

Mrs. Camp's
Syllabus

“SKILLS”
Class



Grades 6-8
“Bridging the Gap”

Room: 109

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

My Riverside Website:

<http://teachers.greenville.k12.sc.us/sites/ncamp>

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I. SKILLS CLASS SCHEDULE

1st Period.....8:39-9:25
2nd Period.....9:39-10:29
Lunch.....10:41-11:19
3rd Period....11:23-12:13
4th Period.....12:17-1:07
5th Period.....1:21-2:11
6th Period.....2:25-3:15

Skills Class Daily Work Schedule

Monday.....Various Skills Work
Tuesday.....Various Skills Work
Wednesday.....Various Skills Work
Thursday..... Student's Help Day (Students
.....work on any homework, study for test,
.....and get help on another teacher's
.....class work.
Friday.....Student's Help Day!

Incentives Schedule:

Prize Box Drawing: Every two weeks starting Sept. 2, 2011.

Terrific Test Taker's Drawing: 1X per month beginning: Sept 30th, 2011

Responsibility Bucks: Cash in day is Sept. 30th. Total amount due is 12 tickets.

August 17, 2011

Nancy Camp's Syllabus

II. Classroom Goals

Student's will:

1. Learn to take notes in a format that is well organized.
2. Complete projects, papers, homework, and other assignments as assigned by their classroom teachers.
3. Work on project presentation skills.
4. Work on oral presentation skills.
5. Increase their grade avg. in their classes.

III. Guidelines for Success

1. Be responsible.
2. Always try.
3. Do your best.
4. Cooperate with others.
5. Treat everyone with respect (including yourself)

IV. Classroom Rules:

1. Use Appropriate Language
 - a. No profanity or crude language.
2. Keep a Peaceful Environment
 - a. No fighting or arguing.
3. Be Respectful
 - a. Show respect to all.
 - b. Remember personal space.
4. Follow Adult Directives within 5 Sec.
 - a. Raise your hand to get out of your seat.
 - b. Raise your hand to talk unless otherwise directed.
 - c. Don't throw objects.
 - d. Hands, feet, and objects to yourself.
 - e. No instigating or harassing others.

Consequences for Rule violations:

1. Warning.
2. Problem Solving Sheet completed while sitting in the "time-out" area.
3. Phone call home.
4. Lunch Detention.

5. After school Detention; Thursday Room 109 (This day is subject to change, but I will notify parents if it does. This is my personal consequence and not part of the Principal's school wide disciplinary referral at this point)
6. Office Referral

Champ's Program.

This is a program that I will use in my class that causes the students to process how they are suppose to conduct themselves before the actual activity begins. I have had a lot of success with the program in the past and I will be using it in my classroom this year.

V. Activities

1. Opening/ Attendance Routines
2. Journal Writing
3. Teacher/Directed Instruction/Lecture
4. Skills Lessons/Discussion
5. Cooperative Groups (as appropriate)
6. Practice Presentations
7. Homework time

VI. Class Structure:

1. Journal Writing (5min).
2. Warm up Minute Math or Warm up LA. Worksheets (5 min).
3. Homework from another class comes first. Students can have the class period to work on their other assignments (40 min). I do not assign homework in my class unless the students owe me class work.
4. Students who don't have homework/class work to do will complete the Skills work activities that are necessary to strengthen their skill ability. Most of the focus in this class will be on English/ LA and Math (40).

Note: Students who have papers to type or print will be allowed to go to the Media Center one at a time from my class. If the whole class has a paper to do, then we all will go down to the Media Center, or to one of the Computer Labs if available.

Note: Students in my class must be working at all times.

VII. Grades:

The SKILLS class will have daily "Minor" grades which will represent 50 % of the total grade, and the Major test will represent 50% of the total grade.

