

MYP NIGHT

**The Middle Years Program
with Mrs. Dimock and Mr. Lanier**

About Mrs. Dimock

- Teaching for about 13 years. Previously taught at Our Lady of Guadalupe and College Place Middle. 6th year teaching at St. Luke.
- Break from teaching to raise kids – Linus, Eileen, and Robin.
- BA Environmental Education WWU, Masters in Teaching City University, endorsements in middle level math/science and English/social studies.
- 7 Summers of CYO summer camp



About Mrs. Dimock

2 big things . . .

1. I suffered a brain injury in January 2020. I now have a functional movement disorder. It means that sometimes I stutter, tremor, and twitch.
--I'm okay. It's doesn't hurt. Please don't be alarmed.
2. I am a 6th grade parent. Please be make sure only school emails go to my school email account.
--When my emails seem formal, it's not because I'm weirdly cold, but merely trying to keep my mom life and teacher life separate and professional.

About Mr. Lanier

- In 11th year of teaching at St. Luke!
- Bachelor's Degree in Sport Management from Gonzaga University
- Masters in Initial Teaching from Gonzaga University
- Certified in teaching K-8

- Born in San Diego
- Raised in Spokane
- Moved to Seattle for that big city life and of course the weather.



About Mr. Carson

- After 30 years as a Manager running large and small sales and service teams I transitioned to teaching in 2018.
- I have 3 children – George, Henry, and Rebecca.
- BA Mathematics from WGU, endorsement in middle level math.
- 20 years coaching CYO sports - Baseball, Soccer, Basketball. Head Softball Coach at Einstein





St. Luke School

Schoolwide Learning Expectations

As a St. Luke community, we strive to be knowledgeable, caring, risk-takers, communicators, balanced, thinkers, principled, inquirers, open-minded, and reflective.

Through inquiry and reflection, we educate globally-minded citizens who live the love of Jesus.

WE ARE INQUIRING MINDS, HEARTS FOR JESUS, AND HANDS FOR SERVICE

We can build rubrics that measure the depth of understanding and assess all 3 learning goals.

- ✓ State the what you learned.
- ✓ Describe it to someone new.
- ✓ Explain why you think it is important or significant.
- ✓ Analyze and Evaluate the pros and cons

Acquisition

Score	Descriptor
1-2	State
3-4	Describe
5-6	Explain
7-8	Analyze Evaluate

Transfer

Meaning Making

Religion

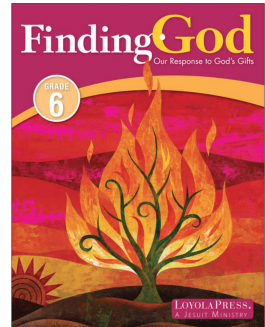
Will regularly attend mass as a class and school. 6th grade will be in charge of mass two times this year.

We will explore our faith using textbook, Finding God.

Additionally, we will be using the Second Step program.

Grade breakdown

Students will be expected to keep a religion journal. Assignments and assessments are weighted equally.



Service

- As a 6th grade we will be participating in service projects.
 - Food Drive
 - Fall, Winter, Spring
 - “Building a World of Joy” Project
- There is not a set number of service hours required for 6th grade.



“...HANDS FOR SERVICE!”

MATH

One of the aims of the IB Middle Years Program is that students will enjoy mathematics and understand how it connects to the world around them.

This year in 6th grade math we will be using the curriculum, McGraw Hill Reveal Math

This year in PreAlgebra we will be using the curriculum, Reveal Accelerated Math.

Students in PreAlgebra will have math homework every night and often on weekends.

ALEKS

After an initial knowledge check, designs a personalized program to help students master topics in math. The ALEKS online program will be used to help support student learning.

Students are required to complete a **minimum of 5 topics per week**. This is due every Monday at 8 am. This is a 10 point assignment. No partial credit is given.

Math Grade Breakdown

Homework/ALEKS/Participation 40%
Assessments 60%

Math Assignment Record

A slightly different version will be used during remote learning.

Students will receive an assignment record at the beginning of each week and use to write down each day's assignment.

Students will receive a completion grade at the beginning of class each day. Deductions will be given for late or incomplete work. Absent students will have until the following Friday to turn in absent work.

