Course Title: Focus 6

Course Description: The Webb School's sixth grade students participate in a Focus class four days a week in which they utilize tools in a variety of disciplines including technology (specifically Google), writing skills, reading comprehension, library skills, and organizational study skills. The students also extract, contemplate, and discuss the Honor Code through applications as they read four novels in the classroom. There is no homework given in Focus. The sole purpose of this course is to support and strengthen their use of these tools in all other disciplines across the curriculum.

Topics with skills:

Technology Skills: Setup Webb School email & remember password

Login to Google

Create docs

Create sheets

Create slides presentation

Maneuver Google earth & maps

Expert Google search tips

Combine the above listed processes to effectively:

*Open, modify, and save existing documents, worksheets, presentations, and databases.

*Integrate data between word processing, worksheet, and presentation applications (copy, paste).

*Demonstrate proper use of special keys (Spacebar, Enter/Return, Shift, Tab, Delete, Backspace, arrow keys, Caps Lock, Ctrl, Alt).

*Check spelling and grammar.

*Enter a URL, copy information such as text, audio, and graphics, perform simple searches to acquire information, and cite Web sources.

*Practice typing on www.typingweb.com.

Digital Footprint Unit (Taken from Common Sense Media curriculum. Mrs. Sullens is a certified Common Sense Media educator.)

Online safety "Digital Life" unit,

virtual scavenger hunt, web quest, and virtual field trips to other countries.

Library Skills:

American Association of School Librarians Standards for 21st century learners
– http://www.ala.org/aasl/standards-guidelines/learning-standards

Inquire, think critically, and gain knowledge;

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;

Share knowledge and participate ethically and productively as members of our democratic society;

Pursue personal and aesthetic growth.

Use prior and background knowledge as context for new learning.

·   *[scavenger hunt after library tour]*

Develop and refine a range of questions to frame search for new understanding. Find, evaluate, and select appropriate sources to answer questions.

Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.

·   *[BAT acronym for evaluating sources Bias / Authority / Timeliness] Developing Internet search questions*

Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Monitor gathered information, and assess for gaps or weaknesses. Read, view, and listen for pleasure and personal growth.

Reading Comprehension: Read, discuss, annotate and critically analyze literary

works by using technology to develop inquiry based learning practices in four literary works which will lead to real-world connections:

-Hatchet

-Prisoner B-3087

-Paperboy

 -Number the Stars

-Reading think-a-louds and reading circles

Writing Skills:	Students will learn to respond and write effectively through: words that enhance writing unit, writing with text based evidence, 'RAPS' graphic organizer of writing planning, letter of complaint, gratitude letter, personal narrative, context clues unit, writing using prompts, writing thesis statements, thesaurus and dictionary activities, writing paragraphs and transitions, literary devices, and construct a persuasive argument for/against technology in the classroom.

Study Skills: 'Soar' curriculum -study, organizational and time management skills, effective study spaces, note taking strategies with abbreviations, daily organizational tactics as well as year-long and life-long goal planning, using technology as a tool and not a deterrent

Performance Task: The students will create a Google Drive where all of their focus work will be kept. They will essentially create an online portfolio. The students will also have a binder check from time to time to ensure students are properly organizing and storing their school work. The students will revisit their study, library, technology, writing and reading skills throughout the year. Photographs of paper projects will be uploaded to their Google Drive.

Further, the Focus students are allowed to ask any questions about "the Webb way," traditions, collaborative days, etc. This class serves as a foundational transition into The Webb School and mirrors a homeroom. Mrs. Sullens is seen as the "mom on campus" offering motivational support, grace, and discipline as needed.