

Welcome to
Open House 2017!



About the Parallel Curriculum Classes

- Smaller teacher-student ratio (12:1) than general education classes
- Classes held in a separate location
- Student performance measured against special education teachers' expectations
- Overall goal: to provide rich content that parallels the general education curriculum using methods and materials that promote student interest, investment, and learning
- Content and curriculum driven by Department, District, State, Common Core, and IEP goals
- Strong emphasis placed on giving students the same experiences while building skills and work habits to help access the curriculum
- Study skills and strategies taught through the content
- Modifications and accommodations are based on students' IEP's and ongoing teacher evaluation



POPHAM 6

Push-in Science

Christopher Pierro

Science 6:

Science (Mr. Pierro/Mr. Dr. Browne):

- Topics: Ecology and Physics.
- Most classwork and homework will be assigned through google classroom.
- All presentations and notes from class will be posted in google classroom to be used as a reference for homework, labs and tests. They can also be used by parents to refresh their memories from HS.
- Labs will be posted with specific dates to complete each section of the lab. They will be returned through classroom with grades and comments reflecting point values.
- Tests and quizzes are modified, but continue to cover the same content. All students take the test/quiz on the same day, as the rest of the section but in a separate location. Tests will either be started or completed in academic support.

Google Classroom

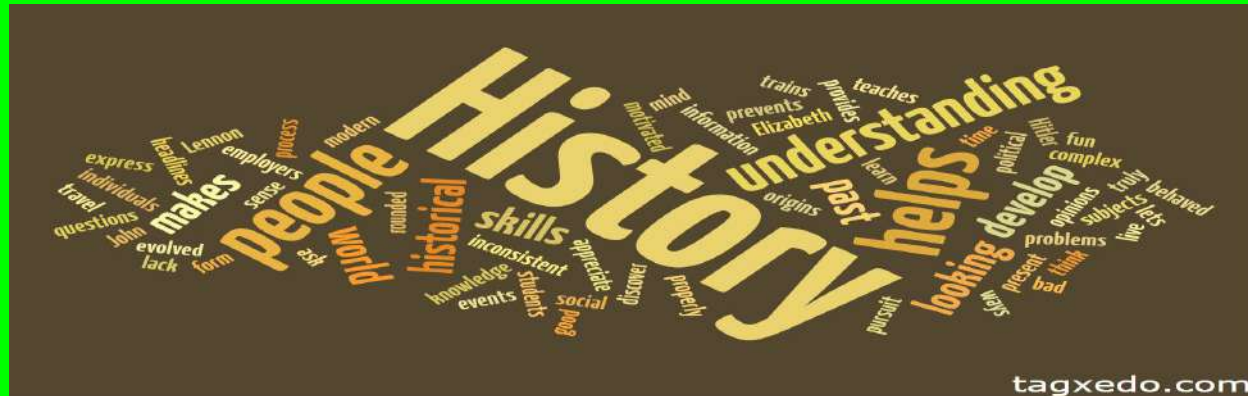
<https://classroom.google.com/c/NTU1Njk0NTc1Nlpa>

POPHAM 6

Push-in Social Studies

Rene' Lund and Kerry Hensel

- The special education teacher's role in the Push-In setting is to provide the support necessary to help the students access the curriculum.
- Classwork and homework expectations can be modified based on teacher discretion.
- Chromebooks are available in class, and many-to-most assignments are posted digitally
- Individual and small group re-teaching is often used within the mainstream setting
- Modifications and supports are provided before, during, and after the classes.
- The special education teacher attends to both the content goals and the needs of the special education students, including organization and study skills goals as well as test preparation and project support.



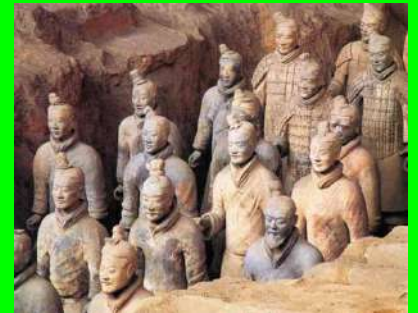
Major Units of Study

- Geography
- Early Humans
- The Three Stone Ages
- Mesopotamia
- India
- China
- Egypt
- Greece



Mini Units of Study:

- Aspects of Culture
- Current Events
- Human Rights
- The Ancient Israelites
- The Phoenicians