Assignment records will be collected each Friday. Late work will not be accepted after one week.

BONUS POINTS: Parent signature is the only extra credit.

MATH

Pre-Algebra Expectations:

Growth Requires Practice

Daily Classwork/Homework Completed Timely

Always Show Work

Mistakes Demonstrate Growth

LANGUAGE & LITERATURE

Textbook: *Pearson Common Core Literature*

-Writing, Reading and Grammar

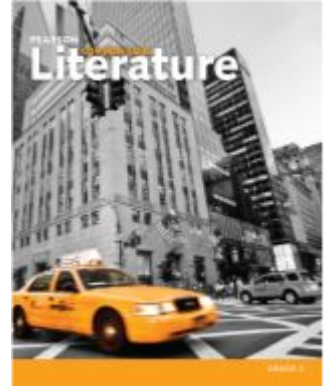
Student's do not have copy to take home.

Online Student Access

"Savvas Realize" (accessed through Google Classroom)

If online access is a problem, please let me know.

Chapter Books: *Freak the Mighty*, *The Giver*, and *A Wrinkle In Time* .



GRADE BREAKDOWN

Assessment

35%

Homework

25%

Project/Papers

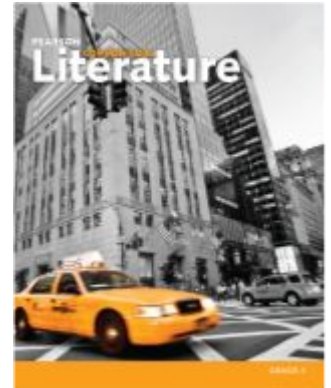
40%

LANGUAGE & LITERATURE

Language Arts from an IB perspective...

- The Drive-In Movies (TB)
- Name/Nombres (TB)
- Langston Terrace (TB)
- The Pigman and Me (Excerpt)
- The Seven Wonders of the World (TB)
- Art, Architecture, and Learning in Egypt

Statement of Inquiry: Our communities
in local and global settings can frame
our cultural context



LANGUAGE & LITERATURE

Essay Writing

- Narrative
- Expository (Informative)
- Persuasive

Google Docs

- Used for all long-term writing assignments
- Great tool for instant feedback



6+1 Writing

- Organization
- Voice
- Ideas
- Word Choice
- Sentence
- Fluency
- Conventions
- Presentation

Science

This year in science we will be using Carolina kits, *Prentice Hall Science Explorer*, and other interactive materials to support our six units of study.

Students will be learning about the scientific method, electrical systems, behavior of waves, matter, how to apply our understanding of matter and the design cycle to improve an ice cream maker, and environmental systems. Additionally, we will spend time in our school garden.

Science

Students will learn through hands-on investigations and class discussions.

Students will design and conduct their own experiments as well as write for a variety of purposes.

All students will keep a lab journal. All information needed to be successful will be here. We will not use a textbook.

INDIVIDUALS & SOCIETY

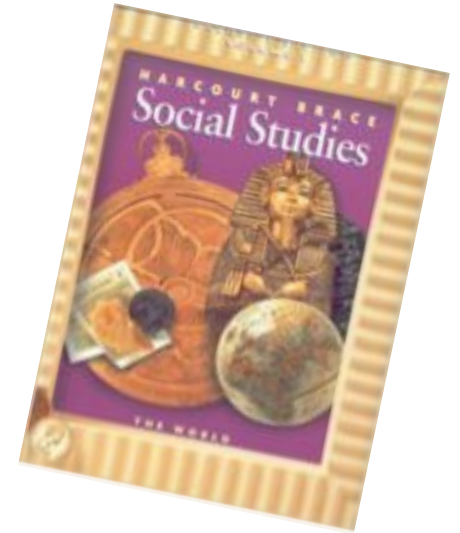
Textbook: Harcourt Brace World Social Studies

-No Online Component

Main focus of content:

Ancient World Civilizations

Understanding how human nature led to the world that we have today.



