

Riverside Middle School  
Learning Disabled Self -Contained  
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## **Syllabus 2011-2012**

### **I. Learning and Developmental Goals**

I have two important goals for my class this school year:

1. For all students to become confident in their own abilities and therefore, be able to adapt to different learning environments,
2. Maintain a positive attitude.

An overall review of all subject areas will be based on the individual goals and objectives of each student's Individual Education Plan. All students will receive a quarterly update for all subject areas based on their individual levels of functioning and approximating the standards for that particular grade level. By the end of the school year my students are expected to meet the goals and objective requirements set in each student's IEP.

### **II. Units of Instruction**

The following is a tentative schedule for the 2011-2012 units of study. This schedule may change depending on student progress.

#### **Language Arts**

##### **Spelling**

Rand McNally Spelling Program

Spectrum Spelling: Level 6

Houghton Mifflin: Spelling and Vocabulary Level 8

First Quarter  
Lessons 1-7

Second Quarter  
Lessons 8-16

Third Quarter  
Lessons 16-26

Fourth Quarter  
Lessons 26-35

**English**  
**Textbook: Pacemaker Basic English**  
**No Glamour Grammar**

First Quarter  
 What is a Sentence, Subject/  
 Predicate, Fragments

Second Quarter  
 Punctuation, Nouns,  
 Pronouns

Third Quarter  
 Verbs, Verb phrases  
 Adjectives

Fourth Quarter  
 Simple/Compound Sentences  
 Writing Paragraphs

**Reading**

**Textbook: SRA Corrective Reading Level C** Student Book and Workbook  
**SRA Reading Comprehension Level B** Student Book and Workbook  
**Supplemental:** Novels and Compass Learning Odyssey Web-  
 based Curriculum

First Quarter  
 Lesson 103-115  
 Or *Novel*

Second Quarter  
 Lesson 116-125  
 or *Novel*

Third Quarter  
 Comprehension Lesson 1-10  
 Or *Novel*

Fourth Quarter  
 Comprehension Lesson 11-20  
 or *Novel*

**Mathematics**  
**Textbook: Pacemaker Basic Mathematics**  
**And**  
**Spectrum Math**  
**And**  
**Compass Learning Odyssey (on-line curriculum)**

First Quarter  
 Warm up and Review  
 Place value, Addition,  
 Subtraction, Multiplying,  
 Division

Second Quarter  
 Numeration, Fractions, Decimals,  
 Averages, Exponents

Third Quarter

Ratio and Proportion, Percent,  
Measurement (Standards: AI, AII, AIII,  
AIV, MI, MII)

Fourth Quarter

Intro. To Geometry, Intro. to  
Algebra, Graphs(Standards: AI,  
AII, AIII, AIV, GI, GII, GIII, GIV)

All math students will follow the above sequence for units of instruction. Their place in the textbook will depend on which skills are mastered first. For students who need more remediation, more emphasis will be placed on the basics within each unit; others will receive enrichment activities.

Health/Science

**Textbooks: Steck-Vaughn- The Human Body, The Changing Earth,  
Compass Learning Odyssey (online curriculum)**

First Quarter

Digestive system,  
Excretory system,  
Respiratory system

Second Quarter

Respiratory System,  
Land and water, The  
Changing Earth

Third Quarter

Atmosphere  
Weather

Fourth Quarter

Heredity

Social Studies

**Textbook: Pacemaker World History  
Compass Learning Odyssey (online curriculum)**

First Quarter

Continents and Oceans  
50 States

Second Quarter

Islam and the Crusades  
The Renaissance  
The Age of Exploration and Conquest

Third Quarter

The Birth of Democracy  
The Age of Imperialism

Fourth Quarter

Nationalism and the Spread of War  
The Postwar World

### III. Materials and Resources

The following materials and resources are required to meet the goals for my classes.

Textbooks	rulers
Overhead transparencies	protractors
Pencils	student prizes
Construction paper	posterboard
Basic calculators	envelopes
Markers	manila folders
Hi-lighters	plain white paper
Colored pencils	games
Overhead pens	glue
Scissors	dry erase markers
Puzzles	tape
Pocket folders	notebooks

Students are required to bring the following materials daily: paper, pencil, pen, textbooks, and highlighter. One Assignment notebook is provided by the PTA. If it is lost then the student will need to purchase a replacement.

### IV. Assessment Procedures

Student grades are based on the following weights:

Minor Assessments (daily class work, quizzes, homework)	50% of nine weeks grade
Major Assessments (Tests, projects)	50% of nine weeks grade
	<hr/>
	100 % of nine weeks grade

-End of year subject area exams will count as  
20% or less of final grade

All students in my classroom will participate in state and district assessments including PASS, MAP and IOWA (if given). Some of the students may qualify for appropriate modifications and accommodations. Reporting to parents will be done at least quarterly through progress reports; report cards and parent report letters.

