

2025-2026 7th Grade English/Language Arts Syllabus

Teacher: Ms. Webb

Co-Teacher: Mrs. Williams

Room: 122

Email: kyffin.webb@franklin.kyschools.us

Planning: 3rd Period - 10:45 a.m.- 11:45 a.m.

Teacher: Mrs. Pelfrey

Co-Teacher: Mr. Gambon

Room: 123

Email: jessica.pelfrey@franklin.kyschools.us

Planning: 3rd Period - 10:45 a.m.- 11:45 a.m.

Overall Classroom Expectations

If what you are doing interferes with learning, hurts someone's heart, or prevents you and others from being your best selves...then you shouldn't be doing it.

Be a partner in maintaining a learning climate where teachers can teach and students can learn by being
Engaged Leaders Kind Safe

Grading Breakdown

This balanced approach supports the development of both academic achievement and personal responsibility, reinforcing our commitment to learning. All required student accommodations will be provided.

Academic - 75%

- ☐ Formatives- 1 grade per week, each assignment is worth 10 points. Projects and extended writing/essays will be worth 100pts.
- ☐ Summatives - Always 100 pts. May retake ONLY ONCE if scored 75% or below on the original and after completion of all formatives and the retake plan.

Commitment to Learning - 25%

- ☐ This grade is based on the student's consistent demonstration of commitments that support academic and personal growth. Students will receive a weekly score based on their commitment to learning using the *Engagement* and *Leader* student expectations rubric.

Supplies Needed

(NO loose-leaf paper is needed!)

(Amplify Curriculum workbooks and journals will be provided and will stay in the classroom.)

- Pencils and highlighters (students can keep their own or choose to donate for classroom use)
- Sticky notes and page tabs/tags for annotating texts
- Expo Markers (small student use OR large classroom use sizes)
- WIRED headphones or earbuds to keep in this class or their locker. (no Bluetooth accessibility)
- Audio versions of text, a vocabulary app, and short clips will be utilized frequently in this class. **It would be beneficial to keep a cheap pair in this classroom, where I will keep them in a labeled baggie for only your student's use.**

Late Work Policy

- No late work will be accepted during the last week of each term, no exceptions.
- Students have 3 school days to make up missing work from an excused absence.
- Accommodations will be provided for qualifying students.
- All other late work will be accepted at the teacher's discretion on a case-by-case basis.

Homework Expectations:

Homework will not be assigned unless the student didn't complete it in the allotted class time. Other reasons students may need to work on ELA at home include studying for an assessment or practicing skills for improvement.

Things that ALL students can and should do at home are:

- 20 minutes of reading per night
- iReady My Path or Teacher-Assigned Lessons
- Quill grammar and mechanics pathway
- Journaling/Free Writing
- Amplify Vocabulary App

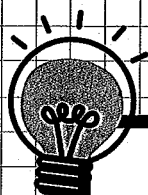
Course Curriculum Overview for 7th-grade ELA

Welcome to 7th Grade ELA! This year, we'll grow as readers, writers, speakers, and thinkers through engaging texts, class discussions, and writing tasks. We'll primarily use the Amplify ELA curriculum, a powerful, standards-based program that brings literature and nonfiction to life through rigorous reading, writing, and analysis. Other programs we will utilize include Quill, iReady, No Red Ink, CommonLit, and Fishtank Learning.

