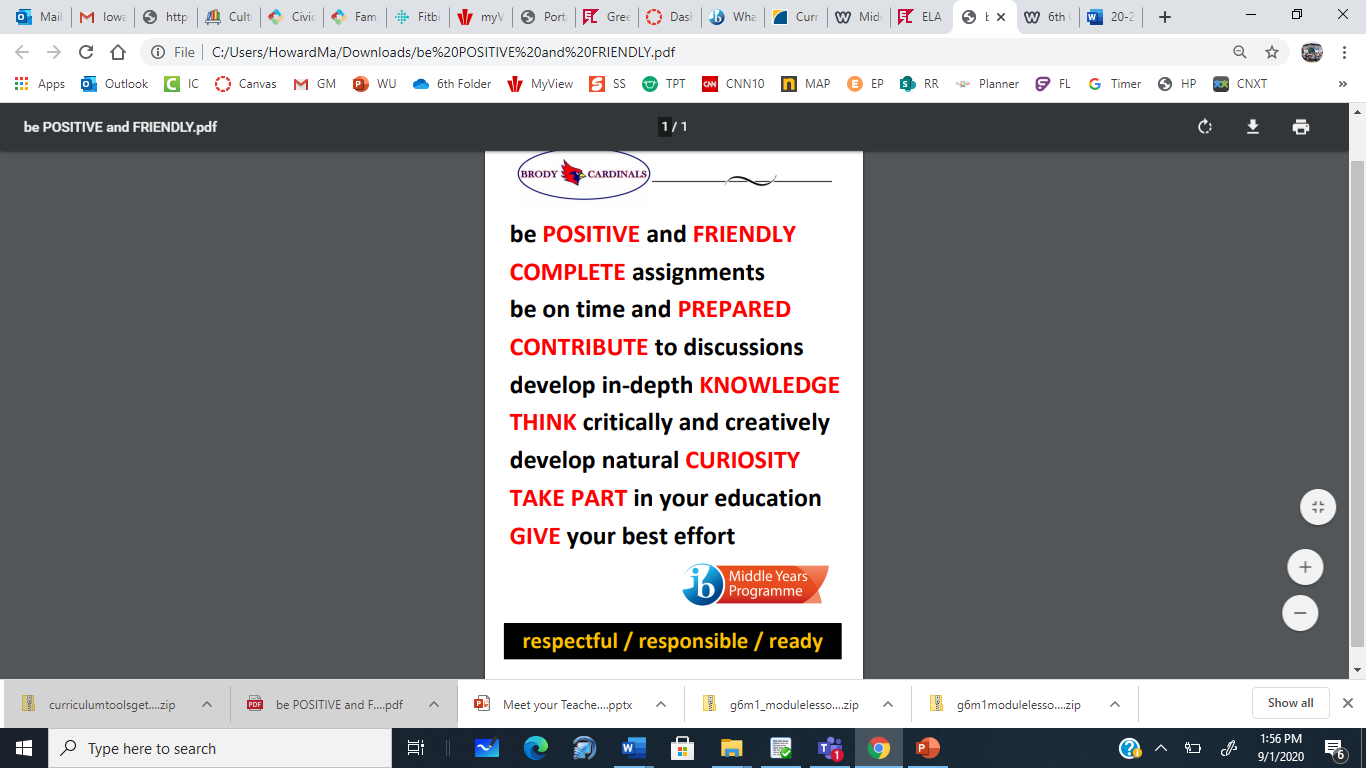
**6th Grade Communications and Advocacy**

**(Language Arts and Global Studies)**

**Course Syllabus**

**2020-2021 School Year**

**Welcome to 6th grade! Your teachers are excited to get to know you and**

**support your learning this year.**

**Contact Information:**

**Core Teachers:**

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**International Baccalaureate (IB) School: Middle Years Program (MYP)**

Brody Middle School is an IB School in the MYP. The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The program empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. (Source: www.ibo.org)

**Course Description for Language Arts**

[In this course, students will read novels and other texts to improve writing and grammar skills, increase knowledge and use of vocabulary, and boost speaking and presentation skills.](https://dmschools.instructure.com/courses/208844/pages/welcome)  This course presents a wide range of genres, cultures, and time periods. Reading of fiction and nonfiction will allow students to explore multiple viewpoints and life experiences. These works offer insight into the human-condition and should be a model for students’ thinking, writing, and problem-solving. The course of study is based upon curriculum from EL Education (eleducation.org), and the sequence of learning is noted below:

* **Module 1: Greek Mythology**
  + Focus: Reading, Writing, and Speaking Grounded in Evidence
* **Module 3: American Indian Boarding Schools**
  + Focus: Analyzing, Interpreting, and Evaluating Text
* **Module 4: Remarkable Accomplishments in Space Science**
  + Focus: Researching to Write and Present Arguments

**Course Description for Global Studies**

In sixth-grade social studies, students learn about world regions and cultures. The focus is on geography, history, and culture in multiple global regions. Students will analyze regional, physical, and cultural characteristics of places. The analysis will show how these factors influenced people who lived there and how the people and characteristics have changed over time. Units of study include:

* Intro to Culture and Geography
* Europe through the Eras
* Ancient Africa
* SW Asia
* Ancient Asia
* Native People of North America
* Ancient Latin America

**Course Requirements**

This course is designed to be completed throughout the entire school year. It is recommended that students follow the pace of the modules and due dates in order to complete the class successfully. If at any point you have any questions regarding pace or instruction, please feel free to reach out to your teachers.

You will need the following **materials** in order to be successful in this class:

         A computer with access to Canvas and Teams.

         EL student workbook (you will receive this from the school)

         Spiral or electronic notebook.

         Pencil

**Attendance**:

Required of all students: Students will log into Canvas daily and complete the work assigned. Students will meet with teachers daily during their assigned time on Microsoft Teams. Attendance will be based on logging into Canvas and attendance at Teams meetings.

**Digital Citizenship**

In the context of virtual learning, it is important all students use technology ethically and responsibly. Students are expected to communicate and participate respectfully with their teachers and classmates.

**Communication Policy**

If you have questions, the most ideal way to get help will be to reach out to your teacher. All teachers maintain regular working hours during the day throughout Des Moines Public Schools. Teachers can be reached through email, Canvas, SchoolCNXT, or Microsoft Teams Monday through Friday from 8:00 am to 3:45 pm.  If this time frame does not work for you, please reach out and schedule a specific time to talk with your teacher. While students are welcome to contact teachers at any time, the teacher may not respond until the next school day if contacted after teacher office hours.

**Grading Policies and Procedures**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

All courses in Canvas will have a built-in grade book where students can view feedback on each assignment a student completes. While Canvas is where students complete all of the coursework and where feedback can be seen, Infinite Campus is the official grade book where transcripts are generated. Infinite Campus will be updated as students complete learning targets and whole topics.

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| **Grades in Infinite Campus will follow the format below:** | **MYP student work will be assessed using the following:** |
| |  |  | | --- | --- | | **Scale Score** | **Academic Descriptor** | | 4 | Exceeding | | 3 | Proficient | | 2 | Developing | | 1 | Beginning | | 0 | No evidence of student understanding in submitted work. | | M | Missing-student has not submitted evidence | | ***MYP Criteria***  (Maximum points possible in each criterion is 8)  **Criterion A:** Knowing and Understanding  **Criterion B:** Investigating  **Criterion C:** Thinking Critically  **Criterion D:** Communicating |