2nd Grade Math Number Sense
Hybrid Class
(online and face-to-face)
Fall 2012

Course: 2nd Grade Math Number Sense

Instructor:
Mrs. Yvonne Bates
yvonne.bates@cobbk12.org
770-437-5945 (Call this number first.)
404-355-9977 (Emergency contact number)
9 am – 5 pm (No calls after 7 pm. Please respect these hours.)

Office Hours:
I will be available in the virtual classroom to answer questions during the following days/times:

Tuesday/Thursday – 8:00 – 9:00 pm EST

Required Texts: This course does not require a textbook.

Communication: Communication is a vital part of online learning. There are two primary forms of communication.

1. **Email** - Emailing me is a preferable method of communication. I plan to check email every day at various times throughout the day. It is expected that students/parents will check their email daily as well. Emails will be answered within 24 hours of the time they are sent. If it seems that several students have the same questions, a group email will be sent out.
2. **Phone** - Please feel free to call with questions, but please be respectful of the hours listed. If there isn't an answer, please leave a specific message with the secretary, and I will return your call as soon as possible (within 24 hours during the school week). If you call the emergency contact number and do not reach me, please leave a detailed message and I will get back to you as soon as I can.

Course Description:
This course is designed to cover the first semester of school with a Math Place Value Unit. During this course, students will practice modeling 3-digit numbers to 1000 through the use of computer educational game sites, educational videos, and participate in online and in-class practice activities and assessments. The purpose of this course is to provide students with the opportunity to participate in a hybrid course where they will complete assignments at home and school based on the course guide provided.

Learning Outcomes:
This course is correlated to the following Georgia Performance Standards.

Math:

Students will review place value, model 3-digit numbers in multiple ways, compare numbers to determine which are greater and less, and be able to explain and demonstrate place value concepts.

> **MCC2.NBT.1. Students will understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.**
> a. **100 can be thought of as a bundle of ten tens – called a – hundred**
> b. **The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)**
>
> **MCC2.NBT.3. Students will read and write numbers to 1000 using base-ten numerals, number names, and expanded form.**
>
> **MCC2.NBT.4. Students compare two three-digit numbers on meanings of the hundreds, tens, and ones digits using >, =, and < symbols to record the results of comparisons.**

Language Arts:

Students will recount and describe, ask and answer questions, and create and produce what is required to complete assignments.

> **SL2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**
>
> **SL 2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**
>
> **SL 2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**
>
> **SL 2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**
>
> **S.L. 2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

Social, Ethical, and Human Issues:
Students will analyze, develop, and follow policies for managing social, ethical, and legal issues in organizations in a technology-based society.

> **BCS-CA1-1. Students will understand and apply the social, legal, and ethical issues related to technology used in personal and professional endeavors.**

Productivity:
Students will become productive with the use of a variety of input technologies including word processing and/or desktop publishing, spreadsheet, database, and presentation software to create, edit, and publish industry appropriate software.

> **BCS-CA1-3. Students will use word processing and/or desktop publishing software through a variety of input technologies to create, edit, and publish industry appropriate documents.**

Communications:
Students will use appropriate technology to communicate effectively with peers, teachers, experts, and other audiences.

> **BCS-CA1-7. Students will understand how telecommunications can be used to collaborate, publish, and interact with peers, teachers, experts, and other audiences.**

A link to the complete set of Common Core and Georgia Performance Standards for this course can be found in the Course Information tab. If you would like more information on the GPS, please visit the GaDOE website at: https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx

Course Schedule:
This course is scheduled to begin Monday, August 20th and will conclude Friday October 12th. The course schedule runs from *Monday* to *Friday*. Please take note that all weekly assignments will be due by Friday at 5:00 pm.

The following topics will be covered in this course:
- Week 1 – Review of Place Value
- Weeks 2– Modeling Three-digit Numbers Using Base Ten
- Weeks 3– Explaining and Demonstrating Place Value Concepts
- Week 4 – Comparing Three-digit Numbers Based on Meaning
- Weeks 5– Creating a Game Demonstrating Place Value Concepts
- Weeks 6– Evaluating the Importance of the Number Zero When Showing Place Value
- Week 7 – Comparing Three-digit and Four-digit Numbers Based on Meaning
- Week 8 – Evaluating the Best Way to Show Base Ten Numbers

Class Participation:
Students are expected to attend and participate in an online course as fully as they attend and participate in a traditional classroom course.

