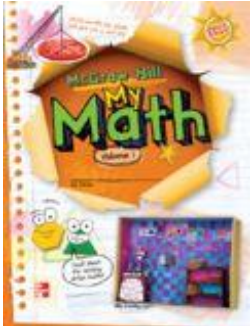


Syllabus Outline for an Online Unit of Instruction

Template	Self-Check
<p>Course Information</p> <p>Welcome to Ms. Clark’s 3<sup>rd</sup> Grade Blended Online Learning Math class! In this course we will engage in online and face-to-face learning. My office hours are Monday-Friday from 8 a.m. to 5 p.m.</p> <p>The majority of the learning will be held using <a href="#">Weebly</a>. You will receive a link to access the course assignments. Each student will be provided a laptop to engage and complete class work.</p> <p>There will be a textbook used for support and also for extensions for the math content. The textbook is <b>My Math, Grade 3 McGraw-Hill 2013</b>. Students will have a username and password to login when they are at home <a href="https://connected.mcgraw-hill.com/connected/login.do">https://connected.mcgraw-hill.com/connected/login.do</a>.</p> 	<p>Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?</p> <p>Yes. I have listed the course name, grade, subject, office hours, website, and textbook.</p>

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<p>Expected Student Audience</p>	<p>My students live in the Cobb County School District located near Mableton, Georgia, USA. Every student has completed 2<sup>nd</sup> grade curriculum and any assessments required for promotion to 3<sup>rd</sup> grade. My students range from low, middle, and high economic status. They come from different backgrounds, cultures, and many of my students are English Language Learners.</p>	<p>Is the expected student audience described? (Are your students in the USA?)</p> <p>Yes. The student audience is described along with the location and</p>
<p>Teacher Communication</p>	<p>The best way to contact me is through Class Dojo. You will be instructed on how to download the app and provided with an invitation code to join the class. I will provide my email <a href="mailto:KeOndra.Clark@cobbk12.org">KeOndra.Clark@cobbk12.org</a> as another form of communication. Please contact me Monday-Friday from 8 a.m. to 5 p.m. Messages will be returned within 24 hours. You are also welcome to schedule a conference call by phone. Our school number is 770-819-2483.</p>	<p>Did you provide at least two forms of communication are included in the syllabus?</p> <p>Yes. There is an option of using Class Dojo, email, and school phone number to contact the instructor.</p>
<p>Course Description</p>	<p>During this course students will learn how to effectively solve problems using four math operations: addition, subtraction, multiplication, and division. They will practice problem solving skills that will reflect higher order thinking skills, learn and identify vocabulary terms, and demonstrate multiple ways to solve word problems.</p>	<p>Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered?</p> <p>Yes. I have listed the topics that will be taught and what students will learn how to do.</p>

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<p>Learning Outcomes</p>	<ol style="list-style-type: none"> <li>1. The learner will be able to (TLWBAT) solve two-step word problems using addition with 85% accuracy.</li> <li>2. TLWBAT solve two-step word problems using subtraction with 85% accuracy.</li> <li>3. TLWBAT solve multiplication problems within 100 with 85% accuracy.</li> <li>4. TLWBAT solve division problems within 100 with 85% accuracy.</li> <li>5. TLWBAT identify math vocabulary terms to help support problem solving</li> </ol>	<p>Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?</p> <p>Yes. All of the learning outcomes are measurable/observable and describe what students will be able to do in the end.</p>
<p>Topics by Week</p>	<p style="text-align: center;"><b><u>Course Schedule</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Week One:</b> Introduction to two-step word problems using addition</li> <li>2. <b>Week Two:</b> Introduction to two-step word problem using subtraction</li> <li>3. <b>Week Three:</b> Solve two-step word problem with addition &amp; subtraction</li> <li>4. <b>Week Four:</b> Introduction to multiplication word problems</li> <li>5. <b>Week Five:</b> Introduction to division word problems</li> <li>6. <b>Week Six:</b> Solve word problems with multiplication &amp; division</li> </ol>	<p>Did you list the topics to be covered each week?</p> <p>Yes. Each week shows what students will focus on throughout the course.</p>
<p>Expectations of Student Participation</p>	<p>Each week students are expected to engage in all of the learning activities. They will participate in weekly class discussions and respond to at least one original peer post. When working in groups, all students are required to work as a team which means each member should have a role. If at any time students are unsure about an assignment they are expected to reach out to the instructor immediately.</p>	<p>Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)?</p> <p>Yes. Expectation for discussions, group work, and student participation is described.</p>

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<p>Student Communication Expectations</p>	<p>All students are expected to:</p> <ol style="list-style-type: none"> <li>1. Proofread all posts and comments</li> <li>2. Be respectful/give thoughtful suggestions</li> <li>3. Post and respond to peers on time</li> <li>4. Always remember to communicate with instructor about any concerns</li> </ol>	<p>Did you describe the expectations for student behavior when communicating online?</p> <p>Yes. Student expectations are listed.</p>
<p>Late Work Policy</p>	<p>Late work will not be accepted unless the instructor has been contacted ahead of time and have approved late submission. If there are any emergencies the instructor should be contacted immediately. Any assignments not submitted on time will result in a zero.</p>	<p>Did you explain the consequences for not submitting assignments on time?</p> <p>Yes. I have made it very clear that late work is not accepted unless approved by instructor ahead of time.</p>
<p>Grading Policy</p>	<p>The third-grade academic scale in Cobb County is as follows:</p> <p>3 = Meets                  2 = Progressing                  1 = Does not meet</p> <p>***<u>In my course</u>***</p> <p>3 = 85% or higher                  2 = 70-84%                  1 = 69% or below</p>	<p>Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included?</p> <p>Yes. The grades and weighting scheme are listed.</p>