<p><u>Unit 1: Brain Science</u></p> <p>Overview: The unit explores scientific concepts about the brain and nervous system through engaging informational texts. Students investigate how the brain works, how it affects behavior and learning, and how to keep it healthy. The unit integrates reading, writing, speaking, and listening skills with science content to deepen comprehension and communication.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Reading comprehension of complex scientific texts • Identifying main ideas, supporting details, and text structures • Analyzing the author's purpose and point of view • Using domain-specific vocabulary related to brain science • Citing textual evidence to support answers and arguments • Participating in discussions with evidence-based contributions 	<p><u>Unit 2: Poetry & Poe</u></p> <p>Overview: This unit introduces students to poetry and the works of Edgar Allan Poe, focusing on themes, mood, and literary devices. Students explore how poets and Poe use language to create atmosphere and convey complex emotions. The unit encourages close reading, critical analysis, and creative expression.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Analyzing poetic elements like rhyme, meter, imagery, and symbolism • Identifying themes and mood in poems and Poe's stories • Exploring figurative language and sound devices • Understanding narrative structure in Poe's works • Comparing different texts and interpreting the author's purpose • Writing analytical and creative responses to poetry and prose • Engaging in discussions about literary themes and techniques 	<p><u>Unit 3: California Goldrush</u></p> <p>Overview: This unit explores the historical and cultural impact of the Gold Rush era through a variety of texts, including narratives, informational articles, and primary sources. Students examine how the Gold Rush shaped communities, economies, and individual lives, while developing skills in analyzing historical content and diverse perspectives.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Reading and comprehending historical texts and primary sources • Identifying cause-and-effect relationships • Analyzing multiple viewpoints and author perspectives • Using domain-specific vocabulary related to history and economics • Writing explanatory and argumentative essays grounded in historical evidence • Synthesizing information from multiple sources to build understanding 	<p><u>Unit 4: Uprising: The Triangle Fire and Its Legacy</u></p> <p>Overview: This unit dives into the realities of factory work and the human cost behind industrialization. Through historical fiction and narrative nonfiction, students learn about working conditions, labor challenges, and social justice issues. Students explore personal stories, historical accounts, and primary documents to understand the causes and impacts of these uprisings and their impact on society.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Analyzing historical and narrative nonfiction texts for main ideas and supporting details • Understanding cause and effect in historical events and social movements • Using evidence from texts to support analysis and arguments • Building academic and domain-specific vocabulary related to labor history and industrialization
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English Language Arts 7

Kate Osterloh



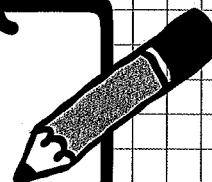
About Me

Hi, all! I'm thrilled to be your ELA teachers this year. This is my 25th year in education. I have been at EMS for 21 years, and consider it my home away from home.

When I'm not here, I'm at home with my husband, 2 kids, and THREE dogs. Yes, we are crazy. I also direct theater both here and at FCHS.

Can't wait for a great year!

Units of Study



- ☐ Red Scarf Girl (Memoir)
- ☐ A Raisin in the Sun (Play)
- ☐ Brain Science (Non-Fiction)
- ☐ Edgar Allan Poe (Poetry, SS)
- ☐ On-Demand Writing

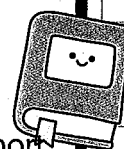
Grading Policy

I will follow the EMS Grading Policy, which can be found in the EMS Parent Manual.

The biggest one I want students and parents to focus on is: retakes are only allowed if the student makes a 79% or below on the original test. **THERE IS NOTHING WRONG WITH A B.**

That is not saying you can't earn an A, but you have to work for it.

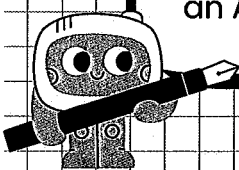
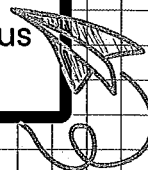
Assessments



Assessments will occur as needed. They will include multiple choice, short answer, extended responses, essays and on-demand writing, along with various formative assessments throughout the units.

Contact

kate.osterloh@franklin.kyschools.us



ABOUT MIDSCHOOLMATH

MATH UNITS

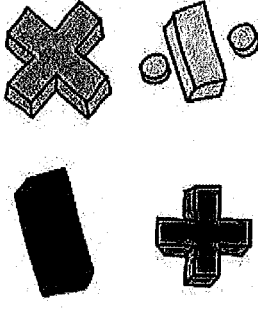
Core Curriculum by MidSchoolMath is a blend of both digital and print materials, with students utilizing both electronic devices as well as pencil and paper. For every lesson, your student will be interacting with math content in a variety of ways, including simulations and games, practice printables, clicker quizzes, low-stakes test training and student reflections.

1. PROBABILITY MODELS
2. POPULATIONS AND SAMPLES
3. VISUALIZE POPULATIONS
4. SCALE DRAWINGS
5. GRAPHING RELATIONSHIPS
6. PROPORTIONAL RELATIONSHIPS
7. UNIT RATES IN THE WORLD
8. SHAPES IN THE WORLD
9. ANGLE RELATIONSHIPS
10. 2-D and 3-D CONNECTIONS

7TH GRADE MATH

Syllabus

Ms. Lay and Ms.
Thomas



stephanie.lay@franklin.kyschools.us
tiffany.thomas@franklin.kyschools.us

Planning Time:
10:45-11:45

EXPECTATIONS & POLICIES

ASSESSMENT & GRADES

MATERIALS & IMPORTANT INFO

Beginning of class ☐ Please begin your Test Trainer practice quietly on your Chromebook.

