

Syllabus Outline for an Online Unit of Instruction

Template		Self-Check
Course Information	<p>Welcome to Mrs. Gibson and Mrs. Dingler’s co-taught online Math class! This is a blended classroom which means we will use some online instruction, and some face to face instruction. We will use several blended learning models. We will use the station rotation model, which means students will be broken into groups and one group will be independant online learning by using the module on either Mrs. Dingler or Mrs. Gibson’s online classroom, another group will receive teacher led instruction, and the third group will work independently on projects or activities. Another model we will use the flex model. The flex model allows for much of the learning to be completed online while allowing the teacher to provide face to face support on a flexible and adaptable, as needed basis.</p> <p>We will be using a mix of online resources. We will use our Polk School District Online Classrooms (OLC’s) heavily. You can find it at www.polk.k12.ga.us. We will also use one online Learning Management System (LMS), called Haiku. The website for the class is https://my.haikulearning.com/gibson-dingler/thirdgrademath.</p> <p>We will also make extensive use of the My Math series published by McGraw-Hill.</p> <p>Each student will be issued an iPad that they will use all year while at school.</p>	<p>Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?</p> <p>Yes</p>

Expected Student Audience	Our students live in Cedartown, Georgia, USA and attend Westside Elementary School, which is a part of Polk School District. Students have completed the 2nd grade Math curriculum.	Is the expected student audience described? (Are your students in the USA?) Yes
Teacher Communication	We are available anytime day or night via email at tgibson@polk.k12.ga.us , or jdingler@polk.k12.ga.us . We will respond within 1 day Monday through Friday, with the exception of school holidays or breaks. You may also call us at Westside at 770.748.0831. We will also communicate with parents via the student agenda. You may also arrange a meeting with us by calling the school or emailing us. We also send updates via Remind. If you are not familiar with Remind, it is a messaging system we use that will send you texts to your phone. You can get the information to sign up at Open House or on either one of our OLC's.	Did you provide at least two forms of communication are included in the syllabus? Yes
Course Description	In this course, 3 rd grade students will learn all of the Math concepts as required by the Common Core State Standards, which can be found at https://www.georgiastandards.org/Georgia-Standards/Pages/Math-K-5.aspx . Topics include numbers in base ten, the relationship between multiplication and division, patterns in addition and multiplication, geometry, representing and comparing fractions, and measurement.	Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered? Yes

<p>Learning Outcomes</p>	<p>The student will (TSW) be able to represent and solve problems involving multiplication. TSW be able to understand the properties of multiplication and the relationship between multiplication and division. TSW be able to multiply and divide within 100. TSW be able to solve problems involving the four operations, and identify and explain patterns in arithmetic. TSW be able to use place value understanding and properties of operations to perform multi-digit arithmetic. TSW be able to develop and understanding of fractions as numbers. TSW be able to solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects. TSW represent and interpret data. TSW demonstrate an understanding of concepts of area and relate area to multiplication and to addition. TSW recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<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</p>
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<p>Topics by Unit</p>	<p>Unit 1, 5 Weeks: Rounding whole numbers to the nearest 10 or 100. (MCC.3.NBT.1) Fluently add and subtract within 1000. (MCC.3.NBT.2) Draw scaled picture and bar graphs. (MCC.3.MD.3) Measurement and line plots. (MCC.3.MD.4)</p> <p>Unit 2, 10 Weeks: Interpret products of whole numbers (MCC.3.OA.1), interpret whole-number quotients of whole numbers (MCC.3.OA.2), use multiplication and division within 100 to solve word problems (MCC.3.OA.3), determine the unknown whole number in multiplication and division problems (MCC.3.OA.4), apply properties of operations as strategies to multiply and divide (MCC.3.OA.5), understand \div as an unknown factor problem (MCC.3.OA.6), multiply one digit whole numbers by multiples of 10 (MCC.3.NBT.3), Fluently multiply and divide within 100 (MCC.3.OA.7)</p> <p>Unit 3, 6 Weeks: Solve two step word problems using the four operations (MCC.3.OA.8), identify arithmetic patterns (MCC.3.OA.9), recognize area and an attribute of plan figures (MCC.3.MD.5), measure areas by counting unit squares (MCC.3.MD.6), relate area to the operations of multiplication and addition (MCC.3.MD.7)</p> <p>Unit 4, 5 Weeks: Understand that shapes in different categories may share attributes (MCC.G.1), partition shapes into equal parts (MCC.3.G.2), draw a scaled picture and bar graph (MCC.3.MD.3), measure lengths and plot them on a line plot (MCC.3.MD.4)</p> <p>Unit 5, 5 Weeks: Understand fractions as parts of a whole (MCC.3.NF.1), understand and represent fractions on a number line (MCC.3.NF.2), explain equivalence on fractions and compare them (MCC.3.NF.3)</p> <p>Unit 6, 3 Weeks: Tell and write time to the nearest minute and measure time intervals (MCC.3.MD.1), measure and estimate liquid volumes and masses of objects using standard units (MCC.3.MD.2)</p>	<p>Did you list the topics to be covered each week?</p> <p>Yes</p>
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<p>Expectations of Student Participation</p>	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Respond to two questions posted on the class blog weekly. 2. Complete the station rotations (when applicable) and fill out a checklist to turn in. 3. Upload all assignments on time to the dropbox on Haiku as required by the class calendar. 4. Post one reflective video blog at the end of each unit telling what you learned and if you still have any misunderstandings. Please watch and respond to 4 classmates videos. 5. Take online assessments by the required date according to the class calendar. 	<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</p>
<p>Student Communication Expectations</p>	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Always use kind words 2. Proofread your posts and comments 3. Reply to Mrs. Gibson and/or Mrs. Dingler and classmates within 1 day 	<p>Did you describe the expectations for student behavior when communicating online?</p> <p>Yes</p>
<p>Late Work Policy</p>	<p>Late work will be accepted up to 1 day late, unless you make a habit out of turning your work in late. Please consult with with Mrs. Gibson or Mrs. Dingler if work will be late.</p>	<p>Did you explain the consequences for not submitting assignments on time?</p> <p>Yes</p>

