

Digital Literacy 6 Course Overview 2016-2017

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Goals of Digital Literacy 6

Students enrolled in Digital Literacy 6 will be able to navigate and critically evaluate a variety of complex texts. In today's digital culture, it is essential for adults and students to be able to collaborate around a common problem or goal, ask questions about the information they are analyzing, synthesize information from a variety of viewpoints, and draw conclusions based on that understanding. Students will create their understanding and communicate that through thoughtful and strategic speaking and writing practices while investigating topics of interest. They will also actively read and respond to texts of varied length. Through this process, they will become active learners building authentic motivation for research through engaged and ongoing practice with the Common Core State Standards of literacy.

Digital Literacy Units

Sample Objectives

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| <p><u>Quarter 1</u></p> <p><u>Unit 1 and 2:</u></p> <p>Foundational Skills Research Process Launch</p> | <ul style="list-style-type: none"> ● Launching Technology Applications ● Applying Reading Strategies during reading comprehension ● Identifying and defining a problem in order to explore a topic for investigation ● Define a specific topic for research ● Define a driving question by using coaching conversation to focus the research process ● Estimate the meaning of unknown words ● Determine Author's Purpose |
| <p><u>Quarter 2</u></p> <p><u>Unit 2 Continued</u></p> <p>Vocabulary Writer's Craft Research Novel</p> | <ul style="list-style-type: none"> ● Analyze word choice and evidence selection ● Create a concluding sentence ● Analyze word relationships ● Discuss and respond to identified themes and conflicts in a text |
| <p><u>Quarter 3</u></p> <p><u>Unit 3:</u> Analysis and Evaluation of Writing Exploring Modes of Writing Research</p> | <ul style="list-style-type: none"> ● Revise a claim based on the strongest supporting evidence ● Analyze the strength of an argument through revision of claim, evidence, and explanation |

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| <p><u>Quarter 4</u></p> <p><u>Unit 4:</u></p> <p>Research Novel</p> | <ul style="list-style-type: none"> ● Research a topic to solve a real-world problem ● Participate in literature circles to evaluate the impact of Author’s Purpose, Text Structure, Text Features and Word Choice ● Discuss and respond to identified themes and conflicts in a text |
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Re-assessment Opportunities

Students are given opportunities to revise and improve some - but not all - assignments. County mandated unit assessments and long-term assignments are examples of work that students do not have the opportunity to redo. Evidence of additional study and practice is required for retakes. Grades earned on reassessments will replace original grades, *even if the reassessment grade is lower.*

Late and Missing Work

- Most assignments will have a **due date**, which is the date by which students are expected to submit an assignment. Scores will be penalized 10% if the assignment is not turned in by the due date. This rule does not apply to students with excused absences. (Please see the attendance policy).
- The **deadline** is the last day an assignment will be accepted for a grade. In some cases, the due date and the deadline may be the same.
- **Work not attempted and submitted by the deadline** will be recorded as a zero.

Grading Categories

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1. Homework for practice and preparation **10% of final grade**

- **100% credit** will be given for **100% completion** of homework
- **75% credit** will be given for **considerable completion** of homework
- **50% credit** will be given for **partial completion** of homework.
- **25% credit** will be given for work attempted but **significantly incomplete.**
- **0% credit** will be given for homework that is **not attempted.**

****Homework is assigned to reinforce and practice skills that have been taught in class and to prepare students for upcoming classroom instruction and assessments. ****

2. All Task and Assessments **90% of final grade**

These assignments may include . . .

- Class Work assignments
- Quizzes
- Constructed Responses
- Research Reports and Presentations

Communication

The preferred method of communicating with teachers is through email. Edline should be checked regularly for grade updates, homework assignments, and long-term projects. Teachers will sometimes send emails to parents and students through Edline; it is essential that both the student's and parents' email addresses are registered on Edline.

Opportunities for help

Each reading teacher will let students know when they may come in for extra help during the school day. Occasionally a student might be asked to stay after school to make up work.