During the <u>fall term</u>, students are required to login and perform work in the course at least 2 times a week, dispersed throughout the week, for approximately 1-2 hours a week.

Class participation is measured by contributions made through communication such as discussion forums, emails, and submission of assignments, projects, and tests. Participation will be considered when determining grades. Each time you enter the course, participation will be automatically recorded and the length of time in each area is noted.

Late Work Policy:
During the school year we have weekly due dates. The assignments are due by Friday at 7:00 PM on the day listed. For each week day an assignment is late, 10% will be deducted. Work turned in at 7:01 PM Friday or later will be considered late and lose 10%. Beginning Tuesday at 12:01 AM, late work from the previous week that is turned in will lose 20%. After 5 school days, a grade of 0 will be given. Please be aware of the pacing guide and due dates for all assignments – extensions will not be granted. You may work ahead, but points are deducted for late work.

If there is some reason why you do not think you will be able to complete an assignment within the time frame indicated, please contact me as soon as possible by phone or email so we can discuss.

Grading Policy & Assessments:
All assignments will be graded using the following scale:
- 3+ = 100
- 3 = 85-99
- 2 = 60-84
- 1 = 59 and below

Grades will be determined using the weighted system below:

Category	Percentage
Assignments	40
Discussions	10
Projects (Video/Voice Thread)	50

Assignments, discussions, and projects will be graded within one week of submission.

Online Testing – There will be no online test for this semester.

Conduct & Academic Honesty:
Students are required to complete their own work. Parents may help with explanations and further directions needed, but for this learning experience to be meaningful, students must complete all their own assignments.

Cheating and plagiarism are serious offenses in academic honesty. Here are some guidelines that pertain to this issue in this course:

- Plagiarism – taking something and claiming it as your own, whether in words, pictures, videos, etc. All information used must be cited appropriately or have been approved for use. There is software to check to make sure work has not been plagiarized.
  Help with citing is available at www.citationmachine.net
- Cheating – this includes, but is not limited to, having someone else complete work for you, using another student' s assistance in any way, claiming to be another student to submit work for them, obtaining information from the internet to find answers, etc.
- Damaging Computer Software through the use of viruses, etc.
- Falsifying information, sites, contributors and claiming them as true

If a student is suspected of cheating or plagiarizing work, he/she will have to meet with the teacher and principal to determine an appropriate consequence and may receive a failing grade in the course.

The project-based assignments in this course are designed such that academic honesty can be upheld.

Acceptable Use Policy:
Students and parents need to be aware of the Acceptable Use Policy (AUP) when participating in this course and online for any school work. Students who do not demonstrate acceptable use when using the internet for this class will have to meet with the teacher and principal to determine an appropriate consequence and may receive a failing grade in the course.

- Keep all personal information private (address, phone number, family names, etc)
- Do not use the internet to search for sites that are not appropriate
- Do not send or say anything that could be misconstrued as offensive in any manner (i.e. racist, obscene, threatening, etc.)
- Do not use this online environment to try to sell, buy, or promote anything of a personal manner
- Do not use this online environment for anything illegal or unethical

Student Right to Privacy:
FERPA regulations regarding student information will be used during the online course. Please refer to information below:

- All student information will be kept private (i.e. address, phone number, family names, etc.)

- Class discussion and student blogs (unless the student is of age, and has provided written consent) are to be kept private with login and password security
- All usernames and passwords will be kept private
- Any pictures of the student will only be used with parent/student written permission for use of educational purposes only
- Grades will not be discussed in feeds or chat rooms
- Teacher support number for easy accessibility is located at the top of the syllabus

Online Communication Guidelines:
Please refer to the Online Communication Newsletter (at the end) for extended details about how to format an email or discussion, what should be included, proper etiquette on the internet (aka Netiquette), and the email/discussion rubric.

Technology Requirements:
You will need regular access to a computer and Internet service. See the specific technical requirements below.

