

Tutorial Syllabus

**Mrs. Margie Howard
Riverside Middle School
2011-2012**

The following is the syllabus for Mrs. Margie Howard's Tutorial Class:
Description of Students:

The Tutorial class is made up of students with Learning Disabilities, Emotional Disabilities, Mental Disabilities, and Other Health Impairments. Each student has been tested and has qualified in specific areas. The areas of qualification for Learning Disabilities are:

- Basic Reading Skills
- Reading Comprehension
- Listening Comprehension
- Oral Expression
- Written Expression
- Math Reasoning
- Math Calculation

Each student qualifies in at least one area; some students qualify in more than one area. All students are served in the Regular Class with Support Services and are participating in the general curriculum under the South Carolina Standards. Each student has an Individualized Education Plan outlining deficits and goals for the year.

Some interests and hobbies of the students include drawing, sports, music, computers, skateboarding, and dancing.

Instructional Goals:

The Tutorial Class is a class which emphasizes study skills, self-advocacy and remedial skills for students with disabilities. This class provides additional support to enhance student performance in the general content classes. Goals for each student are the following:

1. Achieve success in all content area classes.
2. Develop and reinforce study and organizational skills.
3. Promote student responsibility and personal life skills.
4. Bring assignments they need assistance with to tutorial class.
5. Write homework assignments in agendas; plans for making up any missed work; successes or problems occurring in general classes; and dates of reports, tests, or projects in the general education classes.
6. Discuss the importance of studying and designing a study plan.
7. Demonstrate how to keep notebooks organized for classes.
8. Improve test-taking skills.
9. Explain and use the SQ3R study techniques and various memory strategies.

Instructional Materials:

Instructional materials that are utilized in class are some of the following: sentence strips, journal notebooks, various reading texts, various language arts texts, various math texts, overhead projector/screen, transparencies, colored overhead pens, pencils/colored pencils, crayons, colored markers/highlighters, poster board, construction paper, tape, scissors, glue, newspapers, flashcards, index cards, television/VCR, cassette player, graph paper, tissue paper, rulers, yardstick, meter stick, calculators, pattern blocks, number cubes, tape measure, compass, protractor, computer, software, educational games, dry erase board/marker, dictionary/thesaurus, skills drill worksheets, graphic organizers, notebook/dividers, and study skills materials.

Units of Instruction:

There are no set units covered by the Resource teachers during the tutorial class. The units being taught depend upon the individual needs of the students in that class and what is dictated on their IEPs. Some units that are normally covered are:

- Learner Survey/Study Skills Questionnaire
- Notebook Organization/Setup
- Using agenda
- Memory Strategies
- Time Management
- Parts of a Textbook
- Test-taking Strategies
- Listening Skills
- Note-taking Skills/Outlining
- SQ3R
- Library Skills
- Using a dictionary
- Reading Strategies
- Oral Presentations

Organization of Instruction:

1. Students will bring assignments from the general content area classes to receive additional help with them.
2. Students that finish their assignments will work on Compass Learning, improving their Math and Reading skills.
3. Each student's progress will be monitored routinely. These progress reports will be available to each student and his/her teachers and parents. This direct communication with the student's teachers and parents is an essential part of their course.
4. The individual needs and goals (personal and academic) of each student will be addressed and considered in all aspects of their course.

Student Responsibilities:

1. Each student is responsible for bringing ALL necessary materials to class daily. The student will be responsible for organizing a content area notebook and completing homework assignments written in his/her agenda.
2. Active participation in all teacher-directed and independent activities is required.
3. Each student is expected to use class time wisely, and to seek the assistance available to ensure his/her academic success.
4. Each student is expected to behave in an appropriate manner and show consideration for each person in class.

Behavior Management Plan:

Class Rules:

During the first weeks of school, all rules, consequences, reinforcers and procedures will be discussed with students and will be reviewed as needed. The school-wide discipline policy and consequences are listed in the student handbook and will be enforced. I will address classroom infractions quietly and individually as determined by the offense. Serious offenses will result in a parental contact and intervention by an administrator. The class rules and expectations are posted in my classroom as follows:

1. **Remain seated and quiet unless given permission to do otherwise.**
2. **Express yourself in an appropriate and mannerly way.**
3. **Spend class time constructively; stay focused on your academic tasks.**
4. **Prepare for each class having all necessary materials with you.**
5. **Expect to learn, believe, and achieve.**
6. **Conform to a pleasant, calm, and conflict free environment.**
7. **Tardiness is unacceptable. Be on time to class!**

Consequences:

1st Offense - Warning

2nd Offense - Parent Notified

3rd Offense - Referral

SEVERE CLAUSE: Automatic referral. Examples: fighting, disrespect to a teacher, defiant behavior, and damage to school property.

Positive Behavior is rewarded with notes and calls home, verbal praise, and periodic classroom rewards.

Procedures for Non-Instructional Routines:

Sharpening pencils and throwing away trash will be done before the beginning of class. Permission will be requested for getting water and restroom breaks.

*Early finishers will have an enrichment assignment.

*At the beginning of the period, the essential question will be discussed.

Students will begin class with the bell ringer activity, and put the assignment sheet on the desk to be checked by the teacher at the end of class.

*Attendance will be taken during the first 10 minutes of class.

Make-up work:

Students are to check with his/her teachers when returning from an absence and will return the work within 5 days.

Grading Scale:

The grading scale utilized at Riverside Middle School will follow the school district scale as follows:

A = 93 - 100

B = 85 -- 92

C = 77 -- 84

D = 70 -- 76

F = Below 70

Communication with Parents:

Parents will be contacted throughout the school year and are encouraged to call the school or send a note if a concern arises. I will make contact in the following ways:

1. Copy of classroom rules, consequences, reinforcers, and procedures
2. Mid-nine week progress reports
3. Update IEP objectives semi-quarterly
4. Telephone calls/emails
5. Conferences
6. IEP meetings as needed

Assessment Procedures:

Students will be evaluated on class work in the Tutorial class. Methods of evaluation include teacher observations, teacher-made tests, curriculum-based assessments and student work samples. Students will be periodically assessed formally and informally using the standard grading scale. Students will be graded on work accomplished at their instructional level as delineated in their IEP's. Grades will be recorded in PowerSchool.

All students will participate in district assessments, such as PASS and MAP with the appropriate accommodations.