



Course Title: Learning Center

Instructor: Natalie Bianco

Support Teacher: Isabel Makram (Bilingual - Spanish)

Instructor Availability: Lunchtime and after school by student request

Instructor Contact: Room 30, phone (619)263-2171 ext. 2130

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Course Description:

The Learning Center is a resource for Special Education students who need additional support strengthening their academic, social, study and life skills along with the personal goals outlined in your student's Individualized Education Program (IEP). In addition to basic skills mastery, this course is created to support students with home and classwork, aligned with the framework of the Common Core State Standards (CCSS) across all academic instruction. Embedded in our program is a combination of academic and personal skill-building lessons to provide a well-rounded approach to academic instruction with reading, writing and mathematics as well as teaching students to become independent learners. This approach, along with the accommodations and modifications described in your student's IEP, provide an academic program that is individualized and supportive of ALL of our learners and teach them to advocate for their own academic needs.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality (Must have a minimum of 1 weekly grade)	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments (See course syllabus for Unit Key Assignments)	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. (Must have a minimum of 1 weekly grade)	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Prerequisites: Individualized Education Plan (IEP)

Course Materials: Computer with access to internet (Learning Upgrade, Achieve 3000, Khan Academy, Google), Fluency Building Card Bank

Course Structure: This course is designed to provide an interactive and hands-on approach for remedial and content based instruction for basic skills, and additional homework assistance. Students will utilize technology, access textual resources and take part in interactive lessons.

Course of Study:

Basic Skills Review and Remedial Instruction

Length: Embedded into curriculum throughout the year.

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CCSS.ELA-LITERACY.RF.5.4</u></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>CCSS.ELA-LITERACY.SL.7.1</u></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.W.7.5</u></p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<ol style="list-style-type: none">1. Students will read aloud to improve fluency2. Students will strengthen their writing skills.3. Students will master basic multiplication and division facts 1 through 125. Students will practice organizational skills6. Students will engage in one-on-one discussions with classmates	<ol style="list-style-type: none">1. Fluency-Building Fluency Card Bank grades 1-3 & 4-62. Multiplication & Division mastery tracking3. Writing: Structure a proper paragraph4. Write a fictional story



<p><u>CCSS.ELA-LITERACY.W.6.4</u></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.MATH.CONTENT.5.NBT.B.5</u></p> <p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><u>CCSS.MATH.CONTENT.6.NS.B.2</u></p> <p>Fluently divide multi-digit numbers using the standard algorithm.</p> <p><u>CCSS.MATH.CONTENT.5.NF.B.4</u></p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>		
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Culture

2 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CCSS.ELA-LITERACY.L.7.1</u></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Students will re-learn school culture</p> <p>2. Students will present their projects to their classmates.</p>	<p>1. All About Me: Brochure, and powerpoint presentation</p> <p>2. Multiple intelligence survey</p> <p>3. Flocabulary Public Speaking activity</p>



IEP/ Self Advocacy

2 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.SL.7.1.B</u> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	1. Students will track their progress on their own IEP goals in their personal portfolios	1.IEP Individual student progress binders

Time Management

2 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
Prioritize activities and tasks Track progress	1. Student will create a color-coded weekly calendar to reflect their daily activities 2. Students will prioritize each daily task in order to efficiently manage their time	1.Create a weekly calendar and schedule 2.Flocabulary Time Management Activity

Social Skills

2 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.SL.7.1.C</u> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. <u>CCSS.ELA-LITERACY.SL.7.1.D</u> Acknowledge new information expressed by others and, when warranted, modify their own views.	1. Students will work with partners to discuss what is necessary to become an active listener 2. Students will create a script portraying active listening qualities	1. Create an active listening script 2. Flocabulary Managing Frustration Activity



Growth Mindset

3 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
Goal Setting	<ol style="list-style-type: none">1. Students will set both academic and personal goals for the year 20182. Students will create a vision board collage to visualize their goals	1. Vision Board

Close Reading and Annotating

2 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RL.6.2</u> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ol style="list-style-type: none">1. Students will demonstrate the CATCH annotation method with their appropriate reading levels2. Students will answer comprehension questions from teacher given probes.	<ol style="list-style-type: none">1. Independently annotate an article and answer comprehension questions

Study Skills

2 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
Study Environment Goal setting	<ol style="list-style-type: none">1. Students will illustrate an appropriate study environment2. Students will be able to identify and eliminate possible distractions while studying3. Students will demonstrate appropriate ways and strategies to prepare for tests and quizzes	1. Create-your-own study environment

Note Taking

2 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
Listen to a passage and take proper notes to answer	<ol style="list-style-type: none">1. Students will understand different note taking strategies	



comprehension questions		
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Test Taking Strategies

2 Weeks

Content Standards	Learning Objectives	Key Assignments/Exams
Learn appropriate strategies for taking online tests and quizzes	<ol style="list-style-type: none">1. Students will identify how to mentally and physically prepare for tests/quizzes.2. Students will demonstrate how to appropriately "chunk" and annotate testing material to choose an appropriate answer.	<ol style="list-style-type: none">1. Flocabulary test-taking strategies activity

Course Specific Student Expectations:

What do you expect of your students?

- Basic skills mastery (addition, subtraction, multiplication and division)
- Accommodated access and exposure to grade level standard content strands.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after



school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:



1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
Student name: "Sammy Gompers"
Teacher name: Ms. Teacher
Course name, period: English I, Period 3
Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

