

Welcome to 6th Grade!!!



Math - Ms. Soltani

Ms. Soltani is not in school today and has sent a letter to all 6th grade families describing her approach to math instruction, the 6th grade math curriculum, and assessment.

Social Studies

Ms. Pritchard



World Geography and Ancient Civilizations I

Introduction Unit	How can we develop and practice routines and skills to support our learning?
Access to Water and Early Human Societies	How did rivers shape the development of human societies?
Mesopotamia	How do individuals and groups express and share their cultures?
Egypt	How are a group's beliefs and values reflected in their thoughts about death and life after death?
Kush	How have individuals and groups worked to create and correct historic narratives?
Central America	How do individuals and groups express and preserve their cultural identities?
Writing Unit	How have humans and societies used innovation in agriculture to overcome geographical challenges?

Social Studies Canvas Home Page

From the Home Page,
students can...

- Access each unit of instruction
- Access unit planners
- Access grades
- Send me messages

The screenshot shows the Canvas LMS interface. At the top, the breadcrumb trail reads "Social Studies 06 - Pritchard > Pages > Home Page". A navigation menu on the left includes links for Account, Dashboard, Courses, Calendar, Inbox, History, and Canvas Help. The main content area displays the course title "6th Grade World Geography and Ancient Civilizations I" on a scroll graphic. Below the title, office hours are listed: "Student Office Hours: Thursdays Before School From 7:15-7:45" and "Parent Office Hours (By Appointment): Tuesdays Before School from 7:15-7:45". A link for "Course Syllabus" is provided. A grid of nine unit planner cards is shown below, each with a unique illustration and a "Unit Planner" link.

Home Page

6th Grade World Geography and Ancient Civilizations I

Student Office Hours: Thursdays Before School From 7:15-7:45

Parent Office Hours (By Appointment): Tuesdays Before School from 7:15-7:45

[Course Syllabus](#)

Introduction Unit



[Unit Planner](#)

Access to Water Unit



[Unit Planner](#)

Mesopotamia Unit



[Unit Planner](#)

Egypt Unit



[Unit Planner](#)

Nubia Unit



[Unit Planner](#)

Historical Development of Monotheism Unit



[Unit Planner](#)

Central America Unit



[Unit Planner](#)

Writing Unit: Agricultural Innovation



[Unit Planner](#)

Reference Materials



Course Skills

Thinking Like A Historian and Social Scientist	<ul style="list-style-type: none"> Evaluates a diverse range of evidence and perspectives to tell accurate narratives about the past and present Makes connections between the past and present
Being A Changemaker	<ul style="list-style-type: none"> Makes positive changes in our communities and the world

Unit Overarching Question

How did rivers shape the development of human societies?

Vocabulary for Middle School Scholars

forage (Day 1 HW)
 nomad (Day 1 HW)
 consensus (Day 1 HW)
 systematic (Day 2 CW)
 agriculture (Day 2 CW)
 domestication (Day 2 CW)

permanent (Day 2 CW)
 supervise (Day 2 CW)
 surplus (Day 2 CW)
 exploit (Day 2 CW)
 fertile (Day 3 HW)
 crop (Day 3 HW)

silt (Days 4-5 CW)
 irrigation (Days 4-5 CW)
 abundant (Days 4-5 CW)
 delta (Days 4-5 CW)
 flood (Days 4-5 CW)
 thrive (Day 8 CW)

Class	Objective/s	Key Terms and Concepts	Homework
Day 1: How did early humans live? Date: Wednesday, 9/18	<ul style="list-style-type: none"> I can identify topics, main ideas, and details in a text to determine how early humans lived. 	topic main idea detail hunter-gatherer forage nomad	Day 1 Homework
Day 2: How did life for humans change during the Neolithic Age and the Bronze Age? Date: Thursday, 9/19	<ul style="list-style-type: none"> I can identify topics, main ideas, and details in a text to determine how life changed for humans in the Neolithic and Bronze Ages. 	topic main idea detail Neolithic Age Bronze Age systematic agriculture domestication permanent villages civilizations class divisions power of men and women	Day 2 Homework
Day 3: Where did the first largescale human societies arise? Date: Monday, 9/23	<ul style="list-style-type: none"> I can make predictions about the development of human history by making inferences based on evidence from secondary historical texts. 	first human societies	Day 3 Homework

Unit Planners

Unit Planners are posted for each unit of instruction. They contain:

- Title of unit
- Unit overarching question
- Tier two academic vocabulary
- Lesson sequence
- Learning objectives
- Key terms and concepts
- Homework

When absent, students should always check the Unit Planners to see what they have missed.

A Unit on Canvas

- Each unit is divided into daily lessons that correspond with the Unit Planner.
- All materials for lessons are posted on Canvas.
- Assignments are also listed under each daily header.

