

## Academic Seminar Syllabus



	<u>Mrs. Cox's Schedule</u>	
	<u>1st Semester</u>	
<b>Instructor:</b> Leah Cox	1st Block	8:45 - 10:20 Academic Seminar
<b>Course Title:</b> Academic Seminar	2nd Block	10:26 - 11:58 Planning
<b>Email:</b> lmcox@greenville.k12.sc.us	3rd Block	12:04 - 2:04 Academic Seminar
<b>Room:</b> A 105	4th Block	2:10 - 3:45 English 4 with Mrs. Patton
<b>Phone:</b> 864-355-6553 (voice mail)		

**Course Description:** Students enrolled in this class must have a current individual education plan (IEP), specifying that they will be in it. Students earn one Carnegie elective unit toward graduation upon successfully completing the course. Class assignments will be assigned through Google Classroom and also given in class. Support will be provided through comments and feedback in Google Classroom and/or in person.

**Instructional Philosophy:** In Academic Seminar or Educational Support the main focus is supporting student skills in identified areas based on IEPs such as math, reading, writing, and social skills. However, time will also be allotted to support students in tasks for their general education courses on an as-needed basis according to individual IEP accommodations.

**Course Goals and Power Standards:** This course aims to assist high school students with earning Carnegie units for high school graduation by following their accommodations for general education listed in their IEPs and supporting IEP goal progression. This will consist of one or a combination of class monitoring, oral testing, extended time for testing, assisting with class work, projects, and studying for tests. The resource teacher is responsible for remediation activities in deficit areas, addressing transition and self-advocacy goals. Due to the diversity of student learning styles, abilities, and needs, various instructional strategies will be utilized. The amount of time spent on any unit will depend on the instructional level of that individual student.

In the English/language arts area, students will develop skills in reading, writing, and language competencies through remediation/enrichment activities and support of the regular education curriculum. The reading component will assist students in developing skills needed for decoding and comprehending information. Written instruction emphasizes both comprehension and formulation of written information. The language competencies focus on the mechanics, grammar, and conventions of Standard English. These components are addressed as needed through the general education curriculum using a tutorial model.

In the area of math, students will learn/review functional concepts that include basic math skills such as decimals, fractions, percents, basic algebra, basic geometry, statistics, and measurement. The curriculum also includes skills required for personal management tasks such as banking, computing sales tax, and basic employment math operations. These components are addressed as needed through the general education curriculum using a tutorial model. We will also work on financial literacy skills.

The goal in the area of transition is to aid students in preparing for the future. Using identified areas of interest, students will research post-secondary educational training needed for employment and develop long-range plans to attain this goal.

In the area of self-advocacy, the goal is to teach students how to advocate for themselves concerning their disability and education. With the resource teacher, students will review their IEPs at the beginning of the year and in the spring. At these times they will discuss what goals have been met and plans for further remediation. The students will advocate for themselves by attending the annual review of their IEP.

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**Textbook:** No textbook is required

**Required Materials:** Chromebook (charged), paper, and pen/pencil

**Assessment and Grading Policy:** **60% Major Grades** (Including unit tests, projects) *approximately 3-5 per nine weeks*

**40% Minor Grades** (classwork, quizzes, participation) *approximately 12-20 per nine weeks.*

### **SC Grading Scale:**

A	90-100
B	80-89
C	70-79
D	60-69
F	51-59

### **Major Units of Study Outlined:**

Instruction may include skills such as:

#### **English/Language**

- \* recognize and use vocabulary by employing analysis
- \* use research and resource materials
- \* read paragraphs, short stories, and poems for content identifying the main idea, details, sequence, cause and effect, and fact/opinion
- \* identify elements of literature
- \* Identify literary devices and story structure
- \* use grammar and punctuation effectively
- \* write a paragraph with a topic sentence, supporting details, and a concluding sentence
- \* write an extended response with an intro. paragraph, body of 2-3 paragraphs, and a concluding paragraph

#### **Mathematics**

- \* compute fractions, decimals, and percents
- \* solve equations and inequalities
- \* add, multiply, divide polynomials
- \* factoring quadratic equations
- \* simplifying fractions
- \* solving systems of equations
- \* learn basic terms and procedures of statistics
- \* interpret data such as tables, line graphs
- \* measure using both customary and metric
- \* measure angles
- \* geometry concepts
- \* rounding numbers

#### **Transition and Financial Literacy**

- \* 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
- \* develop financial literacy skills for adult life

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### **Self-advocacy and Executive Functioning skills**

- \* review IEP objectives and accommodations
- \* attend the annual review of IEP and be proactive
- \* strengthen personal organizational skills

### **Makeup Work, Late Work, and other Classroom Policies as applicable:**

Students should strive to complete work as it is given to prevent being overwhelmed by assignments and possible low grades due to incomplete work. When help is needed students should communicate that with the teacher through email or in class. Major grades will be accepted up to 5 days after the due date with a 5-point deduction each day. Classwork will not be accepted late, as there will be ample time to complete work within the class period.

### **Extra Help**

Help will be provided through office hours before school or by appointment. My office hours are Tuesdays and Thursdays from 8:15-8:40am.

### **Behavior Expectations and Consequences:**

Complete assigned tasks each day.

Ask questions through email or during class as appropriate.

Follow classroom and school expectations for behavior and dress code.

Follow district and school guidelines on acceptable Chromebook use

*The teacher will follow a four-step discipline plan for minor infractions.*

Step 1 Student warning

Step 2 Parent contact

Step 3 Parent Contact and Teacher consequence/detention

Step 4 Referral to administrator

*\*Major disciplinary actions may result in an immediate referral*

### **Bathroom Policy:**

As per MHS administrative guidelines, students are allotted 2 bathroom passes per day.

Students should make every effort to use the bathroom before school, between classes, during lunch, and after school. If more than 2 passes are used, the administration has to be notified.

Special circumstances can be discussed privately with Mrs. Cox.

**\*\*Cell phones should remain in class during the use of the bathroom during class time. This protects the student's learning time and the missing instructional material.\*\***



**Cell Phone Policy in Mrs. Cox's Room:**

- Cell phones should not be **accessible, visible, or in use** at any time while inside the classroom or hallways.
- Cell phones may be used for academic purposes before school, during lunch, and after school.

**MHS Consequences For Accessing Cell Phone/Device In Class Without Permission:**

<b>Offense</b>	<b>Consequence</b>
1 <sup>st</sup> Offense With Student Using Cell Phone/Device At Inappropriate Time	Referral and Removal to ISS
2 <sup>nd</sup> Offense With Student Using Cell Phone/Device At Inappropriate Time	Referral and Full Day of ISS
3 <sup>rd</sup> Offense With Student Using Cell Phone/Device At Inappropriate Time	Referral and OSS
4 <sup>th</sup> Offense + With Student Using Cell Phone/Device At Inappropriate Time	Immediate Removal From Class Discipline Referral Documented Parent Contact by Teacher
5 <sup>th</sup> Offense + With Student Using Cell Phone/Device At Inappropriate Time	Immediate Removal From Class Discipline Referral Documented Parent Contact by Teacher

**Parent Contact:** Parents are advised of their student's grades every 9 weeks by IEP progress reports and report cards. Parents are also contacted on an as-needed basis through phone calls or emails. It is also recommended that parents and students check each teacher's Weekly Planner on the teacher's website and the Parent Backpack regularly.