

COURSE EXPECTATIONS
MRS. ANTHONY
SLD PROGRAM
GRADES 6TH, 7TH, 8TH

I. COURSE SCOPE AND GOALS:

COURSE SCOPE:

This yearlong classroom program is for students who have been placed in accordance with their Individual Education Program (IEP). All academic and content area classes will be taught within the program. Students will be mainstreamed for Physical Education and Computers unless otherwise stated in their IEP. All classes will mirror Regular Education courses but will be provided in a smaller setting at a more individualized pace.

ENGLISH

This course will expand the student's writing abilities and strengthen critical thinking skills. All lessons relate to the process of writing, with grammar and mechanics taught as essential elements of writing. A number of materials will be used to include Writing Mini-Lessons for Upper Grades (The Four-Block Literacy Model), and Trait-Based Writing Skills.

READING

This course introduces students to the reading process and strategic reading behaviors that are used with a wide variety of reading materials. Students will be exposed to a balanced reading program through daily lessons using Month-By-Month Phonics For Upper Grades (The Four-Block Literacy Model). Lessons will include the following:

- 1.) learning high- frequency, commonly misspelled words
- 2.) learning one- and two-syllable words that follow a pattern but are used less frequently
- 3.) spelling words with two or more patterns
- 4.) decoding and spelling polysyllabic words
- 5.) applying strategies while reading and writing

Self-Selected reading will be an integral part of this program where students have a set time each day to select reading materials at their individualized reading level.

STUDY SKILLS:

This course introduces students to essential study skills. The following units will be covered: setting goals, managing time, listening, taking notes, studying, taking tests, learning attitude, and learning style.

MATHEMATICS

This course will focus on basic math skills through a hands-on approach as well as necessary practice and drill. Lessons will engage students in mathematical activities that help them develop computational and problem-solving skills while also building understanding of our number system. Students will build on previously learned skills and concepts. All students will be encouraged to participate in higher level thinking exercises.

SCIENCE

In order to cover all grade level science courses, this year's course will focus on the basics in Earth, Physical, and Life Science. The students are provided with instruction in the process skills necessary for using the scientific method in problem-solving as related to each branch.

US/NV HISTORY

This course is a study of United States from the time of the early North American inhabitants to present. Students will be introduced to the people and events that contributed to the development of our nation. The history of Nevada will be an integral part of this study.

SOCIAL LIVING

This course will focus on becoming a life-long learner and responsible, contributing citizen. Students will learn that getting along with others requires patience, tolerance, acceptance, and understanding of oneself and others. Interpersonal skills will be developed through activities provided by Daily Character Education Activities. Life Skills Activities will act as a tool to help students develop the basic skills necessary to experience independence and success in everyday living. Supplemental materials will also be incorporated as needed.

Please note that all information will be presented to our students at a level from which basic understanding can be attained.

COURSE GOALS:

Course goals and objectives are individual to each student and will be met within the daily curriculum. Please refer to your child's most recent IEP.

II. ASSIGNMENTS AND ASSESSMENTS:

Homework in the following subject areas will be assigned on Mondays and Wednesdays unless otherwise noted: English, Reading, and Math. All homework will be used to reinforce daily skills and should be turned in the next day, but will be accepted without penalty if turned in by the Friday of which it was assigned. Homework turned in the following week will be graded in accordance with our school policy. Late work is marked down 10% for each day that it is late. After 5 days, teachers are not required to accept late work from students.

Students are expected to put their first and last name along with the date on all assignments in the upper right hand corner unless otherwise stated. All work must be legible. Any assignment requiring coloring or outlining must be done neatly.

Final Grades will consist of the following breakdown:

Daily Work	25%
Active Participation	25%
Homework/Projects	25%
Quizzes/ Tests	25%

Grading Scale:

A	90 - 100%
B	80 - 89.9%
C	70 - 79.9%
D	60 - 69.9%
F	Below 60%

Extra Credit:

Extra Credit will only be given when a student has completed all daily work and homework assignments satisfactorily. Extra Credit assignments may be available on a weekly basis for those students wishing to excel beyond classroom expectations. Extra Credit grades will be averaged in with the appropriate category, most often Daily Work or Homework/Projects.