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<p>Assessments</p>	<p>Every week students will participate in activities and will follow along with some form of assessment. Some examples include: observable observations, tickets out the door, online assessments using tools such as Plickers, online discussions, and even opportunities for students to create their own examples of word problems and share them with a classmate.</p>	<p>Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?</p> <p>Yes. There are a variety of assessments that will allow students to demonstrate different levels of learning.</p>
<p>Academic Honesty</p>	<p>All assignments are expected to be completed independently unless otherwise stated. Cheating/plagiarizing on any assignment will result in a grade of zero. All work must be cited and give credit to the original author.</p> <p>The majority of students' learning will take place in class. If any work is sent home students are expected to abide by the same academic rules in class.</p> <p>Consequences for academic dishonesty are listed below:</p> <ol style="list-style-type: none"> <li>1. A warning/talk about academic honesty</li> <li>2. Parent phone call</li> <li>3. Referral to administration/In School Suspension (ISS)</li> </ol>	<p>Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included?</p> <p>Yes. I have discussed academic honesty, cheating, and plagiarism. Consequences are also clearly stated.</p>

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<p>Acceptable Use Policy</p>	<p>The Cobb County School Acceptable Use Policy (AUP) will be followed in this course.  <a href="https://synergy.cobbk12.org/Help-PDF/CCSD_Guides/Synergy%20Emails/PVUE%20Acceptable%20Use%20Policy%20and%20User%20Agreement.pdf">https://synergy.cobbk12.org/Help-PDF/CCSD_Guides/Synergy%20Emails/PVUE%20Acceptable%20Use%20Policy%20and%20User%20Agreement.pdf</a></p> <p>There must be a parent/guardian and student signature submitted before the student receives a laptop. The instructor will discuss and enforce consequences which are as follows:</p> <ol style="list-style-type: none"> <li>1. Warning/talk with students discussing rules</li> <li>2. Parent phone call</li> <li>3. Laptop will be taken for a day/parent phone call</li> <li>4. Conference with administration/disciplinary action enforced</li> </ol>	<p>Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described?</p> <p>Yes. Cobb County's AUP is linked and there are also consequences discussed.</p>
<p>Student Right to Privacy</p>	<p>Cobb County Schools follow the rules for student privacy as outline in the Family Educational Rights and Privacy Act (FERPA), which can be found at <a href="http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html">http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html</a></p> <ol style="list-style-type: none"> <li>1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school.</li> <li>2. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading.</li> <li>3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record.</li> <li>4. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.</li> </ol>	<p>Did you include the conditions for sharing or not sharing student information?</p> <p>Yes. FERPA rules and link are included regarding student right privacy.</p>

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<p>Technology Requirements</p>	<p>For this course, students will use Dell laptops to engage and complete their work. Internet access is a requirement to complete assignments at school and at home if instructed by teacher.</p> <p>If there are any technical problems please make sure to inform the instructor immediately. If necessary, the instructor will put in a work order and will make accommodations as needed until the technical problem is resolved.</p> <p>All students are expected to obey the following rules when handling technology:</p> <ul style="list-style-type: none"> <li>• No food or drinks near laptops</li> <li>• Use equipment with care</li> <li>• Do not go anywhere on the internet that has not been instructed or download anything without permission</li> <li>• Stay in your personal space and use only your own equipment</li> <li>• Always be respectful to others</li> <li>• Follow all directions by instructor at all times</li> </ul>	<p>Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur?</p> <p>Yes. Requirements and procedures for technical problems are described. Students should have a clear understanding of expectations and rules to follow.</p>
<p>Copyright Statement</p>	<p>This course is designed and instructed by Ms. Clark. Note, there are resources included in the course that are not owned by the instructor such as the My Math book by McGraw-Hill listed above. All content is being used according to fair use policies which state that use of copyrighted material is permitted if it is for educational purposes. Under no circumstance can course materials be copied, edited, or redistributed for any purpose. If you have questions regarding course materials you may contact Ms. Clark. Thank you for your understanding and cooperation.</p>	<p>Did you provide a copyright statement and disclaimer that identifies the owner of the course?</p> <p>Yes. A copyright statement and disclaimer are included as well as the owner of the course.</p>

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Students with Disabilities	<p>I am more than happy to assist with the needs of students with disabilities. My goal is to make sure that all students are provided with equal access and learning opportunities and that they feel secure within their learning environment.</p> <p>Please take a look at the following links below. You can use them as resources to help with any questions or concerns you may have.</p> <p><a href="http://www.cobbk12.org/centraloffice/academics/specialstudents/specialed/">http://www.cobbk12.org/centraloffice/academics/specialstudents/specialed/</a> <a href="http://academics.cobbk12.org/index.php/ad/tlsss/special-education/">http://academics.cobbk12.org/index.php/ad/tlsss/special-education/</a></p>	<p>Did you indicate your willingness to provide reasonable accommodations to a student with a disability?</p> <p>Yes. Links are also available to assist with accommodating questions.</p>
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\*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist)* by Lokey-Vega (2014).