



Course Title: High School Special Day Class - Math/Science and ELA/History

Instructor: Erik Brault

Co-Instructors: Jessica Escorza, Raul Noriega

Support Teacher: Dontrell Onuoha

Instructor Availability: Lunchtime, before and after school by student request

Instructor Contact: Room 62, phone (619)263-2171 ext. 2062

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Course Description:

The high school moderate-severe special-day (MSD) program in Mathematics/Science and ELA/History consists of multi-grade level classes with structured focus on Mathematics and ELA skills combining elements of science and history as well. Community based instruction (CBI), independent and interdependent living skills, along with promoting campus inclusion for all students are key elements of the program as well. The MSD program carries out the Individualized Education Plan (IEP) of each student in the program which includes continual collaboration between the student, school staff, student families, service providers and community members that are part of the IEP team. The goal of the program is to allow students the appropriate opportunities to access general education and the community while providing individualized and small group instruction for purposes of addressing students' specific life skills in academics.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">• Completion/Quality/Effort• Participation (including on CBI) (Must have a minimum of 1 weekly grade)	50%
Demonstrations of Learning	<ul style="list-style-type: none">• Key Course Assignments (See course syllabus for Unit Key Assignments)	30%
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.	10%

* 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, Achieve 3000, multiple iPad communication apps, and Internet-search databases)

Course Structure: This course is designed to provide a multimodal approach to remedial and content-based instruction along with incorporating community based instruction toward content understanding and development. Students will utilize technology, access textual resources and take part in interactive lessons both on and off campus.

Course of Study:

Please note, for each high school grade level, unit descriptions and length are below...

Unit	Ninth Grade
1	<p>Description: Math/Science - concept intro with link to transition</p> <p>Key Assignments: -Purchasing research on MLS website</p> <p>Standards (cluster): 9th, 10th, 11th: -Perform arithmetic operations with complex numbers -Remedial middle school standard work as well</p> <p>Length: 5 weeks</p> <p>Description: ELA/History- concept/reading structure introduction with link to transition</p> <p>Key Assignments: -Start of UCSD and SDSU website research</p> <p>Standards (cluster): 9th, 10th, 11th: -Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. -Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). -By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 11th: -By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently</p>



	<p>Length: 5 weeks</p>
2	<p>Description: Math/Science - clockwork and remedial math skills; News2you science experiment</p> <p>Key Assignments: -Human clock creation with "minute hand" breakdown -Remedial work with IEP goal assessment</p> <p>Standards (cluster): 9th, 10th, 11th: -Perform arithmetic operations with complex numbers -Remedial middle school standard work as well</p> <p>Length: 5 weeks</p> <p>Description: ELA/History- remedial reading skills pertaining to specific IEP goal work</p> <p>Key Assignments: -Recalling Character, Plot, Setting, Conclusion through "once upon a time" activity - learning how to rationalize what comes next. --Remedial work with IEP goal assessment</p> <p>Standards (cluster): -Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. -Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). -By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 11th: -By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently</p> <p>Length: 5 weeks</p>
3	<p>Description: Math/Science - start functional skills; News2you science experiment</p> <p>Key Assignments: -Properties in multiplication mastery poster fair -News2you science experiment with weekly article</p> <p>Standards (cluster): -Perform arithmetic operations with complex numbers -Remedial middle school standard work as well</p> <p>Length: 4 weeks</p>



	<p>Description: ELA/History- start book creation</p> <p>Key Assignments: -Start book creation - Where am I going in life???</p> <p>Standards (cluster): -Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. -Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). -By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 11th: -By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently</p> <p>Length: 4 weeks</p>
4	<p>Description: Math/Science - money - purchasing unit; News2you science experiment</p> <p>Key Assignments: -Rapid Fire cashiering (whole call activity)</p> <p>Standards (cluster): 9th, 10th, 11th: -Perform arithmetic operations with complex numbers -Remedial middle school standard work as well</p> <p>Length: 5 weeks</p> <p>Description: ELA/History- movie review journal</p> <p>Key Assignments: -Create Movie review Journal -Introduce SEQUEL definition and DOCUMENTARY definition</p> <p>Standards (cluster): 9th, 10th, 11th: -Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. -Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). -By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 11th: -By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently</p> <p>Length: 5 weeks</p>
5	<p>Description:</p>



	<p>Math/Science - Scenario-based shopping trip - exp. Going camping, renting, etc. (price comparison) ; News2you science experiment</p> <p>Key Assignments: -Scenario-based supply list (website price comparison) - News2you science experiment pertaining to weekly article</p> <p>Standards (cluster): 9th, 10th, 11th: -Perform arithmetic operations with complex numbers -Remedial middle school standard work as well</p> <p>Length: 4 weeks</p> <p>Description: ELA/History - writing strategies with planners</p> <p>Key Assignments: -How to write detailed notes workshop -Paper-based calendaring vs digital calendaring</p> <p>Standards (cluster): 9th, 10th, 11th: -Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. -Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). -By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 11th: -By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently</p> <p>Length: 4 weeks</p>
6	<p>Description: Math/science- recollection activities. How we remember...why we remember?</p> <p>Key Assignments: -Culmination of CBI and CBI research taking place at college(es) with awards ceremony</p> <p>Standards (cluster): 9th, 10th, 11th: -Perform arithmetic operations with complex numbers (modifications pertaining to numbers and figures used on CBI)</p> <p>Length: 3 weeks</p> <p>Description: ELA/history- recollection activities. How we remember...why we remember?</p> <p>Key Assignments:</p>



-Culmination of CBI and CBI research taking place at college(es) with awards ceremony

Standards (cluster):

9th, 10th, 11th:

-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Length: 3 weeks

Course Specific Student Expectations: What do you expect of your students?

- Basic skills understanding of mathematics, ELA and self advocacy pertaining to specific modified grade-level standards as listed above.
- Participation and a willingness to learn.
- Respect the learning environment, teachers and peers.

Accommodations/Modification and Supports:

Any student, and/or student's parent who feels their child 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 (modified to students' needs):

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: _____

