

Wilby High Core Values and Beliefs

The students, faculty, staff, and administration of Wilby High School will work cooperatively with families, members of the community, and the Board of Education to create a safe, welcoming, and academic environment which embraces, challenges, and nurtures the diverse talents, interests, and learning styles of all its students. All students will leave Wilby High School with the self-respect, respect for others, knowledge, and skills necessary to become independent, intellectually curious, and self-fulfilled members of society.



Syllabus – Read 180

2014-2015

Special Education Department Course #028

Wilby High School

Teacher: Mr. Curley - Room 216

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Course Description: *Read 180* is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.

Student Materials: *Read 180* provides:

Paperbacks for Independent Reading: Books are age-appropriate, leveled, relevant books students can read according to their independent reading abilities.

Audiobooks for Modeled Reading: Struggling readers have the opportunity to develop good reading skills and habits while enjoying authentic grade-level literature.

rBooks - Read. Write. React: Students receive their own interactive work texts to use during whole-and small-group instruction. These books provide daily instruction in reading comprehension, vocabulary, and writing and grammar skills.

Individualized Instructional Software: Software provides customized reading instruction and practice with individualized, adjusted support to address each student's needs. Software includes high-interest video segments.

Course Objective: Read 180 strives to provide essential instruction that addresses the gaps, delays, and deficits in skills and knowledge from previous grades, using age-appropriate materials to accelerate instruction to bring students to improved reading grade levels. Opportunities for interdisciplinary, real world, career, or global connections are embedded in program resources and materials. The 21st Century Academic, Social, and Civic Expectations for students of Wilby High School provide the framework for instruction.

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21st Century Learning Expectations:

Academic Expectations:

The Wilby High School student will be:

- an Effective Reader
- an Effective Writer
- an Effective Problem Solver
- a Self-Directed Learner

Social Expectations:

The Wilby High School student will be:

- a Respectful Person
- a Collaborative and Cooperative Worker

Civic Expectation:

The Wilby High School student will be:

- a Community Contributor

Course Requirements: Students are expected to participate in all elements of the *Read 180* program:

- Whole-Group Instruction
- Read 180 Software
 - Read 180 Interactive
 - Scholastic Reading Inventory
 - Scholastic Reading Counts
 - rSkills
- Small-Group Direct Instruction
- Independent Reading
- Reading and Writing Skills Practice

In addition, each marking period, students are assigned:

- Technology Based Research Project
- Oral Presentation

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Student participation is critical for success. Students are expected to strive to independently facilitate and engage in routines and transitions involved in the Read 180 Program.

Homework: Nightly reading for at least 20 minutes of material of choice is required. Additional homework may be assigned to reinforce skills.

Grading Scale:

A+ = 96-100	A = 93-95
A- = 90-92	B+ = 86-89
B = 83-85	B- + = 80-82
C+ = 76-80	C = 73-75
C- = 70-72	D+ = 66-70
D = 65	D- = 60-62
F = Below 65	

Participation/Attendance	50%
Computer	15%
Independent Reading	15%
Projects/Presentations/Tests/Workbooks	15%
Homework	5%

In addition, students who show an improved score on their quarterly Student Reading Inventory (SRI) will receive an additional five points added to their marking period grade.

Modifications/Accommodations: Changes may be made to curriculum expectations in order to meet the needs of the student. Modifications/accommodations made are implemented in accordance with a student's Individualized Education Program. Assessments will be modified to meet the needs of students and to address the diversity of ways in which they learn.