

Syllabus

TMD Classroom Grades 6-8

Ms. Ails

TMD Resource Served in Self-Contained
Room E104

My e-mail: dalls@greenville.k12.sc.us

RMS website: www.greenville.k12.sc.us/riverms

The Riverside Middle mission is: Riverside Middle, in cooperation with the home and community, will provide opportunities which prepare students intellectually, creatively, socially, emotionally, and physically to become productive and responsible members of society.

SYLLABUS INDEX

- I. SCHEDULE**
- II. DESCRIPTION OF STUDENTS**
- III. LEARNING AND DEVELOPMENTAL GOALS**
- V. UNITS OF INSTRUCTION**
- V. MATERIALS AND RESOURCES**
- VI. ASSESSMENT PROCEDURES**
- VII. GRADING SCALE**
- VIII. RULES FOR BEHAVIOR**
- IX. PROCEDURES FOR NONINSTRUCTIONAL ROUTINES**
- X. PRESENTATION OF RULES**
- XI. COMMUNICATION WITH PARENTS**

I. TMD 2009-2010 CLASS SCHEDULE

	Monday	Tues.	Wed.	Thurs.	Friday
1st	Related Arts	Related Arts	Related Arts	Related Arts	Related Arts
2nd	Individual Skills	Individual Skills	Individual Skills	Individual Skills	Individual Skills
3rd	Lunch	Lunch	Lunch	Lunch	Lunch
4th	R. Arts	R. Arts	R. Arts	R. Arts	R. Arts
5th	Math	L.Arts	Writing	S. Studies	Science
6th	Math	L.Arts	Writing	S. Studies	Science
7th	Adaptive	Transition	Adaptive	Transition	Adaptive

Library

- As Scheduled
- Bi-monthly

Washington Center

- Once a week (First and Second Semester)
- Day and Time TBA

Skating

- Once a week for six weeks (First Semester)
- Date and Time TBA

Bowling

- Once a week for two- eight weeks (Second Semester)
- Date and Time TBA

Community Based Instruction

- As scheduled (time and date will be sent home)

II. DESCRIPTION OF STUDENTS

Students who receive support services through a trainable mentally disabled model have varying disabilities. My caseload consists of 9 students with trainable mental disabilities. Their deficit areas include problem solving skills, achievement and adaptive behavior, fine motor, visual motor, sensory processing skills, receptive and expressive language, and fluency and articulation. Most students in this model are speech language impaired as well. All students in this model receive the majority of their instruction in the special education classroom and receive help from the special education teacher in the self-contained model.

III. LEARNING AND DEVELOPMENTAL GOALS

My goal is to assist middle school students with learning content standards for moving onto high school. I am also responsible for remediation of deficit areas, monitoring behavior intervention plans, addressing all goals, and preparing for SC-Alt. Due to the diversity of students' abilities and needs, I will use a variety of instructional strategies such as whole class instruction, small group instruction, individual instruction and peer tutoring.

IV. UNITS OF INSTRUCTION ALIGNED WITH IEP GOALS

Instructional units are not limited to list.

Functional Language Arts

- A. Oral Communication
 - a. Conversation Skills
 - b. Functional Survival Vocabulary
 - c. Personal Information
 - d. Reading Skills
 - e. Following Oral Directions
- B. Written Communication
 - a. Trace, Copy, Write Words
 - b. Trace, Copy, Write Personal Information

- c. Trace, Copy, Write, Recognize Survival Vocabulary

Functional Mathematics

- A. Calendar Skills
 - a. Recognize Months, Days of the Week, Seasons
 - b. Recognize Yesterday, Today, and Tomorrow
 - c. Recognize Holidays and Special Days
- B. Identifying and Using Numbers
 - a. Number Concepts
 - b. Counting
 - c. Addition and Subtraction With and Without a Calculator
- C. Money
 - a. Recognize coins
 - b. Count coins
 - c. Next dollar method
- D. Time
 - a. To the hour
 - b. To the half hour

Social Studies

- A. School/Classroom/Community Rules
- B. Getting Along/People in Authority
- C. Safety at School, Home and Community
- D. Careers
- E. Locating People and Places
- F. Holiday
- G. Martin Luther King and Civil Right Movement
- H. Symbols of the US
- I. South Carolina
- J. Modes of Transportation

Science and Health

- A. Weather
- B. Personal Health/Human Body/Nutrition
- C. Habitats
- D. Food Chains
- E. Energy and Energy Conservation
- F. Plants
- G. Recycling
- H. Earth