III. SCHOOL SUPPLIES

In order that your child be prepared and organized for class, please consider purchasing the following school supplies:

two 3-ring binders with 1 set of dividers
one package 3-ring lined paper college ruled, 50 sheets or more
pencil case with extra pencils
erasers
crayons or colored pencils
ruler

(One box of tissue is also a welcome donation.)

IV. DISCIPLINE POLICY

Classroom Rules:

- 1.) Students will be in assigned seat prior to the beginning of class.
(Note: Class begins as soon as the final tardy bell has rung.)
- 2.) Students will actively listen and remain in assigned seats during instruction.
- 3.) Students will raise hands, wait to be called upon, and stand to speak when answering or asking questions.
- 4.) Students will actively participate throughout lessons and complete assignments to the best of their ability.
- 5.) Students will follow the directions of all staff without argument.
- 6.) Students will respect the rights and property of others.

Students who follow these rules will earn an Active Participation Grade of “A”.

Consequences resulting when student chooses not to follow rules:

- 1st Offense - Warning
- 2nd Offense - “A” becomes “B”.
- 3rd Offense - “B” becomes “C”, phone call home/note that must be signed by parent and returned
- 4th Offense - “C” becomes “D”, referral to counselor.
- 5th Offense – “D” becomes “E”, detention assigned.

All students will be given the opportunity to correct inappropriate behavior. However should a student continue to have difficulty following rules, a parent conference will be scheduled.

In order to earn an “O” for Citizenship, students are expected to actively participate in all classroom activities.

V. ABSENT POLICY:

Students have 3 days to initiate contact with a teacher after they return to school from being absent. Upon initiating contact, the teacher and student will develop a reasonable timeline for work to be completed and submitted. Any student absent for 3 or more days will be given a minimum of one week to submit missed work.

VI. TARDY POLICY:

All students are expected to be in class on time. A student is considered tardy when both feet are not in the classroom when the bell begins to ring. Tardy students will be reported to the deans and will receive consequences in accordance with the school-wide tardy policy.

VII. BATHROOM POLICY:

Students are expected to use the bathroom during passing time. All students will be given two passes each quarter to be used in the case of an emergency. Reward tickets will be given to students who do not use their passes. Students will be charged tickets or fined if using the bathroom during instructional time. Excessive bathroom use will be communicated to parents.

VIII. REWARD SYSTEM/ TICKET TIME:

Students have the opportunity to earn tickets for making good choices regarding their day to day behavior and effort. Students may also be fined as a consequence for poor choices. Tickets may be spent in the classroom store to buy school supplies or may be saved to purchase a class-wide activity.

IX. PARENT- TEACHER COMMUNICATION:

As your child's Classroom Program Teacher, I look forward to getting to know your child and providing the tools he/she needs to not only meet his/ her IEP Goals and Objectives, but exceed them. Together as a team we can help our children succeed. WE CAN! WE WILL!

Telephone: 799-2260, Extension 4079

Email address: hanthony@interact.ccsd.net

Sincerely,

Mrs. Anthony
SLD Program Teacher

**BOB MILLER MIDDLE SCHOOL
COURSE EXPECTATION SIGNATURE SHEET
MRS. ANTHONY
SLD PROGRAM TEACHER
GRADES 6TH, 7TH, 8TH**

Please sign and return this page indicating that you have read and support Mrs. Anthony's Course Expectations for the SLD Program. You may keep the previous pages for records if you wish, as I will provide a second copy for each of my students to keep at school.

Student's Name _____

I have read and accept the Course Expectation Sheet for Mrs. Anthony's classes. I will put forth my best effort to follow classroom rules and expectations.

Student Signature

Date

Parent/Guardian Signature

Date

