



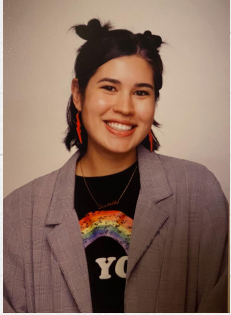
Welcome to 6th
Grade at MS839!

Please introduce yourself in
the chat: your name, your
child's name, and their Crew
and/or bird group

Questions?

Feel free to ask in the chat.
Please reach out to your
child's Crew leader.

Meet the 6th grade team



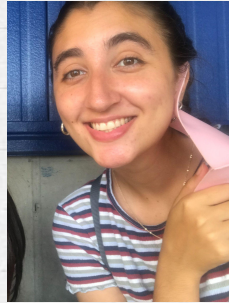
Isabella



Sedina



Natasha



Katrina



Malak



Mark



Alexis



Nsangi



Beth



Annie

Expedition #1: Who's in My Village?

Overview

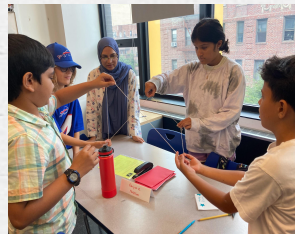
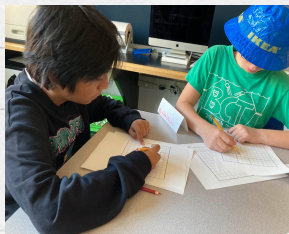
*An expedition is a **unit of study** during which students learning in all classes centers around a unifying theme.*

*6th graders start off the year in an expedition entitled **Who's in My Village?** In this expedition, students will explore identity, community, and belonging.*

Math (Natasha & Katrina)

What students are learning now:

- x **Geometry:** Area and Surface Area
- x **Group work:** Listening, collaborating, sharing ideas and problem-solving.
- x **Using multiple strategies:** Showing thinking using visual models, words, and/or calculations



Looking ahead...

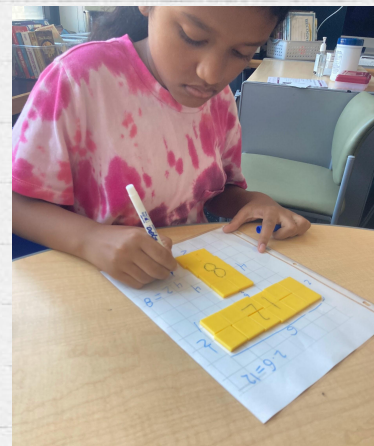
- x **Rational Numbers:** negative and positive fractions, decimals and integers on the number line.
- x **Ratios and proportions:** solving problems with ratios, unit rates, and percents,
- x **Division with fractions:** conceptual understanding and visual models
- x **Algebra:** Interpreting, writing, and representing expressions and equations

Math

We draw instructional materials from Desmos, Mindset Mathematics and YouCubed, Eureka/ Engage NY and Georgia Math. We will send Desmos Unit Overviews to parents at the beginning of each unit.

How you can support at home:

- x **Promote** a growth mindset.
- x **Encourage** your child to try multiple strategies and show their thinking using words, diagrams, and/or calculations
- x **If your child is confused at home, avoid** trying to teach formulas or other “shortcuts” such as “keep change flip”. Encourage your child to use previous Desmos slides for reference (in their Google Classroom) and to talk to their math teacher(s) or Crew leader if they need further support.



Social Studies (Malak & Annie)

Year-at-a-Glance:

Geography of the Eastern Hemisphere AND Early Humans (Ex. 1)

Early River Valley Civilizations AND World Religions (Ex. 2)

The Mediterranean World (Ex. 3)

What we're learning now:

How to "think like a geographer" to build understanding into the following question, "does geography determine development?"

Skills:

Close reading, making inferences, how to analyze primary and secondary sources.