<p>Grading Policy</p>	<p>In accordance with Polk School District policy the grades will be weighted as follows:</p> <p>Test Grades, which consist of cumulative tests, projects and other items at the teachers discretion: 65%</p> <p>Daily Grades, which consist of quizzes, activities completed online or in class: 30%</p> <p>Homework: 5%</p> <p>Grades will be posted by Monday from the previous week. Report cards go home each 9 weeks. Progress reports go home at the midpoint of each 9 week grading period.</p> <p>The cumulative grading scale for Polk School District: A: 90%-100% B: 80%-89% C: 70%-79% F: 0%-69% (will require intervention)</p>	<p>Is a grading policy defined with point distribution or weighting scheme? Is the grading scale included?</p> <p>Yes</p>
<p>Assessments</p>	<p>Each week will include 1-2 quizzes over covered material that will help inform and drive instruction. Students will also be required to participate by responding to a blog post twice a week. Students will also create a video reflection over each unit that will state what they learned and if they have any misunderstandings. There will also be cumulative tests over material learned in the modules, see course calendar for anticipated dates. Students will also participate in individual and group projects.</p> <p>Please see the resource section that has rubrics for each of the assessments.</p>	<p>Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?</p> <p>Yes</p>

<p>Academic Honesty</p>	<p>Students are expected to complete all assignments independently unless noted within the assignment. If you feel you cannot complete an assignment on your own, please feel free to ask Mrs. Gibson or Mrs. Dinger during class time. This will help with developing instruction as well. There will be consequences for anyone who is found being academically dishonest. Those consequences may include:</p> <p>First Offense: Warning, Teacher will write up to keep in student file for documentation</p> <p>Second Offense: Conference call with teacher, student and parents as well as documenting in student file</p> <p>Third Offense: Academic penalty resulting in a 0 on the assignment, conference call, and documentation in student file</p> <p>Fourth Offense: Student will be referred to Administration</p>	<p>Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included?</p> <p>Yes</p>
<p>Acceptable Use Policy</p>	<p>The Polk School District Acceptable Use Policy:</p> <p>Acceptable Use: PSDNET is to be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives and the student behavior guidelines of the Polk School District. Transmission of any material in violation of any federal or state regulation is prohibited. Unacceptable uses include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Violating copyright laws • Reposting (forwarding) personal communications without the author’s prior consent • Using threatening or obscene material • Distributing material protected by trade secret • Utilizing PSDNET for commercial purposes • Providing political or campaign information • Cyberbullying 	<p>Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described?</p> <p>Yes</p>

<p>Student Right to Privacy</p>	<p>At Hawkins Online Elementary we follow the rules for student privacy as outline in the Family Educational Rights and Privacy Act (FERPA), which can be found at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html</p> <ol style="list-style-type: none"> 1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. 2. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. 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. 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. <p>If you have questions about student privacy rights, please contact Mrs. Gibson, Mrs. Dingler or the principal Mrs. Little.</p>	<p>Did you include the conditions for sharing or not sharing student information?</p> <p>Yes</p>
<p>Technology Requirements</p>	<p>Students will have the access to the technology needed while at school.</p>	<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</p>

<p>Copyright Statement</p>	<p>This course is managed by Mrs. Gibson and Mrs. Dingler; however, the Polk County School District owns all content with the exception of the McGraw-Hill online textbook and digital resources, which are owned by McGraw-Hill. Course and course materials are not to be copied, edited, or redistributed for any purpose. If you have questions regarding materials created by Mrs. Gibson or Mrs. Dingler, you may request details at tgibson@polk.k12.ga.us or jdingle@polk.k12.ga.us.</p>	<p>Did you provide a copyright statement and disclaimer that identifies the owner of the course?</p> <p>Yes</p>
<p>Students with Disabilities</p>	<p>Parents and children have many rights under the special education law, Individuals with Disabilities Education Act (IDEA). It is important that parents and children understand their rights to a free appropriate public education (FAPE). The term “appropriate” is based on the educational needs of the individual child that are outlined in the Individualized Education Program (IEP). The IEP is deemed a working document created by a team of educators and the family that establishes goals for a child to achieve in order to succeed.</p> <p>It is the responsibility of the school to provide parents with notice of their rights in an understandable language. Parents also have a responsibility to participate in the education of their children. Parents do so by participating in meetings and giving consent to allow the school to provide the supports and services that both the parents and school agree are necessary for a child to be successful. It is important that the Six National PTA Standards for Family-School Partnerships Engagement be embedded in this process.</p>	<p>Did you indicate your willingness to provide reasonable accommodations to a student with a disability?</p> <p>Yes</p>

*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist)* by Lokey-Vega (2014).