#### Student Records

1. The grade book is divided in sections, one for each subject and the columns are dated and labeled. It is the responsibility of the student to request make-up work due to absences. An electronic grade book is also kept on the computer server at school for the purposes of averaging grades.
2. Student progress monitoring folders that contain work samples are filed in the classroom and divided according to quarter.
3. Progress reports, student schedules, IEPs, behavior sheets, and notes are kept on file in the classroom.

## V. Grading Scale

The grading scale utilized in my classroom will follow the standardized grade scale used through out the school district.

<u>Grading scale</u>	
A	93 - 100
B	85 – 92
C	77 – 84
D	70 – 76
F	69 or below

## VI. Rules for Behavior

### Rules:

1. Listen and follow directions the first time given.
2. Each of us respects the space and property of others.
3. Always come prepared to learn/work.
4. Remember your materials (paper, pens, pencils, books).
5. Never say unkind things.

A positive reinforcement behavior management plan will be used in our classroom. Students may receive tickets during each subject/class period for following the classroom rules. The tickets may be cashed in each Friday and exchanged for rewards. See the menu below for a list of possible choices.

small candy	1-2	Pen	10
snack cake	8-10	large candy bar/bag	15
computer time	15	work pass	10
mechanical pencil	10	Kool-Aid/juice	7
soda	10	chapstick	8
free time/talk time	15	Gummy worms	15
chips	10		

### Discipline Plan

#### Consequences/Penalties for breaking the rules:

- First time: Yellow card      Warning      lose a ticket
- Second time: Orange card      Teacher Consequence      lose 2 tickets  
(silent lunch, conference with teacher, loss of privilege)
- Third time: Red card      “Penalty Box”      Phone call to parent  
(seat change)      and lose 3 tickets
- Fourth time: Referral written      Administrator sent for  
or student sent to office

\*\*\*Severe disruptions/behavior: Referral written and administrator sent for or student sent to office.

Behavior sheets will be sent home daily since the special education teacher relies strongly on them to communicate with parents. Please sign and return them the next day so that the student will get a ticket. Bonuses may be earned by the student and given by any teacher for above average performance or extra duties completed.

Students will be tracked throughout the day into each regular/related arts class and are expected to have their assignment notebook with them in each class. Every student is responsible for writing down assignments and for remembering to give the assignment notebook to the teacher so that it may be initialed. Assignment notebooks must be turned into Miss Bowman with teacher initials in order to receive a ticket.

### **Required materials:**

1. 2 one-subject notebooks
2. loose leaf notebook paper
3. binder for notebook paper
4. pencils
5. pens
6. highlighters
7. P.E. uniform – cost \$24

\*\*\*\*Due to the sensitive noses and allergies of some students and teachers, please do not bring scented lotions or perfumes to school. Please be considerate in the amount you wear.

### **Requested materials:**

Donation of the following items is appreciated. They are needed for the comfort and wellbeing of the students.

1. boxes of tissues
2. hand sanitizer
3. liquid hand soap
4. paper towels
5. disinfectant wipes
6. bags of candy for rewards

## **VII. Procedures for Non-instructional Routines**

1. Students will label all assignments with name, date, subject and page number.
2. Students may have free time only when assignments are complete.
3. During free time students must remain seated and talk quietly.
4. In order to leave class, students must use a pass from the student agenda complete with name, date, time and where they are going.
5. Students must ask permission to use the class restroom and complete the information on the sign up sheet that is posted on the door.
6. Students must keep all property under/in his or her desk.
7. Students may go to lockers only during locker breaks.
8. At the end of the day students must straighten the classroom, sit down and wait quietly for their ride or bus to be called before leaving.

## **VIII. Presentation of Rules and Procedures**

During the first week of school, all rules, consequences, and procedures are reviewed with the students. Parents must read, sign and return my Letter to Parents back to school. Rules and consequences are posted in the classroom and reviewed as necessary. All other school rules and policies are addressed in the student handbook that was discussed and distributed to each child at the beginning of the school year.

## **IX. Communicating with Parents**

Parents will receive a student behavior sheet daily. Other home contacts will be made periodically and parents are encouraged to call the school, send me a note, or email if a concern arises. It may be easier to reach me during my planning periods:

2<sup>nd</sup> period    9:35-10:29  
5th period    1:21-2:11

Each family will receive:

1. A copy of the classroom rules and consequences, reinforcers and procedures.
2. Daily Behavior sheets
3. Mid-nine week progress reports
4. Nine weeks report cards
5. Samples of student work (upon request)
6. Telephone calls or emails concerning student behavior or work, when necessary
8. Parent and teacher conferences as needed