We will also make connections between history and present-day by learning about current events!

ELA:

The 6th-grade English Language Arts (ELA) curriculum is thoughtfully designed to provide students with a comprehensive education in reading, writing, speaking, and listening skills, and the development of academic vocabulary.

- Aligns with New York State Next Generation Learning Standards
- Builds upon reading comprehension strategies
- Cultivates critical thinking through analysis of various and diverse texts
- Focuses on narrative, persuasive, and expository writing
- Emphasizes grammatical skills
- Builds speaking and listening proficiency
- Enhances research skills and integrates technology for effective and advance learning
- Promotes cultural awareness and global perspectives
- Employs continuous assessment and constructive feedback to support student progress in academic vocabulary and language skills.



With Alexis, Isabella & Sedina

ELA (Alexis, Isabella, & Sedina)

What students are learning now:

- x **Poetry:** Students start the year with an exploration of personal identity through poetry
- x **Vocabulary:** We emphasis academic and content vocabulary from the start of the year!
- x **Group work and collaboration**

Looking ahead...

- x We'll be kicking off our "New Kid" case study later this fall - students read *New Kid* by Jerry Craft, reflect on their experiences being new as they create their own New Kid stories

How you can support at home:

- x Encourage daily independent reading time
- x Keep an eye out for weekly ELA homework in your child's folder

Science

"Big Ideas" for this expedition:

- Life is almost everywhere on this planet
- Organisms in ecological communities (including humans) are interconnected
- The human body is its own community

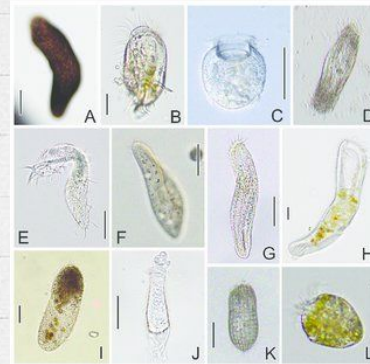
Pre Expedition: Exploring intelligence

Case Study One:

Investigating the small and microscopic organisms of Prospect Park Lake and the surrounding soil

Case Study Two:

Bacteria & Fungi: Exploring the human microbiome

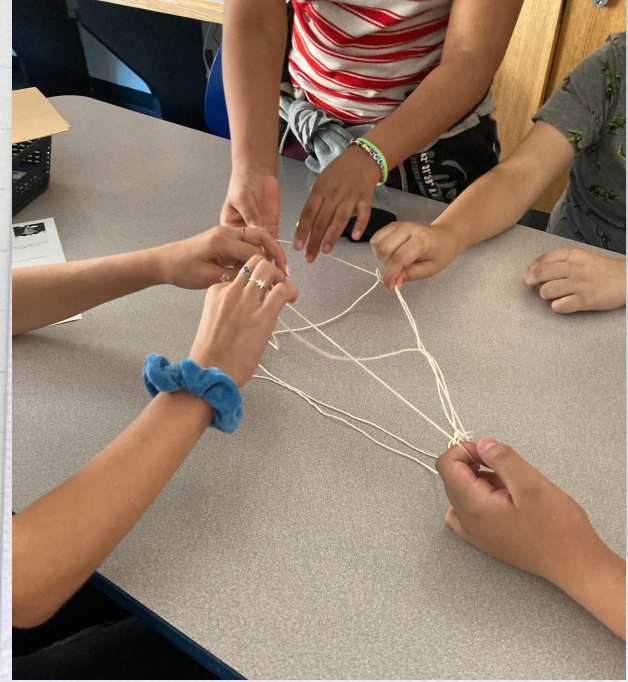


In future Expeditions students will investigate:

- *Investigating NYC Harbor and drinking water quality as well as urban design and development in the context of the Gowanus Canal*
- *Examining the data, causes, impacts, unknowns, adaptations and mitigation efforts surrounding climate change*

Crew is designed to support your child both as a learner and as a person.