Leisure and Work Domain

- A. Staying on Task
- B. Cooperating with Peers and Teachers
- C. Choosing an Activity and a Classmate to Play With
- D. Putting up Materials
- E. Using Library
- F. Participating in Special Olympics Activities

Personal Development Domain

- A. Developing Social Skills
- B. Using Appropriate Greetings, Introductions, and Manners
- C. Respecting Personal Space
- D. Making Friends Appropriately
- E. Recognizing Personal Feelings and Emotions

Community Based Instruction

Community based instruction is utilized to practice/enhance skills learned in the classroom in a natural setting and with a variety of people. Activities include shopping for personal items, presents, ordering/purchasing food in a variety of

restaurants, and participating in leisure time activities (roller skating, bowling, community events, etc.).

V. INSTRUCTIONAL MATERIALS AND RESOURCES FOR CLASS

1. Puzzles
2. Handwriting paper
3. Overhead projector/screen
4. Transparencies
5. Multi-colored overhead pens
6. Pattern blocks
7. Pencils/Colored Pencils
8. Number cubes
9. Poster board
10. Tape measure
11. Construction paper
12. Clocks
13. Crayons/colored markers/highlighters, Geoboards
14. A variety of children's literature
15. Manipulatives
16. Tape/scissors/glue
17. Measuring cups/spoons
18. Newspapers
19. Calendar
20. Chalk
21. Computer/software
22. Flash cards
23. Estimation materials
24. Index cards
25. Educational games
26. Television/VCR

27. Dry erase board
28. Cassette player
29. Dictionaries
30. Advanced organizers
31. Notebooks/dividers
32. Stickers/Incentives
33. Counters
34. Demonstration thermometer
35. Student thermometer

VI. ASSESSMENT PROCEDURES

The students who are assigned to this class have had psycho-education evaluation and have exhibited discrepancies between aptitude and achievement. Evaluation data, formal, and informal assessments are used to develop annual IEP's with appropriate goals and objectives. An individual criterion for the mastery of each objective is included in the IEP as are methods by which mastery will be assessed.

In addition to academic requirements, all students must also meet the attendance policy requirements of the district. I will periodically assess the students formally and informally using the standard grading scale. My students will be graded on the work accomplished at their instructional level. Grades will be recorded in my grade book by subject area. All students in my classroom will participate in the state assessment SC-Alt. Accommodations and modifications listed in the IEP will be used in the administration of the test.

Reporting to parents will be done at least quarterly through progress reports, report cards, narratives, and conferences. Goals and objectives on the IEP will be updated quarterly and the results of my students' progress will be provided to their parent/guardian. Evaluations to measure progress will include curriculum-

based assessments, teacher-made tests, and teacher observations paired with the recording of data.

VII. GRADING SCALE

The grading scale utilized in my classroom will follow the standardized grade scale used throughout the school district. The grades for my students are not determined by their grade placement, but by their instructional level. Credit is earned for daily work, projects and class participation. Grading criteria varies from subject to subject, and student-to-student based upon individual education plans.

The grading scale will consist of four grades given according to how hard the student works on the project given to them:

- **Excellent – 100%**
This grade is given to students who stay task and do their best work at all times.
- **Good – 92%**
This grade is given to those students who stay on task and work hard most of the time, but do not do their best work.
- **Fair – 84%**
This grade is given to those students, who are on task half of the time, complete their work, but do not do a good job.
- **Poor – 76%**
This grade is given to those students who continually get off task and do not complete their work.

VIII. RULES FOR BEHAVIOR

1. When in class the student will sit in his/her seat unless otherwise directed.
2. The student will not talk unless called upon after raising hand.
3. The student will walk quietly in the hall.
4. The student will maintain a good attitude.

IX. PROCEDURES FOR NON-INSTRUCTIONAL ROUTINES

1. Upon arrival in class, students are to unpack book bags.
2. The teacher will take attendance.
3. Students may go to the restroom during work times and after lunch.

X. PRESENTATION OF RULES

During the first two weeks of school, all rules, consequences, reinforcers and procedures will be discussed with students. Rules are posted in the classroom and will be reviewed as needed.

XI. COMMUNICATING WITH PARENTS

Parents will be contacted throughout the school year and are encouraged to call the school or send me a note if a concern arises. Each family will receive:

1. Copy of classroom rules
2. Interim progress reports
3. Mid-nine week progress report
4. Nine-week report cards
5. Periodical telephone calls concerning student behavior or work which is outstanding or which needs improvement

This syllabus is subject to change