Course Title: Special Day Class - 6th grade Mathematics
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
                       email - nbianco@gomperscharter.org

Course Description:

The Special Day Class (SDC) program in Mathematics is structured to implement and combine academic, organizational, social and life skills along with the personal goals outlined in your student's Individualized Education Program (IEP). The course is created in alignment with the framework of the Common Core State Standards (CCSS). Embedded in our program is a combination of academic and personal skill-building lessons to provide a well-rounded approach to academic instruction in addition to filling in gaps from previous years of instruction in mathematics as well as in reading and writing. 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.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	● Completion/Quality (Must have a minimum of 1 weekly grade)	30%
Demonstrations of Learning	● Key Course Assignments (See course syllabus for Unit Key Assignments)	35%
Homework/Independent Learning	● 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	● Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

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

<u>Prerequisites:</u> Individualized Education Program (IEP)

<u>Course Materials:</u> Computer with access to internet (Khan Academy, Learning Upgrade, Google)

<u>Course Structure:</u> This course is designed to provide a multi-modal approach to remedial and content-based instruction. Students will utilize technology, access textual resources and take part in interactive lessons.

<u>Course of Study:</u>

Introductory Unit   *4 WEEKS*

Content Standards	Learning Objectives	Key Assignments/Exams
Remedial and IEP goal instruction Culture Instruction	1. Students will work towards mastery of basic multiplication and division facts through 12. 2. Students will practice organizational skills. 3. Students will learn school culture. 4. Students will review skills to prepare for 6th grade content standards.	1. Culture Cube 2. Money review 3. Multiplication Mastery

Ratios and Proportional Relationships   *2 WEEKS*

Content Standards	Learning Objectives	Key Assignments
CCSS.MATH.CONTENT.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* CCSS.MATH.CONTENT.6.RP.A.2 Understand the concept of a unit	1. Students will be able to identify parts of a whole from a visual representation 2. Students will be able to identify the relationship of two quantities as they compare to one another from a visual representation 3. Students will be able to recreate their own visual representation and number sentence representing proportional relationships 4. Students will be able to identify proportional relationships within a word problem	1. Create-your-own word problems and visual poster 2. Unit study guide and test

rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*1	5. Students will be able to use numbers to represent quantities in relation to another quantity after reading a word problem	

The Number System - Fractions and Rational Numbers   *4 WEEKS*

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.MATH.CONTENT.6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions. CCSS.MATH.CONTENT.6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm. CCSS.MATH.CONTENT.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. CCSS.MATH.CONTENT.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. CCSS.MATH.CONTENT.6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate	1. Students will be able to divide and fractions using the standard algorithm and in word problems. 2. Students will be able to divide multi-digit numbers. 3. Students will be able to solve problems with decimals using all four operations (add, subtract, multiply and divide). 4. Students will be able to differentiate and solve to find factors and multiples. 5. Students will be able to describe quantities with positive and negative values and locate them on a number line. 6. Students will be able to identify the four quadrants and plot points in each after given an ordered pair.	1. Plotting on a number line 2. Face-ing math 3. Unit study guide and test

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Mid-Year Project   *3 WEEKS*

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.MATH.CONTENT.6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	1. Students will be able to balance a checkbook. 2. Students will be able to budget using a set amount of money. 3. Students will be able to use computer as a research tool.	1. Million Dollar Project

Expressions and Equations - Arithmetic and Algebraic Expressions   *4 Weeks*

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.MATH.CONTENT.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents. CCSS.MATH.CONTENT.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers. CCSS.MATH.CONTENT.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	1. Students will be able to understand that letters can represent numbers. 2. Students will be able to identify variables in expressions. 3. Students will be able to use variables to represent numbers in equations that they create on their own.	1. Variable expression puzzle assignment 2. Unit study guide and test

Geometry   *5 Weeks*

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.MATH.CONTENT.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes. CCSS.MATH.CONTENT.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures	1. Students will be able to understand the principles of two and three dimensional shapes. 2. Students will be able to use mathematical principles to find the area of different shapes both in two and three dimensions. 3. Students will be able to represent and calculate the area of two and three dimensional shapes.	1. Geometry project (building models) and POL

Statistics and Probability - Distributions   *4 Weeks*

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.MATH.CONTENT.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. CCSS.MATH.CONTENT.6.SP.B.5.C Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation).	1. Students will be able to collect data. 2. Students will be able to display numerical data in a variety of ways. 3. Students will understand that data sets tend to have patterns and that they can calculate	1. Data collection and plot project 2. Measures of central tendency assessment

Course Specific Student Expectations: What do you expect of your students?
- Basic skills mastery (addition, subtraction, multiplication, division)
- Accommodated access and exposure to grade level standard content strands (CCSS)

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

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:
- 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: _____