- X Academic Support:** Teachers reach out to **Crew Leaders** about any concerns or updates, Crew Leaders guide SLC prep and reflection on learning and growth.
- X Social Emotional Growth:** Crew supports students' emotional growth & intelligence of our students
 - X Conflict Resolution**
 - X Mindfulness & Self Awareness**
 - X Collaboration & Teamwork**
 - X Empathy**



Reading

- At MS 839, we value students' love of reading and support all students' growth as readers
- Currently, we are working on matching your student with books that are just right for them. This looks like books that:
 - Are appropriately challenging AND enjoyable
 - Push students to expand their thinking on relevant and diverse topics
 - Are windows (help students learn about identities different from theirs) and mirrors (where students can see themselves represented)
- Research shows that reading at least 20 minutes per day results in tremendous reading growth. As reading teachers, we support students in meeting this goal by coaching them on effective reading strategies and matching them with books they can and want to read



Reading

Your child may...

- Be grouped into **research-based intervention** and/or extension groups such as **Phonics**, **REWARDS**, or **STARI** based on needs that arise from the MAP growth assessment
- Engage in student-facilitated book clubs, based on interest
- Participate in regular conferences with reading teachers to set and track reading goals
- Create reading projects (i.e. book trailers, one-pagers) to foster a strong culture of reading, school-wide



Music

In music class this year, 6th graders will:

- ★ Learn how to read and write basic music notation.
- ★ Learn the names of the notes on the grand staff
- ★ Explore different genres of music.
- ★ Create their own music compositions.
- ★ Grow as musicians through learning how to play the keyboard!



Spanish

In Spanish class this year, 6th graders will:

- ★ Negotiate meaning in the context of our classroom and while discussing our co-created class stories and cultural topics.. **(Interpersonal Communication)**
- ★ Leverage reading strategies to comprehend written texts related to our class stories and cultural topics. **(Interpretive Communication)**
- ★ Leverage listening strategies to comprehend the gist, main ideas, and supporting details of spoken language. **(Interpretive Communication)**
- ★ Deliver written and spoken messages on familiar topics intended for an audience. **(Presentational Communication)**



Our Grading Philosophy

Learning is a continuous process

We strive to regularly communicate with families about student progress

Grades are based on achievement of grade level standards not on effort or behavior.

Grades should reflect what students know and can do.



For more info, check out Cornelius Minor interviewed on EL Live https://www.youtube.com/watch?v=dhtjo0FvtyI&feature=emb_logo

Grading Practices @ MS 839

- **Where can I see grades?** We use the NYC DOE grading platform
What will I see? We use **letter marks** before of numbers to communicate to students and families about how students are meeting classroom learning standards.
 - We primarily use: **E** (Exceeding), **M** (Meeting), **A** (Approaching), **N** (Not yet)
 - Occasionally, you might also see: X (Missing), NG (Not Graded)
 - Online, E = 4, M = 3, A = 2, and N = 1
- **When will I be able to see my child's grades?** Starting October 5th, families will be able to access this grading portal through their NYCSA account. If you haven't yet set yours up (or need to reset your password), go to www.schoolsaccount.nyc. **Contact our PC, Leah, if you need help accessing your account.**
- **How do I learn more about the MS 839 grading policy and practices?** Our grading policy is posted on our website, and we're always happy to answer questions!



Differentiation and Supporting Students with Disabilities

Our ICT teachers provide frequent and targeted small group support, monitoring and adjusting curriculum to meet the needs of students with disabilities.

Each student with disabilities has an **IEP case manager** who will reach out to you regarding implementation of your child's IEP and their Annual Review.

Our 504 Coordinator is Social worker Lauren F. She can be reached at lauren.faust@ms839.org

Please always speak with your child's Crew leader first about academic (or social-emotional) concerns.

Homework: What to Expect



Have more questions?

Please reach out to your
child's Crew leader.