



Course Title: Special Day Class - 8th 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

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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	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	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. <p>(Must have a minimum of 1 weekly grade)</p>	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 Program (IEP)

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

Course Structure: 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.

Course of Study:

Introductory Unit

4 WEEKS

Content Standards	Learning Objectives	Key Assignments/Exams
Remedial and IEP goal instruction.	<ol style="list-style-type: none">1. Students will master basic multiplication and division facts through 12.2. Students will practice organizational skills.3. Students will re-learn school culture.4. Students will review skills to prepare for 8th grade content standards.	<ol style="list-style-type: none">1. Multiplication and division mastery.2. Video game project.

The Number System - Types of Numbers

2 WEEKS

Content Standards	Learning Objectives	Key Assignments
<u>CCSS.MATH.CONTENT.8.NS.A.1</u> Know that numbers that are not rational are called irrational. <u>CCSS.MATH.CONTENT.8.NS.A.2</u> Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).	<ol style="list-style-type: none">1. Students will identify rational and irrational numbers.2. Students will place rational and irrational numbers on a number line.3. Students will understand repeating decimals.	<ol style="list-style-type: none">1. Plotting on a number line2. Face-ing math3. Unit study guide and test



Expressions and Equations

4 WEEKS

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CCSS.MATH.CONTENT.8.EE.A.1</u> Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p> <p><u>CCSS.MATH.CONTENT.8.EE.A.2</u> Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.</p> <p><u>CCSS.MATH.CONTENT.8.EE.B.5</u> Graph proportional relationships, interpreting the unit rate as the slope of the graph.</p> <p><u>CCSS.MATH.CONTENT.8.EE.C.7</u> Solve linear equations in one variable.</p>	<ol style="list-style-type: none">1. Students will be able to identify integers and place them on a number line.2. Students will understand the concepts of square roots and cube roots.3. Students will be able to interpret the symbols for square and cube roots.4. Students will be able to solve square and cube roots.5. Students will be able to identify the slope of a line using a visual and with a formula.6. Students will be able to identify the parts of a linear equation.7. Students will be able to solve a simple linear equation.	<ol style="list-style-type: none">1. Variable expression puzzle assignment2. Unit study guide and test

Mid-Year Project

3 WEEKS

Content Standards	Learning Objectives	Key Assignments/Exams
<p>Addresses skills from: CCSS, IEP goals.</p>	<ol style="list-style-type: none">1. Students will compile and reflect upon Middle School coursework.1. Students will gather work samples and create visual representation of progress over Middle School coursework.	<ol style="list-style-type: none">1. Student portfolio2. POL



Functions

4 WEEKS

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CCSS.MATH.CONTENT.8.F.A.1</u></p> <p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p><u>CCSS.MATH.CONTENT.8.F.A.3</u></p> <p>Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line</p>	<ol style="list-style-type: none">1. Students will be able to define function.2. Students will be able to use data to identify functions on a graph.3. Students will be able to identify the distribution and shape of different functions.4. Students will be able to define slope.5. Students will be able to find the slope of a line.6. Students will be able to identify the parts of a function and variables required to solve a linear function.	<ol style="list-style-type: none">1. Function "machine" assignment2. Unit assessment

Geometry

5 WEEKS

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CCSS.MATH.CONTENT.8.G.A.1</u></p> <p>Verify experimentally the properties of rotations, reflections, and translations</p> <p><u>CCSS.MATH.CONTENT.8.G.B.6</u></p> <p>Explain a proof of the Pythagorean Theorem and its converse.</p>	<ol style="list-style-type: none">1. Students will be able to identify line segments, parallel and perpendicular lines.2. Students will be able to plot points on a graph.3. Students will be able to plot lines on a graph.4. Students will be able to rotate, reflect, and translate lines on a graph.5. Students will be able to plot points on a graph to create an image.6. Students will be able to explain the Pythagorean Theorem.7. Students will be able to use knowledge of the Pythagorean Theorem and apply to geometrical concepts.	<ol style="list-style-type: none">1. Geometry project (building models) and POL



Statistics and Probability

4 WEEKS

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.MATH.CONTENT.8.SP.A.1</u> Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.	<ol style="list-style-type: none">1. Students will be able to display a distribution in a scatter plot.2. Students will use different methods to display data.3. Students will be able to collect their own data from a sample.4. Students will be able to compare and contrast two different data displays	<ol style="list-style-type: none">1. Data collection and plot project2. Unit 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: _____