Grading Based on:

Classwork:

Homework:

Assessments: Quizzes / Tests

Projects:

Effort and class participation



Basic Information

- Always check agenda and [Google Classroom](#)
- Study Guides: www.quizlet.com or paper based
- [Extra Help](#) available

Google Classroom

The screenshot shows a Google Chrome browser window displaying a Google Classroom page. The browser's address bar shows the URL <https://classroom.google.com/c/NTA4MDkzMjczMVpa>. The page title is "SOCIAL STUDIES 6 Popham (Ms. Lund an...". The navigation bar includes "STREAM", "STUDENTS", and "ABOUT". The main header area has a blue geometric pattern background with the text "SOCIAL STUDIES 6 Popham (Ms. Lund and Mrs. Hensel)" and a profile picture of "Rene Lund". Below this, there's a section for "Due Monday Time Traveler Journal Cla..." with a "VIEW ALL" button. To the right, a "Homework" section shows "Due Sep 11" and a progress bar with "3 DONE" and "7 NOT DONE". A blue "+" button is visible. The bottom of the screen shows a Windows taskbar with various application icons and open files like "MATH CLASS WORK UNIT", "Base 10 and Expon...", "Powers of Ten Ch...", "Writing Gr...", "Back to Sch...", "Did You Know That R...", and "WOOP-Toolkit-for-Ed...".

POPHAM 6

Academic Support

Rene' Lund

Academic Support Program (ASP): Quick Facts

- Popham 6 students receive support this extra support with Ms. Lund during the ASP/WL period.
- ASP is where/when tests are finished (extra time), homework is previewed, content is reviewed for tests, and support for mainstream classwork is provided (SS/science)
- Organization and study skills are a focus of the period, as well.
- Looking ahead: LATER in the year, a goal for students caught up with work and/or when time need not be spent on testing or testing prep, Fridays can be reserved for DEAR (Drop Everything And Read).
- Related services (OT, PT, S/L, Counseling) may be scheduled during ASP.

POPHAM 6 PC English

Rene' Lund

NOTE: HOMEWORK is posted on Ms. Lund's Google Classroom
ENGLISH page

<https://classroom.google.com/c/NTA4MDk3OTM5NIpa>

Goals

- Overall goal: To improve all areas of literacy

READING

- To improve **READING SKILLS** in the areas of literal, inferential, and critical comprehension
 - To teach the skill of finding text-based evidence to facilitate comprehension and to support main ideas in writing
 - To engage students in reading a variety of literature genres: short stories, novels, plays, and poetry

To provide guided reading and independent reading opportunities of both fiction and nonfiction text and to learn comprehension strategies for each

VOCABULARY

- To expand students' **VOCABULARY** by emphasizing functional vocabulary as well as content-specific and literature-based vocabulary
 - To teach strategies to glean meaning through the recognition and use of context clues

GRAMMAR

- To build a functional knowledge of **GRAMMAR**
- **NOTE: The Reading Theory and IXL programs may be used to reinforce FLA skills**

Goals

- To develop **WRITING** skills
 - To improve writing simple, compound, and complex sentences
 - To use strategies and patterning to increase sentence variety
 - To write simple narrative, persuasive, and expository paragraphs and pieces
 - To write expanded paragraphs with a minimum of 5-8 sentences
 - To move from single paragraphs to multi-paragraph pieces that have unity, focus, main ideas and supporting details, elaboration.
 - To write essays of 3 or more paragraphs (Intro-Body-Conclusion) with an emphasis on literary responses
 - To utilize editing and revising skills
 - To utilize technology for the writing process
 - All drafts are to be TYPED, on Google Docs. At times, students will be asked to also PRINT their work for editing purposes. A digital **WRITING FILE** will be created

Reading

- Students are asked to have as a goal to read independently for a minimum of 20 minutes per day.
- At times, a genre is assigned, such as realistic fiction, fantasy, mystery, etc.
- Students keep on ongoing digital record of the titles of books read, authors, and “ratings” of their books.
- Individual and “Pair Share” reading tasks and projects may be assigned
- Class novels incorporate reading, vocabulary, writing, and literature skills and instruction.
- Reader responses to literature are assigned that often require written responses of 3 or more sentences which incorporate text-based evidence to support main ideas.