During class ☐ Be an active participant in your learning. Listen, collaborate, take notes, and ask questions.

End of class ☐ Please put items away neatly. Please remain seated until you are dismissed.

Grades will be updated weekly in IC. Here are the assignment types you may expect:

- ✓ Formative Assessments
- ✓ Summative Assessments
- ✓ Test Trainer
- ✓ 4-Square Reflections
- ✓ Practice Printables
- ✓ Simulation Trainer

MISSING WORK: It is your responsibility to check IC when you are absent. Check the "Daily Agenda Slides" for assignments posted for that day. Missing work will have a grade value of "0" until turned in. It will be documented as an "M" in the gradebook.

LATE WORK: You'll learn best when you turn in work on time. Due dates apply in the real-world. Per district policy, you have five days to complete work after an absence. If you have questions, please email me.

ACADEMIC DISHONESTY:

Please know that any kind of academic dishonesty will not be tolerated under any circumstances. This kind of behavior will result in failure of the assignment, a disciplinary referral, and/or parent contact.

If you have questions about how to complete an assignment, just ask! ☺

Please bring the following to class daily, unless otherwise notified:



CHARGED
CHROMEBOOK



MATH
WORKBOOK



COMPOSITION
BOOK



PENCIL



HEADPHONES
WITH A CORD

GOOGLE CLASSROOM

We will utilize Google Classroom. You must "join" my class by going to classroom.google.com and enter this code.

E - Engagement
L - Leadership
K - Kindness
S - Safe



ELKHORN

MIDDLE SCHOOL

Classroom Syllabus Expectations 2025-26

Class Name: 7th Grade Math

Classroom Teacher Email: tia.ford@franklin.kyschools.us

Planning Time: 10:45-11:35

Classroom Expectations:

E Engaged in learning	L Leaders in our community	K Kind to self and others	S Safe at all times
Prepared and on time for class. Pay attention. Participate in learning. Ask and respond to relevant questions.	Stay on task. Communicate clearly & kindly. Give your best effort. Own your actions. Encourage others to do the right thing.	Practice growth mindset. Include others. Demonstrate compassion & empathy. Communicate respectfully. Respect property & clean up after self.	Respect others: *Physically - keep hands, feet, and objects to self. *Socially - accepting others without trying to change them. *Mentally/Emotionally - respect personal boundaries. Respect the classroom and resources. Report unsafe/harmful behaviors.

Classroom Goal: By the end of the school year, all struggling 7th grade math students will increase their math proficiency by at least one performance level, as measured by benchmark assessments, through targeted small-group instruction, regular skill practice, and growth mindset strategies.

Supplies Needed

- (24 count) Pencils
- (4 pack) Fine-tip dry erase markers
- (1) 80 page wide-ruled composition notebooks
- (1) binder 1-2 inch will work
- Headphones

BRIEF overview of each unit including assessments and how many weeks spent on the unit.

We will use MidSchoolMath for our curriculum this school year. Core Curriculum by MidSchoolMath is a blend of both digital and print materials, with students utilizing both electronic devices as well as pencil and paper. For every lesson, students will be interacting with math content in a variety of ways, including simulations and games, practice printables, clicker quizzes, low-stakes test training and student reflections.

Probability Models \approx 31 days Develop a probability model and use it to find probabilities of events and compound events, representing sample spaces and using lists, tables, and tree diagrams. • Compare observed probability and expected probability. • Explore potential bias and over-representation in real world data sets, and connect to dominating narratives and counter narratives used in public discourse.

Populations and Samples \approx 11 days Study a population by taking random samples and determine if the samples accurately represent the population. • Analyze and critique reports by examining the sample and the claims made to the general population. • Use classrooms simulations and computer software to model repeated sampling, analyzing the variation in results.

Visualize Populations \approx 15 days Draw comparative inferences about populations - consider what visual plots show, and use measures of center and variability. • Students toggle between the mathematical results and their meaningful interpretation with their given context, considering audiences, implications, etc.

Scale Drawings \approx 15 days Solve problems involving scale drawings and construct geometric figures using unit rates to accurately represent real world figures. (Use technology for drawing). Graphing

Relationships \approx 23 days Solve problems involving proportional relationships that can lead to graphing using geometry software and making sense of solutions.