Minor Grades:

1. Journal writing for personal reflection.
2. Skills worksheets.
3. Participation
4. Organization

Major Grades:

1. Accumulation of the skills taught over the course every four weeks.

Grade

93-	100	A
85-	92	B
77-	84	C
70-	76	D
65-	69	F

VIII. *Classroom Procedures*

Entering the Classroom

1. Enter the classroom quietly.
2. Go straight to your seats.
3. Begin writing in your daily Journal.
4. Raise you hand for assistance.
5. Don't get out of your seat without permission.

Daily assignments

1. Any assignments that you need to finish.
2. Any unfinished homework.
3. Any projects due in another class.
4. Skill work in various areas two days a week.
5. Study for a test for another class.

Turning in assignments

1. Each student will have their own folder class. Each period will have a different color. The folders will be kept in a black box at the front of the class. The folders will be used for:
 2. Completed assignments for my class.
 3. Skills practice sheets.
 4. Graded work.

Returning assignments to students

1. I will pass out the folders for the student's work. Students are responsible for maintaining their own folders. All graded work must stay in the student's folder in the classroom. This folder will be retained as a portfolio of the student's work performance. Parents and students may look at the folders anytime.

Finding out your grade status

- You will receive a progress report from your assigned school every 6 weeks.
You will receive a report card from your assigned school every 9 weeks.
The student' grades will be visible on the internet as all students' grades will be.

Bathroom and Water Breaks

1. My class is a 50 min class therefore no bathroom breaks or water breaks are allowed during my class. The students have time before they get to class to use the bathroom on their own grade level hall.

Student responsibility after an absence

1. It is the student's responsibilities to ask the teacher what if any assignments were missed while they were away.
2. You will have 1 week to make up assignments.

Ending class

1. The time to end class will be called by the teacher and not the bell.
2. No out of seat until you get permission.

Positives for Good Behavior:

1. Students with appropriate behavior in my class will have the opportunity to earn student of the week status. The students that I choose will receive a certificate that will hang on the wall for 1 week, and then they can have them to keep. Criteria for appropriate behavior: Displays a positive attitude in my class, Completes all assignments in a timely manner, is respectful to the teacher and their classmates, Follows classroom rules without being reminded, and brings their agendas to class with the appropriate signatures. I will only have one student per class! Even if there is more than one student who qualifies, I can only choose one at a time. There will be plenty of opportunity for "Star Student" status. The other plus is the "Star Student" will be my helper for that class for that week. The privilege can be lost for inappropriate behavior and another one chosen to take their place.
2. Students who bring in their school agendas everyday will earn a ticket. They will earn 1 ticket per day for keeping up and bringing in their agendas. The tickets will go in a container with their names on them. The tickets will be used for a drawing every other Friday and the winners will get to go to the "treasure chest" for a small prize for winning. The tickets will be kept in their journal and will be kept in the classroom.
3. Candy will be given at various times for active participation during teacher led activities. It is the student's responsibility to inform the teacher of health issues so that alternatives can be given.
4. I have a "Terrific Test Takers" incentives board in my room. When a student passes any "major test" with an 84 or better in any class, then they will pick a number on my board and their name will be placed on it. Once a month I will draw six numbers and the person whose number is chosen will get to pick a prize from my prize box. The more tests they pass, then the greater their chances of winning.

5. “Responsibility Bucks”....These bucks will be given to each of my Skills student’s teachers to distribute to them every Friday once they have turned in all the work for that week. This includes homework, class work, projects and test. The students will have a month to collect 12 of these bucks for a reward.

IX. Class Materials and Resources:

1. Students will be given a class journal by the teacher that will be expected to stay in the classroom. The journals will be used as their start up activity. They must write at least one full paragraph about anything they want. They can tell me how their day is going, any problems they are having with academics, or anything else of interest to them. Their reward tickets will be kept in the front of the notebook in a pocket.