Technical Requirements		
Component	**Required**	**Recommended**
Operating System	PC – Windows XP, Vista, or 7* MAC – OS 10.5 - 10.6*	PC – Win XP* MAC – OS 10.6*
Internet Speed	56K modem with Internet Access	Cable or DSL
Component	**Required**	
Word Processor	Microsoft Word (Word 2003 or earlier preferred)	
Browser	PC - Internet Explorer 7.0 - 8.0*, Firefox 3.5 - 3.6 Mac - Firefox 3.5 - 3.6 , Safari 4.0 - 5.0 Google's Chrome Browser is NOT supported * IE8 in compatibilty mode	
Email Address	The email account must accept attachments and blind copied emails.	
Software (free downloads)	Java JRE plug-in (very important so that everything in the system works properly!) Microsoft Office Viewers (for viewing and printing Word, PowerPoint, Excel, and Visio files) Adobe Acrobat Reader (for viewing and printing PDF files) Real Player (for viewing streaming video or listening to streaming audio clips) QuickTime (for viewing QuickTime video) Flash Player (for viewing animations or using interactive content) Shockwave Player (for viewing animations or using interactive content) Windows Media Player (for viewing streaming video or listening to streaming audio clips)	

Table provided by Dr. Redish (Kennesaw State University, 2012)

Parent help will be needed to make sure you have all the components listed above before engaging in the online part of the math course. If you do not have some of the necessary software or hardware in order to participate, please let me know ASAP so we can decide how to make this work.

Tech Support:
If for any reason you are unable to access the course information from our class, please contact me ASAP. Also, please let me know if any of the course links are not working, so I can check them and/or fix the problem.

You will need to log on to the course site at least 2 times a week for 1-2 hours. Make sure that you have a backup plan in place in case your technology is not working for some reason. Some suggestions: friend/neighbor's house, public library, school library (if available). Do not wait to indicate that you are having problems. When taking an online class it is necessary to have the tools you need, but excuses and failure to have a backup plan could result in a lower course grade if you are not trying to resolve the problems and/or have not notified me of your situation.

Copyright Statement:
All rights reserved. This written material along with the materials and sites within the math course online module has been set up with permissions approved. If you would like permission to use the information, you may contact me at yvonne.bates@cobbk12.org. Otherwise, inappropriately obtained material or use thereof will be seen as a copyright violation.

ADA Statement:
Students who have a current IEP or 504 Plan will be able to take this course if needed. To have accommodations implemented in this online class, I need a current copy of the student's Accommodations page (must include both Supportive Aids and Services and Assessment Participation). As soon as this information is received, it will be reviewed and I will make modifications that are applicable to the online environment.

Online Communication

**Mrs. Bates**   **Summer 2012**

Email/Discussion Formatting:

When you are sending an email to me or other students in class, make sure your topic is in the subject line so we can prepare our thoughts.

Topics are usually a subject like: home-work or last assignment. Topics provide a very brief summary of what you are writing about.

When you are posting to a discussion, enter your last name, a dash, and then the topic of the assignment (which will always be provided in the instructions) in the subject line.
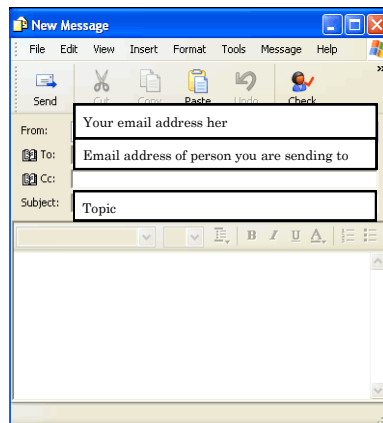
I will check emails daily and will do my best to get back to you within 24 hrs.

If several people have the same question, I'll send an email to the whole group.

Bates - Base Ten Video Review

Re: Bates - Base Ten Video Re-

When people respond to your post, or you respond to theirs, it will look like this.

How do you feel:

* Your emails and discussions will be mostly words, but every now and then you need to let someone know how you feel by a facial expression.