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Relationships \approx 23 days Solve problems involving proportional relationships that can lead to graphing using geometry software and making sense of solutions.

Proportional Relationships \approx 15 days Explore, understand, and use proportional relationships: - using fractions, graphs and tables.

Unit Rates in the World \approx 15 days Solve real world problems using equations and inequalities, and recognize the unit rate within representations.

Shapes in the World \approx 19 days Solve real life problems involving triangles, quadrilaterals, polygons, cubes, right prisms, and circles using angle measures, area, surface area, and volume.

Angle Relationships \approx 11 days Explore relationships between different angles, including complementary, supplementary, vertical, and adjacent, recognizing the relationships as the measures change. For example, angles A and B are complementary. As the measure of angle A increases, the measure of angle B decreases. 2-D and 3-D

Connections \approx 15 days Draw and construct shapes, slice 3-D figures to see the 2-D shapes. Compare and classify the figures and shapes using area, surface area, volume, and geometric classifications for triangles, polygons, and angles. Make sure to measure with fractions and decimals, using technology for calculations.

Total: \approx 170 days

Re-Learning Plan Process for Summative Assessment

Students may request a retake for summative assessments if the following criteria are met:

- Score on the original is 79% or below
- All related formative work and homework is completed
- Student requests the retake or teacher initiates the offer
- Any additional learning assigned is completed
- Retake occurs before the next unit summative

Only one retake is allowed per summative.

Retake scores replace the original.

Retakes are not offered for final or semester exams.

Late Work Policy

Meeting due dates builds responsibility and supports academic readiness.

- A due date is when an assignment is expected to be submitted in final form.
- Academic progress work not submitted by the due date will be marked "M" (Missing) and will calculate as a zero until turned in. The week that grades are posted for mid-terms and term grades, any grade below a 50% will be changed to a 50%.
- All late work must be turned in within one week of the due date.
- No late work is accepted during the final week of the quarter.
- Students with missing work will not be eligible for the quarterly school-wide incentive event.
- In extenuating circumstances, students should speak directly with teachers, who may extend due dates as appropriate.

CLASS SYLLABUS

Social Studies | Grade 7 | Rm 132

COURSE OVERVIEW

In 7th Grade Social Studies, we will explore how different civilizations shaped the world during the Middle Ages and beyond. We'll study Medieval Europe, the Islamic World, Medieval Asia, and African Civilizations, then move into the Renaissance, Reformation, Global Convergence, and the Americas. Along the way, you'll discover how geography, culture, trade, religion, and new ideas influenced people's lives and helped create the modern world.

GRADING POLICY

Your grade will be based on the following categories:

- Academic Progress 75%
 - (Quizzes/ Tests/ Papers/Projects)
- Commitment to Learning 25%
 - (Engaged in learning)

LATE WORK POLICY

- All late work must be turned in within one week of the due date.
- No late work accepted during the final week of the quarter.

EXPECTATIONS

- 1 Be respectful to everyone and their ideas.
- 2 Come prepared with materials and a positive attitude.
- 3 Participate actively in discussions & activities.
- 4 Follow all school rules and classroom procedures.

WHAT TO BRING

- ☐ Charged Chromebook
- ☐ Pencil
- ☐ Composition Notebook

UNITS OF STUDY

1 Medieval Europe

2 Islamic World

3 Medieval Asia

4 African Civilizations

**5 Renaissance and
Reformation**

**6 Global
Convergence and
Americas**

CONTACT INFO

I am here to help you succeed! If you have questions or need extra support, feel free to reach out during class, after school, or via email. I encourage parents and guardians to contact me with any concerns or questions.

shelby.wilhite@franklin.kyschools.us

7th Grade Science

I'll be one of two 7th-grade Science teachers,
Ms. Kaitlin Siler!

If you want to contact me
please reach out on our
new FCS-approved app
or email!



Supplies for Science

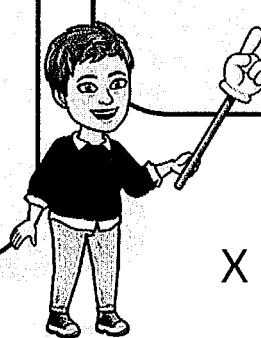
Spiral notebook
pencil & erasers
coloring tools
(highlighter/pencils/markers)

Must bring to class:

Lanyard/pencil/binder
Charged Chromebook

Units of Study:

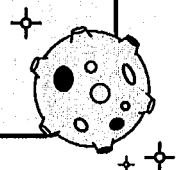
Motion & Forces
Chemical Reactions & Energy
Metabolic Reactions
Matter Cycling &
Photosynthesis
Ecosystems
Earth's Resources



We will work in the Science room with supplies beyond paper and pencil.

