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|----------------------------|-----------------------|----------------------|------------------------------------|
| <b>Course Name</b>         |                       |                      |                                    |
| <b>School Name</b>         | Stone Mountain Middle | <b>Teacher Name</b>  | D. Sykes                           |
| <b>School Phone Number</b> | 678-676-4873          | <b>Teacher Email</b> | Debora_A_Sykes@fc.dekalb.k12.ga.us |
|                            |                       |                      |                                    |

**Course Description-** Students with significant cognitive disabilities will be exposed to the regular curriculum. They do not have to master the content at the same depth, breadth and complexity as their general education peers. The GSE (Georgia Standards of Excellence) for English Language Arts, Mathematics, and Science, Social Studies will ensure that all Georgia students have an equal access and opportunity to master the skills and knowledge needed for success beyond high school.

The main purpose of our **ID** classrooms is to guide the learner to a life where they can be as independent as possible. The curriculum will cover modified grade level standards with functional life skills embedded in the content. We strive to prepare the students for the next year whether it is 6th, 7th, 8th grade, or high school. It is our goal to have every student become as independent as possible.

**Curriculum Overview** (The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**)

| <b>CURRICULUM OVERVIEW</b>  |  |
|---|--|
| <b>Math</b>   |  |
| Ratios and Proportions  |  |
| <ul style="list-style-type: none"> <li>Solve real-world and mathematical problems involving the four operations with rational numbers.</li> </ul>   |  |
| Expression and Equations  |  |
| <ul style="list-style-type: none"> <li>Solve real-world and mathematical problems by writing and solving equations of the form <math>x+p=q</math> and <math>px=q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers</li> <li>Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x=a</math>, <math>a=a</math>, or <math>a=b</math> results (where <math>a / b</math> are different numbers).</li> </ul> |  |
| Geometry  |  |
| <ul style="list-style-type: none"> <li>Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</li> </ul>  |  |
| Statistics and Probability-   |  |
| <ul style="list-style-type: none"> <li>Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</li> <li>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</li> </ul>   |  |
| <b>English/Language Arts</b>  |  |
| <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6,7,8 reading and content, choosing flexibly from a range of strategies.</i>   |  |
| <ul style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> </ul>   |  |
| <i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i>  |  |
| <ul style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>   |  |
| <b>Science</b>  |  |
| <i>Earth Science-</i>   |  |

|   |  |
|---|--|
| <p>Earth Science-</p> <p><i>Life Science-</i></p> <p><i>Physical Science-</i></p>   | <ul style="list-style-type: none"> <li>• Student will identify renewable and no-renewable resources</li> <li>• Student will demonstrate the phases of the moon by showing alignment of the earth, moon and sun.</li> <li>• Relate various atmospheric conditions to stages of the water cycle.</li> <li>• Students will relate structures to basic cell function</li> <li>• Students will explain the role of the major organ system in the human body.</li> <li>• Students will describe the movement of particles in solid, liquid, gases and plasmas states.</li> <li>• Students will identify simple machines.</li> </ul>  |
| <p><b>Social Studies/Georgia History(8<sup>th</sup> grade)</b></p>  |  |
| <p><b>Georgia History</b></p>   | <ul style="list-style-type: none"> <li>• Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.</li> <li>• Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela</li> <li>• The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.</li> <li>• Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.</li> <li>• Locate Georgia in relation to region, nation, continent, and hemispheres.</li> <li>• Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.</li> <li>• Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</li> <li>• The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.</li> </ul> |
| <p><b>Imbedded skills</b></p>   |  |
| <p>Independent living skills that will be covered are listed below.</p> <p>Reading/Writing/ Math</p> <ul style="list-style-type: none"> <li>• Reading – Newspapers, magazines, reading for leisure, increasing decoding and comprehension</li> <li>• Writing – creating shopping list, writing short notes, letters</li> <li>• Math – money, time, budgeting, measurement</li> </ul> <p>Household/Personal Management</p> <ul style="list-style-type: none"> <li>• Preparing food, cleaning, shopping, laundry</li> <li>• Dressing appropriately, grooming, keeping up with personal belongings</li> </ul> <p>Job Skills</p> <ul style="list-style-type: none"> <li>• Completing work on time, ask for help when needed, let supervisor know when work is completed, cooperate with others</li> </ul> <p>Community Skills</p> <ul style="list-style-type: none"> <li>• Appropriate behaviors, being prepared, and safety skills</li> <li>• Shopping-grocery, grooming, clothing and other supplies</li> <li>• Transportation- Walking and riding school bus into the community</li> </ul> <p>PE/Leisure</p> <ul style="list-style-type: none"> <li>• Activities-Arts-n-Crafts, games, sports</li> <li>• Social Skills – Communication, cooperation and Sportsmanship</li> </ul> |  |

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

| GRADING CATEGORIES                                  | *GRADE PROTOCOL |          |
|---|-----------------|----------|
| Formative Assessment (Pre-Assessment) – 0%          | A               | 90 – 100 |
| Assessment During Learning – 25%                    | B               | 80 – 89  |
| Guided, Independent, or Group Practice – 45%        | D               | 70       |
| Summative Assessment or Assessment of Learning– 30% | C               | 71 – 79  |

| DISTRICT EXPECTATIONS FOR SUCCESS   |   |
|-------------------------------------|---|
| <b>STUDENT PROGRESS</b>             | Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b> |
| <b>ACADEMIC INTEGRITY</b>           | Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>                        |
| <b>HOMEWORK</b>                     | Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>                                |
| <b>MAKE-UP WORK DUE TO ABSENCES</b> | When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>   |

**PLEASE SIGN BELOW AND RETURN**

I have read the syllabus.

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Additional information to support continued contact:

| Information           | Parent/Guardian |
|-----------------------|-----------------|
| Day Time Phone Number |                 |
| Cellular Phone Number |                 |
| Home Phone Number     |                 |
| Email Address         |                 |