X. Communication with Parents:

1. Communication with parents will involve periodic phone call home as needed and or notes sent via the student.
2. Progress Grades and Quarterly Report Cards will be sent home by the student’s regular classroom teachers.
3. Regular phone and e-mail contact.
4. Teacher Web Page.

XI. Textbooks: No specific book at this time.

Works Cited:

I don’t have a text book right now that is suitable for all the grades and levels being taught; however, here is a list of some of the resources that I will be using:

Levy, Nathan, First, and First Burke, Amy. *Not Just School Work*. Hightstown, New Jersey: N.L. Associates, 2004. 1-187. Print.

Kirpatrick, Vicky Rene, First. *Straight Forward Math Series Geometry*. Eugene, OR: Garlic Press, 1993. 1-79. Print.

Multiplication Timed Math Drills. Scottsdale, AZ: Remedia Publications, Inc., 2003. 1-28. Print.

Prevatte, Connie, First. *Ready, Set, Revise*. Rigby, 2002. 1-199. Print.

Schiro, Michael, Dr., . *Mega Fun Math Games, 70 Quick and Easy Games to Build Math Skills*. New York, NY: Scholastic Professional Books, 1995. 1-112. Print.

Seymour, Dale. *Critical Thinking Activities in Patterns, Imagery, Logic (grades 7-12)*. Palo Alto, Ca: Dale Seymour Publishing, 1990. 1-113. Print.

Stoffel, Doug , . *Middle- Grades Math Minutes, One Hundred Minutes to Better Basic Skills*. Huntington Beach, CA: Creative Teaching Press, 2000. 1-107. Print.

XII. Learning and Developmental Goals (Standards)

Math 6th

Standard 6-2 The student will demonstrate through mathematical processes an understanding of the concepts of whole-number percentages, integers, and ratio and rate; the addition and subtraction of fractions; accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.

Standard: 6-3 The student will demonstrate through the mathematical processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities.

Standard 6-4: The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.

Math 7

Standard 7-2: The student will demonstrate through the mathematical processes an understanding of the representation of rational numbers, percentages, and square roots of perfect squares; the application of ratios, rates, and proportions to solve problems; accurate, efficient, and generalizable methods for operations with integers; the multiplication and division of fractions and decimals; and the inverse relationship between squaring and finding the square roots of perfect squares.

Standard 7-4: The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments, the results of the intersection of geometric shapes in a plane, and the relationships among angles formed when a transversal intersects two parallel lines.

Standard 7-3: The student will demonstrate through the mathematical processes an understanding of proportional relationships.

8th grade math

Standard 8-2: The student will demonstrate through the mathematical processes an understanding of operations with integers, the effects of multiplying and dividing with rational numbers, the comparative magnitude of rational and irrational numbers, the approximation of cube and square roots, and the application of proportional reasoning

Standard 8-4: The student will demonstrate through the mathematical processes an understanding of the Pythagorean theorem; the use of ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane; and the effect of a dilation in a coordinate plane.

Standard 8-3: The student will demonstrate through the mathematical processes an understanding of equations, inequalities, and linear functions

English:
Grade 6th

Standard 6-1 The student will read and comprehend a variety of literary **texts** in print and nonprint formats.

Standard 6-2 The student will read and comprehend a variety of informational **texts** in print and nonprint formats

Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.

Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.

Standard 7-1 The student will read and comprehend a variety of literary **texts** in print and nonprint formats

Standard 7-2 The student will read and comprehend a variety of informational **texts** in print and nonprint formats.

Standard 7-3 *The student will use word analysis and vocabulary strategies to read fluently.*

Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**

Standard 7-5 The student will write for a variety of purposes and **audiences**.

Standard 8-1 The student will read and comprehend a variety of literary **texts** in print and nonprint formats

Standard 8-2 The student will read and comprehend a variety of informational **texts** in print and nonprint formats.

Standard 8-3 The student will use word analysis and vocabulary strategies to read fluently.

Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.

Standard 8-5 The student will write for a variety of purposes and **audiences**.