To ensure a safe environment for everyone, I ask that students follow E.L.K.S and R.R.S (respect, responsibility, and safe) while in the room to participate in as many labs as possible!

Failure to comply with either system after a warning will result in a removal so that other students can participate in their labs and studies without distractions. We appreciate your readiness to learn!



X here if you would like paper copies of NTI work.



Sign

7th Grade Science

Grading Policy:

75% - Academic Progress

25% - Commitment to Learning

This is a school-wide policy. Test/Assessments must be at a 75% pass for a retake, and only **one retake** will be given.

Attendance

All absence notes must be taken to the front office during Community time or upon arrival at school.

Refer to the school policy for deadlines on notes.

Make Up Work

All late work must be turned in within one week of the due date.

No late work is accepted during the final week of the quarter.

Engagement and Leadership Grades

After conferencing with the 7th grade team and Science, your child's average Science classroom will usually consist of the following:

- A bellringer/entrance activity
- Introduction/Vocabulary
- Inquisition or Engaging Phenomenon
- Writing about the Phenomenon
- Data collection (via notes or research)
- Assessment

Every day will provide feedback for "Leadership" and "Engagement".

This can look like: assisting others, on-time assignments, engagement in class with questions or answers, responsibility in common areas (cleaning up), respectful behavior, overcoming adversity (academically or socially), and other ways.

X here if you would like to receive notifications on possible parent involvement.





ELKHORN
MIDDLE SCHOOL

Classroom Syllabus 2025-26

Class Name: 7th Grade Science

Classroom Teacher: Katie Hudson-Smith, students call me Mrs. Smith

Email: katie.smith@franklin.kyschools.us *Preferred form of contact.

Classroom Expectations: Be honest and kind, follow teacher directions, and learn as much as you can.

Classroom Goal: To build a better understanding and appreciation of what science is and its uses. Growth is the goal!

Supplies Needed: Students will need their charged chromebook, a pencil, and a composition notebook daily to be prepared for class.

Units, Assignments, & Assessments:

Unit 1 - Cells & Systems

In this unit students will learn biological and anatomical concepts while we explore how the human body works to keep us healthy and functioning. We will learn about cells, what they are, and what they do in the human body. We will learn about how the smaller things we cannot see (cells) impact the larger things we can see (body systems in the human body).

Time: Approximately 20-30 days.

Unit 2 - Chemical Reactions

In this unit students will learn what atoms, molecules, and chemicals are. We will explore how chemicals can be helpful, harmful, and how they react with other substances.

Time: Approximately 40 days.

Unit 3 - Metabolic Reactions

This unit is a combination and extension of the first two units. In this unit students will explore the chemical reactions that happen in the human body to answer the big question "How do things inside of our bodies work together to make us feel the way that we do?"

Time: Approximately 29 days.

Unit 4 - Matter Cycling & Photosynthesis

This unit is about the natural world and how many things cycle through it to keep our planet going. Students will learn about topics such as the carbon cycle, what role plants take in our world, and how plants are able to live even if they do not eat food.

Time: Approximately 20-30 days.

Unit 5 - Contact Forces

In this unit students will learn about what happens when objects in our world come into contact with one another. We will learn about things like force, mass, and acceleration in this unit. We will analyze these concepts in real world examples such as someone kicking a ball, dropping their phone, or a car collision.

Time: Approximately 33 days.

Unit 6 - Sound Waves

In this unit, students develop ideas related to how sounds are produced, how they travel, their wave properties, and how they affect objects at a distance.

Time: Approximately 20-30 days.

Unit 7 - Forces at a Distance

This unit is about how even though sometimes we do not see objects physically touching, they can still have an effect on each other. The main phenomena we will focus on is magnetism.

Time: Approximately 20-30 days

Homework:

Homework will not be a daily occurrence in this class. My goal is to build as much of the learning into in-class time as possible. There are two occasions when homework will be assigned: 1. The class is getting behind. 2. There is something students can do at home to further the learning that they cannot do in class Ex: Observe the sky in the evening or counting how many plastic objects they encounter in a day. I post on the whiteboard and slides frequently reminding students "Any in-class work that is not finished, becomes homework". The only exception for that would be formal assessments/tests. Formal assessments/tests cannot be completed at home.

