts and skills, track progress toward learning goals, and identify strengths and weaknesses.

Summative Assessments – This category is 75% of your grade in each class. Assignments include tests, quizzes, projects, application of knowledge, formal writing assignments. These assignments show what you understand or are able to do at the end of a period of learning.

Executive Function – This category is 10% of your grade in each class. Executive Functions are the skills and mental processes necessary to be the most successful you can be when attempting to achieve your full potential. Executive functioning allows you to use information and experiences from the past to solve current

problems. These skills include things like organization of notebooks and binders, time management, goal planning, self-regulation skills, collaboration with peers, participation, being prepared, and study skills.

Assignments are graded on a 4-point scale that correlates to student performance toward learning goals and objectives and to a percentage score. The scale is as follows.

FLAME House Grading Scale

Rating	Percentage	Title	Description
0	0%	Missing – No Evidence	Work is missing –time was given, but student did not submit. Used when a student chooses not to complete an assignment or for students that frequently miss formatives.
0	50%	Incomplete	Work is incomplete or insufficient to apply to scale.
0.5	55%	Minimal Proficiency	Work is complete but does not demonstrate understanding of the key concepts or application of skills required for the standard, errors in logic or basic comprehension may be present
1	60%	Minimal Proficiency	Work is complete but does not demonstrate understanding of the key concepts or application of skills required for the standard, errors in logic or basic comprehension may be present
1.5	68%	Developing Proficiency	Work is complete and demonstrates understanding of some of the key concepts and/or some of the application of skills required for the standard, errors in logic or basic comprehension may be present
2	75%	Partial Proficiency	Work is complete and demonstrates understanding of the most important key concepts and/or application of some of the skills required for the standard – no errors in logic or basic comprehension
2.5	82%	Approaching Proficiency	Work is complete and demonstrates understanding of the most important key concepts and application of some of the skills required for the standard – no errors in logic or basic comprehension
3	88%	Proficient	Work is complete and demonstrates understanding of all of the key concepts and application of all necessary skills. No errors in logic or comprehension are present. The student has learned the information taught.
3.5	95%	Mastered Proficiency	Work is complete and demonstrates understanding of all of the key concepts and application of all necessary skills. No errors in logic or comprehension are present. The student did something exceptionally well: added depth to the assignment, transferred a skill from another standard etc. The student did something exceptionally well: added depth to the assignment, transferred a skill from another standard etc.
4	100%	Exceeds Proficiency	Work is complete and demonstrates understanding of all of the key concepts and application of all necessary skills. No errors in logic or comprehension are present. The student did something exceptionally well: added depth to the assignment, transferred a skill from another standard etc. The student did this deliberately and was able to explain what they did that was special or unique and why they did it. The student did something exceptionally well: added depth to the assignment, transferred a skill from another standard etc. The student did this deliberately and was able to explain what they did that was special or unique and why they did it.

There will be a cumulative final exam in each class at the end of each semester. Semester grades are calculated as follows: 1st quarter is 45%, 2nd quarter is 45%, and the final counts for 10%.

19 K Potassium 39.0983	63 Eu Europium 151.964	63 Eu Europium 151.964	15 P Phosphorus 30.973762
20 Ca Calcium 40.078	116 Lv Livermorium [293]	25 Mn Manganese 54.938045	
79 Au Gold 196.966569	60 Nd Neodymium 144.242		
105 Db Dubnium [263]	8 O Oxygen 15.999		
21 Sc Scandium 44.955912	53 I Iodine 126.90547	63 Eu Europium 151.964	7 N Nitrogen 14.0067
			58 Ce Cerium 140.116

Science

Jason Prichard - Willis STEAM Academy

Room H-4

7th/8th Gifted Science

VEX Robotics coach

Phone: 480.883.5700

email: Prichard.Jason@cusd80.com

website: <http://www.cusd80.com/Page/70989>

We owe much of our way of life and economic prosperity to scientific research - our cars and airplanes, smart phones, food, clothes, and energy have been developed and improved through scientific research. Without an understanding of Einstein's theory of relativity and how spacetime works, measurements from orbiting GPS satellites would be much less accurate. Geocaching would be a lot less fun with inaccurate GPS.

