

**School: Woodmont Middle School  
2026-2027**

**Teacher: Kathy Hopkins**

**Class: Special Education ED**

**Room 312**

## **Schedule**

Students who are mainstream schedule may vary.

Lunch: 10:45 – 11:15

### **8th Grade**

HR/LIFT	8:00 - 8:57
2nd pd - RA	9:01 - 9:46
3rd pd - RA	9:49 - 10:34
4th pd - ELA	10:38 - 11:36
5th pd - Math	11:39 - 1:13
<b>Lunch Window</b>	<b>12:22 - 1:09</b>
6th pd - Science	1:16 - 2:14
7th pd - SS	2:17 - 3:15

### **7th Grade**

HR/LIFT	8:00 - 8:57
2nd pd - ELA	9:00 - 9:58
3rd pd - Math	10:01 - 11:36
<b>Lunch Window</b>	<b>10:53 - 11:36</b>
4th pd - RA	11:40 - 12:25
5th pd - RA	12:28 - 1:13
6th pd - Science	1:17 - 2:14
7th pd - SS	2:17 - 3:15

### **6th Grade**

HR/LIFT	8:00 - 8:57
2nd pd - ELA	9:00 - 9:58
3rd pd - Math	10:01 - 10:59
4th pd - RA	11:02 - 12:37
<b>Lunch Window</b>	<b>11:40 - 12:30</b>
5th pd - RA	12:40 - 1:38
6th pd - Science	1:42 - 2:27
7th pd - SS	2:30 - 3:15

## Course Description

This class is designed to provide academic support to students with disabilities. Focusing primarily on social & emotional, executive skills, math, reading, and content standards in conjunction with each student's area of need as identified in his IEP, support is tailored to the needs of each student. Students will receive academic support through direct instruction, skill-building activities, and reinforcement activities related to standards-based on instruction received in regular education classes.

### In This Class You Will.....

- Learn Self-Control
- Take Responsibility
- Accept Consequences
- Make Better Decisions
- Believe In Yourself
- Build Positive Relationships
- Ask For Help
- Improve academically
- Mainstream Into A Class(es)
- Exit This Class Into Resource

## Units of Instruction

### Course Overview (coursework for each grade level).

<b>ELA</b>	<a href="#"><u>6th</u></a>	<a href="#"><u>7th</u></a>	<a href="#"><u>8th</u></a>
<b>Mathematics</b>	<a href="#"><u>6-8</u></a>		
<b>Science</b>	<a href="#"><u>6th</u></a>	<a href="#"><u>7th</u></a>	<a href="#"><u>8th</u></a>
<b>Social Studies</b>	<a href="#"><u>6th</u></a>	<a href="#"><u>7th</u></a>	<a href="#"><u>8th</u></a>

### Transition

- \*Identify numerous types of employment and their area
- \*Research education and skills needed for areas of interest
- \*Develop a long-range plan to obtain employment of interest
- Self-Advocacy
- \*Review IEP objectives and accommodations with the resource teacher at the beginning of the year
- \*Review IEP in the spring
- \*Attend the annual review of IEP and be proactive

## **Classroom Materials and Resources**

- \*Chrome Book
- \*Pencils
- \*Headphones (No Wireless)
- \*2-pocket folder (4)

## **Grading Scale**

Grade Scale:

- 100-90---A
- 89-80---- B
- 79-70----C
- 69-60----D
- 59 and below F

## **Assessment Procedures**

A progress monitoring folder will be maintained for each student to track the progress toward each individual's IEP goals. The assessment data compiled in the progress monitoring folders will be utilized to monitor student progress toward goals. Both graded and completed assignments may be used. Student progress toward IEP goals will not be used to measure the assigned class grade. Students will be graded based on class participation, bell work, and the Weekly Tutorial Checklist. Grades are split into 2 groups: Major and Minor grades. Minor grades will consist of activities such as bell work and other daily instructional activities. Major grades will include the Weekly Tutorial Checklist and other assessments as needed.

## **Class Procedures and Discipline Policy**

Students are to be in the classroom before the tardy bell. Agendas are to be on their desk open to the day's date. The resource teacher will explain their warm-up lesson and students will work on this assignment. The amount of time spent on this assignment will depend on the volume of work from general education classes that needs attention.

## **Class Rules**

1. Control your tone (Voice/Laughter/Noises).
2. No teasing (Roasting).
3. Keep your hands/feet to yourself.
4. Ask for help
5. Practice self-control.

**The teacher will follow the discipline plan for minor infractions.**

Step 1 Verbal Warning (Follow the BIP or IEP)

Step 2 Final Verbal Warning (Follow the BIP or IEP)

Step 3 Student-teacher conference (Follow the BIP or IEP)

Step 4 Parent Phone Call (Follow the BIP or IEP)

Step 5 Points taken unless is a major disruption.

## **Parent Contact**

Parents are advised of their student's grades by progress reports and report cards from their general education classes. The teacher will also send progress and quarterly reports detailing the student's progress toward reaching the goals of their IEP. Parents are also contacted through phone calls, emails, or notes sent home. Please feel free to contact me at any time. My phone number is **(864) 355-8533**. My email address is **[khopkins@greenville.k12.sc.us](mailto:khopkins@greenville.k12.sc.us)**.