Spelling

- Spelling and vocabulary are taught in conjunction
- The Wordly Wise series is used as a resource
- Over a two-week period, students work on learning the spelling of words in a unit for the 1st week and learning the definitions and word use of the same words for the 2nd week.
- Spelling skills are assessed at the end of week 1 for each list, and vocabulary knowledge of the same list of words is assessed after week 2.
- Students are encouraged to keep track of his/her personal list of misspelled words
- Various sites and apps will be available for review and practice
- Words taken directly from class literature units will also be utilized for vocabulary acquisition

Grades:

Classwork, Homework, Tests

- The purpose of class instruction and homework is for students to learn and practice skills. Assessments are one way we measure learning.
- CW+HW is graded (10 point scale), and corrections may be made outside classroom time or with assistance in school to ensure accuracy, skills and concept improvement and to raise grades.
- Writing will follow the writing process, so re-writing during the revision stage is ALWAYS expected.
- Students will be doing ALL reader responses and writing pieces on Google Docs. Posted work should be turned in on Google Classroom.
- Direct feedback via teacher comments, writing conferences, and mini lessons will be provided to assist with revisions. Rubrics will often be used to assess writing.
- Test corrections are done in class or independently.

DIGITAL SKILLS SUPPORT RESOURCES

- Reading Theory and IXL may be used to remediate and bolster vocabulary, reading, and writing skills identified during the placement test to remediate specific areas of deficit.
- Students will be learning at their own pace and focusing on their individual areas of need.
- Students' grades will be based solely on time spent.
- The suggested extra practice time frame is ½ to 1 **hour** weekly for ELA support.
- Students are asked to work independently, but monitoring may be needed to ensure that students meet time expectations.

POPHAM 6 PC Math

Rene' Lund

NOTE: HOMEWORK <https://classroom.google.com/c/NTA4MTAxMzcwN1paORK> is posted on Ms. Lund's Google Classroom ENGLISH page
<https://classroom.google.com/c/NTA4MTAxMzcwN1pa>

Goals

There are two primary goals of the program:

1. Increase math skills
2. Decrease math fears/anxiety

Purpose

The purpose of the Parallel math program is two-fold:

- Remediate basic skills in areas of need for individual students
- Teach current, grade-appropriate math content in a way that is accessible for students

How are the goals and purpose of the program accomplished?

- DSP (Daily Skill Practice) and DWP (Daily Word Problems)
- WPW (Word Problem Wednesday)
- Comprehensive Unit Topics (Direct Curriculum Instruction)
- Digital Reinforcement (IXL)

Daily Skill Practice (DSP)

- Basic, but critical math skills are reviewed daily (10 minutes of class, every day, all year).
- Questions are arranged in an intentional spiral and topics/concepts are repeated continuously to help students retain, over time, what they have been taught.
- Important math vocabulary is included and explicitly taught.
- Assessment on Friday or Monday-- Students may use work completed during the week to assist (for now).
- Builds focus/attention and note-taking skills, as well as math skills.

Word Problem Wednesday (WPW)

- What's the focus?
 - Build understanding of math vocabulary, key words & phrases so that students can determine correct steps/processes.
 - Assessing reasonability of answers to judge accuracy of solution.
- Word problems in class will be harder than those assigned for homework. This is intentional to build confidence with word problems, as well as remediate basic skill areas.
- Word problems are the most realistic representation of "real-world" math and help students learn to see the importance of applying math skills in their lives.

Curriculum Topics/Themes

- One textbook used during in-school instruction (more challenging) and related materials used for homework.
- Homework is intentionally assigned to be easier than classwork so that students may experience success, have less stress and build confidence.
- Classwork focuses on more challenging topics, as direct instruction and support is occurring in the moment.
- Focus is placed on learning from mistakes and not on grades (corrections always an option)

Closing Thoughts

- The overriding goal is to build perseverance and resiliency in students, a crucial life skills.
- Therefore, success in this math class is dependent primarily on effort and willingness to work.
- Students with innate math ability eventually hit a wall if they do not learn perseverance and resilience when faced with obstacles.
- True success in math is obtained by willingness to try again, learn and follow explicit steps/processes, and learn from errors.
- ALL students can do well in math this year as long as they are willing to work with me to improve their math skills.

Thank you all for
coming:-) Enjoy the rest
of your evening at SMS's
Open House!