Science plays an integral role in developing public policy. Whether you are student or parent, citizen or immigrant, business person or legislator, artist or engineer, religious or atheist, country or city, dog or cat person, mac or pc, science or at least decisions about issues in which science is involved will affect you. Decisions are being made about issues concerning resource use (mining, water, energy, etc.) and distribution, food processing and safety, transportation, city planning, environmental health and safety, health and medicine, the internet, space exploration, and more. Being literate in science and how science is done is important in order to make informed choices when voting or taking action about how these issues should be handled.

Please visit my website for more information about me, class syllabus, resources, science fair, and other information. You may also email me if you have any specific questions.



History
may lead
to new
insights!!!

Social Studies

Shandel Roberts Willis STEAM Academy

Room M18

7th/8th Social Studies

Phone: 480.883.5700

email: Roberts.Shandel@cusd80.com

website: <http://www.cusd80.com/Domain/4244>

Social Studies is awesome! We will be investigating many events in history, learning about current events and the world around us. My main goal is for you see how the past always connects to the future, and there is always a different perspective to every event. I want every student to be civically engaged and aspire to make the world a better place. I look forward to a great year!

Please visit my website for more information about me, class syllabus, weekly updates, and other information. You may also email me if you have any specific questions.



Math

Josh Edwards - Willis STEAM Academy

Room M-17

7th Honors Algebra / 8th Honors Geometry

Phone: 480.883.5700

email: Edwards.joshua@cusd80.com

website: <https://www.cusd80.com/Domain/4224>

Welcome to STEAM mathematics, where we grow mathematical mindsets. I am excited to help students understand the reasoning and logic behind their answers. This allows students to see mathematics as a creative and explanatory language. We have computers for fast and repetitive computation. The goal of math class should be to dig deeper for pattern recognition, complex problem solving skills, and unique connections throughout the vast subject material. I hold a masters in education with both science and mathematics certifications. I have been teaching at WJHS for the past 5 years in science, math intervention, and PLTW engineering.

Please visit my website for more information about me and the class. You may also email me if you have any specific questions.



Language Arts

Alex Kimble – Willis STEAM Academy

Room M-19

7th/8th Language Arts

Phone: 480.883.5798

Email: kimble.alexander@cusd80.com

Website: <http://www.cusd80.com/Domain/6268>

Welcome to Language Arts! Language and communication is an art form that permeates our everyday lives. Words can inspire millions to greatness or simply persuade us to buy a hamburger. Language and discussion can make us change our thinking or help us make a lifelong friend. Books can connect us to the exact thoughts of history's greatest minds or they can let us fight dragons in far off lands. By end of the year you will be proud of your progress as a writer and reader.

Here are the anchor texts for each grade. These books may be purchased but are provided by the school library otherwise.

7 th Grade			8 th Grade		
Qtr	Thematic Unit	Anchor Text	Qtr	Thematic Unit	Anchor Text
1	Who Am I?	<u>The Outsiders</u>	1	Literature and Human Nature	<u>Lord of the Flies</u>
2	Dark and Stormy Night	Various Edgar Allan Poe stories	2	Macrohistory of English Language Arts	Shakespeare's <i>A Midsummer Night's Dream</i>

	Language and Social Change	<u>Roll of Thunder, Hear My Cry</u>			Several sonnets
3	Rhetoric, Argument, and Persuasion	<u>Why We Can't Wait</u> The Dream Speech	3	Rhetoric, Argument, and Persuasion	<u>Animal Farm</u>
4	A Hero's Journey	<u>Call of the Wild</u>	4	In Pursuit of Happiness	<u>The Pearl</u>

These texts are also heavily supplemented with shorts stories, plays, informational texts, and poetry from the McDougal-Littell Arizona language arts textbook. If I feel any material is questionable, I will send home a permission slip. I respect a parent's right to monitor his/her child's learning. Contact me if you have questions or concerns.

There will be quarterly final exams that focus on the skills learned in class and several formal writing assignments each quarter.

Acknowledgement

Thank you for taking the time to review this information. Much of this information can also be found in the Student Handbook contained in your child's agenda and the Willis website. If you have any questions or concerns, please contact the teachers.

Please acknowledge that you and your child have reviewed this information by completing the Google Form at <https://forms.gle/wzSZz3LXimDJ61Ds9>

Please complete the form by Friday, July 26, 2019.