GRADE BREAKDOWN

Assessment

40%

Homework

25%

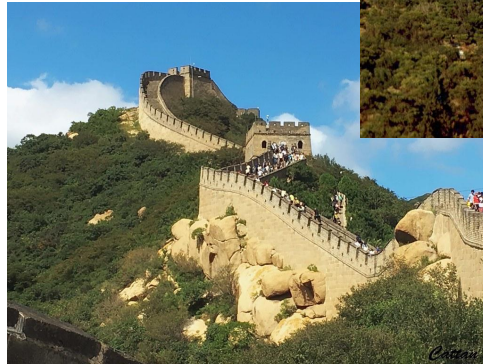
Notebook

35%

INDIVIDUALS & SOCIETY

More specifically we'll be focusing on all of the following civilizations:

- People of Fertile Crescent
- Egyptians
- Kushite
- Harappan
- Indians
- Chinese
- Greeks
- Romans
- Persians



INDIVIDUALS & SOCIETY

CORNELL NOTES

Working with kids to practice the art of note-taking by teaching them an organized style of note-taking.

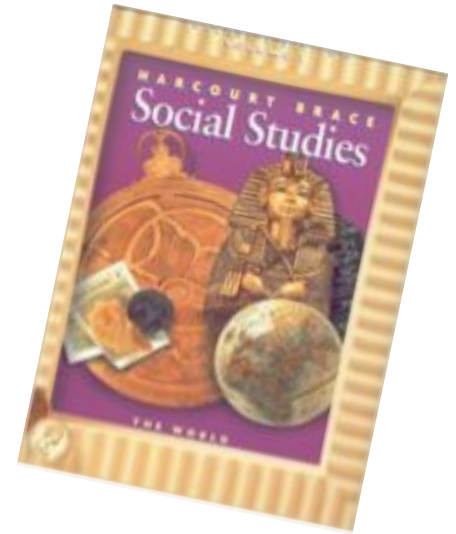
Used throughout the MYP in various classes

Helps students practice:

Synthesizing

Thought Organization

Meaning Making



INDIVIDUALS & SOCIETY

CORNELL NOTES

Ch. 4-1 (Continued)

• "City People"

- ① They merchants sold; jewelry, grains, copper, turquoise
- ② Merchants had seals with symbols like animals or plants. Some had messages saying what it was they sold.
- ③ A lot of the Mohenjo-Daro population were craftworkers or merchants

• inscription - a written message carved into a hard surface.

"The Mystery of Mohenjo-Daro"

- ① "No one has lived in Mohenjo-Daro for more than 3,000 years."
- ② Skeletons in running positions.
- ③ Floods or water turning salty are 2 theories of the mystery

Summary

The Indus Valley was a beautiful place to settle in with many civilized towns/cities, one including Mohenjo-Daro. Mohenjo-Daro had streets, sewer systems and even toilets. Most people back then were merchants and craftworkers. They sold jewelry, grain and other assortments. One day the city just ended. Some people think it was a flood but others suggest it was attacked by invaders. The Mystery of Mohenjo-Daro will remain unknown for now.

INDIVIDUALS & SOCIETY

CORNELL NOTES

Ch. 5/L. 1 - The Zhou Dynasty	
heritage	- ideas that were passed down from generation to generation
Winning the Mandate of Heaven	- People thought the Zhou and the Shang were the same but there was one main difference, the Zhou worshipped a god named Heaven. - Heaven supposedly made the decision whether or not the Zhou would have a good year or a bad. - if the Zhou handled their year correctly they would have the Mandate of Heaven.
Mandate of Heaven	- a power to stay in rule because the gods are with them
virtue	- a good quality
Division of Classes	- The nobles would get land if they treated the king with honor. - Parents would help build public works for the king

MYP grade Spanish goals 2021-2022

- Assess knowledge from previous years
- Review basic vocabulary
- Learn essential verbs
- Focus on verb conjugations
- Practice speaking and listening skills
- Develop reading and writing skills
- Improve accents!
- Explore the fascinating world of words
- Integrate elements of culture
- Text: Glencoe “¿Cómo te va?”
- Ask your student about making their own language!

Off Site Community Building and Learning Opportunities

The 6th grade goes on a retreat at Camp Don Bosco on Friday, October 8th. Student participate in a variety of activities focused on faith and community building.

Students will hopefully attend environmental education camp at Camp Hamilton in May.



**Due to Covid-19 restrictions,
we will make an informed
decision based on CDC
recommendations.**