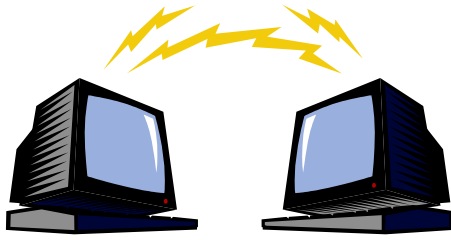* Since we can't see your face when learning online, you may use some of these emoticons when needed—

Emoticons to use in your emails/discussions:

:-) happy	**:-)** sad	**:-<** mad
:-o surprised	**;-)** winking	
:-D laughing	**:-e** disappointed	

Careful with these:

:-e disappointed   **:-@** screaming

Responses:

When responding to me or your classmates, please remember that we are unable to hear your voice and tone. Read over every email, message, or discussion post to make sure that it sounds like you would want it too. Be careful not to offend others with phrases that could be taken the wrong way.

Feel free to use color (careful with the color red, which can be offensive) and *italics* in your message. Even **bolding** can be okay when it is needed to indicate importance. The main thing to remember is not to use ALL CAPS because it appears that you are yelling, and no one wants to be yelled at.

As mentioned on the first page, it is ok to use emoticons at times to tell how you are feeling about something, but do not overuse within your post.

A general rule to live by: When in doubt, don't.

Constructive Responses:

In this class, you will be required to respond to your peers' posts.

When you respond to someone, it is good to give the writer details about what you liked and suggestions about what they could include or change that would make their writing better. Feel free to ask a question to clarify or provoke more thought.

Responding to something specifically ,if you can, gives the person more information rather than just saying, "Good Job!" But that is ok too.

If you don't have anything nice to say, don't say anything at all.

Watch your words and remember what Grandma says:

Rule of Thumb for Responses:

1. Point out the positive: "I agree with you on…"
   "I like when you said…"
2. Ask a question: "What do you think about…"

3. End with a cheer: "Nice work"
   "Good job"

photo courtesy of examiner.com

Netiquette:

Netiquette is a combination of the words internet and etiquette. Etiquette is a fancy word for manners. So the main idea is to used internet manners.

Information here was provided or adapted based on the The Core Rules of Netiquete at http://www.albion.com/

Netiquette Rules to Remember:

1. Don't be mean or rude.

If you wouldn't want it said to you, don't say it to someone else.
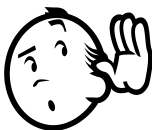
2. Don't talk so much that others get tired of listening.

"You are not the center of cyberspace."

3. Be a good listener.

Think about what the person is saying and how you can contribute to what they are saying.

4. Make sure what you are saying makes sense.

Re-read your messages before you send them to make sure they make sense.

5. Do not use bad language in your posts.

This is rude, offensive, and not necessary.

6. Do not steal.

Make sure what you are saying is your own and if not, make sure the person saying it is given credit. Also, make sure you give credit to any images used that are not yours.

7. Avoid picking fights just because.

Try not to intentionally say something that you know will cause someone else to become upset. You can say how you feel, but do not go back and forth with someone. At some point you have to agree to disagree.

8. Forgive other peoples' mistakes.

If someone spells something wrong or says something wrong, do not call them out on it in front of others. Let it slide, or if you feel you should say something then contact them in private.
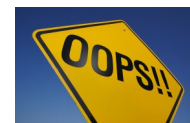
In this course there will be different times when you will need to reflect on reading, videos, web activities , or class activities.

You will also be required to respond to other classmates' reflections.

There will not be a set amount that you need to write all the time, but your reflections need to be complete enough to answer the questions asked.

Reflection and Response Rubric:

1	2	3
Reflection does not adequately answer questions about the assignment.	Reflection answers most questions about the assignment.	Reflection answers all the questions asked about the assignments thoroughly.
Student does not respond in a way that shows that the assignment has been completed.	Student responds in a way that somewhat shows that the assignment has been completed.	Student responds in a way that shows evidence that the assignment has been completed.
Student response to peer is poor with not enough feedback to the writer.	Student response to peer gives adequate feedback that is somewhat relevant.	Student response to peer gives good feedback relevant to what was written, and may ask a question of the writer.

Do's: &   Don'ts:

- Contact me by email if you need to ask a question or clarify an assignment
- Follow the procedure for setting up an email or discussion post
- Be yourself when you are writing your responses to reflection questions and responses to peers' reflections
- Follow Netiquette rules
- Refer to the sample rubric above

- Wait until the last minute to ask for help
- Keep working on an assignment if you are unsure of what to do
- Write in all caps when writing a reflection or response
- Ignore the Netiquette rules