Grading Policy:

We will follow the school grading policy: Academic Progress (75%) & Commitment to Learning (25%)

CLASS SYLLABUS

Social Studies | Grade 7 | Rm 134

COURSE OVERVIEW

In 7th Grade Social Studies, we will explore how different civilizations shaped the world during the Middle Ages and beyond. We'll study Medieval Europe, the Islamic World, Medieval Asia, and African Civilizations, then move into the Renaissance, Reformation, Global Convergence, and the Americas. Along the way, you'll discover how geography, culture, trade, religion, and new ideas influenced people's lives and helped create the modern world.

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LATE WORK POLICY

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EXPECTATIONS

- 1 Be respectful to everyone and their ideas.
- 2 Come prepared with materials and a positive attitude.
- 3 Participate actively in discussions & activities.
- 4 Follow all school rules and classroom procedures.

WHAT TO BRING

- ☐ Charged Chromebook
- ☐ Pencil
- ☐ Composition Notebook

UNITS OF STUDY

1 Medieval Europe

2 Islamic World

3 Medieval Asia

4 African Civilizations

**5 Renaissance and
Reformation**

**6 Global
Convergence and
Americas**

CONTACT INFO

I am here to help you succeed! If you have questions or need extra support, feel free to reach out during class, after school, or via email. I encourage parents and guardians to contact me with any concerns or questions.

arturo.delagarza@franklin.kyschools.us

Social Studies Resource Class Syllabus

Grades: 6th & 7th

School Year: 2025–2026

Instructor: James Gambon

Email: James.Gambon@franklin.kyschools.us

Planning Period: 3rd Period

Course Description

This resource class is designed to support 6th and 7th grade students in mastering key social studies concepts through individualized instruction, scaffolding, and skill-building strategies. The curriculum is aligned with the **Kentucky Academic Standards for Social Studies**, focusing on world history, geography, civics, and economics while incorporating literacy and critical thinking.

The class provides a smaller setting where students receive accommodations and modifications tailored to their IEP goals.

Course Goals

Students will:

- Build a foundational understanding of history, geography, government, and economics.
 - Develop skills in map reading, timeline creation, and analyzing primary/secondary sources.
 - Strengthen reading comprehension and vocabulary through social studies content.
 - Engage in discussions and collaborative projects to build communication and reasoning skills.
 - Learn how to make connections between the past and present in society and government.
-

Units of Study

6th Grade Focus: World Civilizations (Ancient to 1500)

- Unit 1: Introduction to Geography & Early Humans
- Unit 2: River Valley Civilizations (Mesopotamia, Egypt, Indus Valley, China)
- Unit 3: Classical Civilizations (Greece, Rome, India, China)
- Unit 4: Belief Systems & Cultures (Hinduism, Buddhism, Judaism, Christianity, Islam)
- Unit 5: Middle Ages and Global Interactions
- Unit 6: Foundations of Government & Civic Engagement

7th Grade Focus: World Civilizations (1500–Present)

- Unit 1: Renaissance, Reformation, and Exploration
- Unit 2: Enlightenment & Scientific Revolution
- Unit 3: Age of Revolutions (American, French, Haitian, Latin American)
- Unit 4: Industrialization & Imperialism
- Unit 5: World Wars I & II
- Unit 6: The Modern World & Global Issues
- Unit 7: Civics: Rights, Responsibilities, and U.S. Government Overview

Instructional Methods

- Direct instruction with scaffolding
- Use of graphic organizers and visual supports
- Modified texts and leveled readings
- Project-based learning and hands-on activities

- Technology integration (videos, interactive maps, educational games)
 - Small group and one-on-one support
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Materials Needed

- Folder or binder
 - Notebook or paper
 - Pencils, colored pencils
 - Chromebook or device (if applicable)
 - Positive attitude and willingness to participate
-

Classroom Expectations

1. Be respectful to peers, adults, and materials.
 2. Be prepared and on time.
 3. Participate to the best of your ability.
 4. Follow all school and classroom rules.
 5. Ask for help when you need it!
-

Support Services

- IEP accommodations/modifications
- Speech, OT/PT, behavior supports (as applicable)

- Collaboration with general education teachers
- Regular progress monitoring