Social Studies 06 - Pritchard > Modules

24:25 MS

Home

Assignments

Grades

Modules

Files

SS Textbook 6-8

Collapse All

▾ Introduction Unit

RICK Scores for Unit

📎 RICK, 9/16-9/20

Day 1

Day 2

🔗 Introduction Unit, Day 2 Guiding PowerPoint 📄

🔗 Introduction Unit, Day 2 Classwork 📄

Day 3

🔗 Introduction Unit, Day 3 Guiding PowerPoint 📄

📎 Signed Syllabus Form
Sep 9 5 pts

Day 4

🔗 Introduction Unit, Day 4 Guiding PowerPoint 📄

🔗 Introduction Unit, Day 4 Classwork 📄

Day 5

🔗 Introduction Unit, Day 5 Guiding PowerPoint 📄

Day 6

🔗 Introduction Unit, Day 6 Guiding PowerPoint 📄

📎 Introduction Unit, Day 6 Classwork
Sep 12 5 pts

Day 7

🔗 Introduction Unit, Day 7 Guiding PowerPoint 📄

Grades and Assignments

Classwork and Homework	40%	Assigned daily and graded using a standard rubric posted with the assignments on Canvas
Summative Assignments	50%	Include end-of-unit tests, document-based writing responses (DBQs), and group projects
RICK	10%	Weekly score for... <ul style="list-style-type: none">● Arriving to class on time● Bringing required materials to class● Completing start-of-class routine● Completing end-of-class routine● Working with seriousness, focus, and curiosity

Grades on Canvas

Social Studies 6 Sandbox Pritchard > Grades > Test Student

Grades for Test Student

Print Grades

Arrange By: Due Date

Name	Due	Status	Score	Out of
• Introduction Unit, Lesson 1 Classwork	Sep 1 by 2:30pm		1	1
• Introduction Unit, Lesson 2 Classwork	Sep 2 by 2:30pm		9.25	10
• Introduction Unit, Lesson 3 Classwork	Sep 3 by 2:30pm	MISSING	0	1
• Introduction Unit, Lesson 3 Homework	Sep 6 by 8am	LATE	0.9	1
Assignments			85.77%	11.15 / 13.00
Total			85.77%	11.15 / 13.00

Please note that missing and late assignments are highlighted for students.

Canvas Inbox

From the Canvas dashboard, students can and are encouraged to message me...

- with questions
- about absences
- with concerns

The screenshot shows the Canvas LMS interface. At the top, there is a navigation bar with the course name "Social Studies 06 - Pritchard" and a "Home Page" button. Below this is a sidebar menu with options: Home, Assignments, Grades, Modules, and Files. The main content area displays the course title "6th Grade World Geography and Ancient Civilizations I" on a scroll-like banner. Below the banner, there are office hours for students and parents, and a link to the "Course Syllabus".

The grid contains nine unit planner cards, each with a colorful illustration and a title:

- Introduction Unit**: Features a checkered flag and a lightbulb. Includes a "Unit Planner" link.
- Access to Water Unit**: Features a water tap and a person washing hands. Includes a "Unit Planner" link.
- Mesopotamia Unit**: Features a scale of justice and a person. Includes a "Unit Planner" link.
- Egypt Unit**: Features a large eye and a person. Includes a "Unit Planner" link.
- Nubia Unit**: Features a boat and a person. Includes a "Unit Planner" link.
- Historical Development of Monotheism Unit**: Features a person with arms raised. Includes a "Unit Planner" link.
- Central America Unit**: Features a pyramid and a person. Includes a "Unit Planner" link.
- Writing Unit: Agricultural Innovation**: Features a person with a ladder and a person with a magnifying glass. Includes a "Unit Planner" link.
- Reference Materials**: Features a large tree with books. Includes a "Unit Planner" link.

Community Matters

Most Fridays, we pause social studies instruction to focus on “matters” that are important to our classroom community because, community “matters.”



While topics and skills covered are flexible based on need, in the past, lessons have focused on...

- Relationship-building
- Collaboration
- Emotions and mindfulness
- Gratitude
- Cognitive flexibility and growth mindset
- Friendship

Office Hours

My student office hours are Thursday mornings before school from 7:15-7:45.

Students can come with questions, complete a weekly check-in, or just work independently in a supervised work space.

My parent office hours are by appointment on Tuesday mornings before school from 7:15-7:45.

English Language Arts

A Few Basics to Get Us Started:

- Me! Zoe Borden (Ms. Borden to your students)-- I am here to support you and your students! Please reach out to me (elizabeth_borden@psbma.org) with individual questions or concerns
- My office hours (for your student)! Mondays 2:30-3:00 – your student can also reach out to me via Canvas message
- My office hours (for you)! Tuesdays 7:15-7:45, by appointment

Some big picture considerations for middle school ELA

What is taught in 6th grade ELA is dictated by the [Massachusetts Curriculum Frameworks](#) published by DESE.

- The domains included in ELA as determined by DESE are...
 - Reading literature (fiction, poetry, plays)
 - Reading informational texts (nonfiction)
 - Writing
 - Speaking and listening
 - Language (grammar and vocabulary)

How these things are taught are determined by district selected curriculum and (to a certain extent) teachers!

- The district is currently conducting a curriculum review for English Language Arts
- New curriculum is being reviewed this year. The selected new curriculum will likely reach the middle school classrooms in the school year 25-26
- More information is available via the [district website](#). I may be able to answer some of your questions about this process, but this a district led initiative and questions may need to be referred to district leaders.

A word on this new phase in your students learning

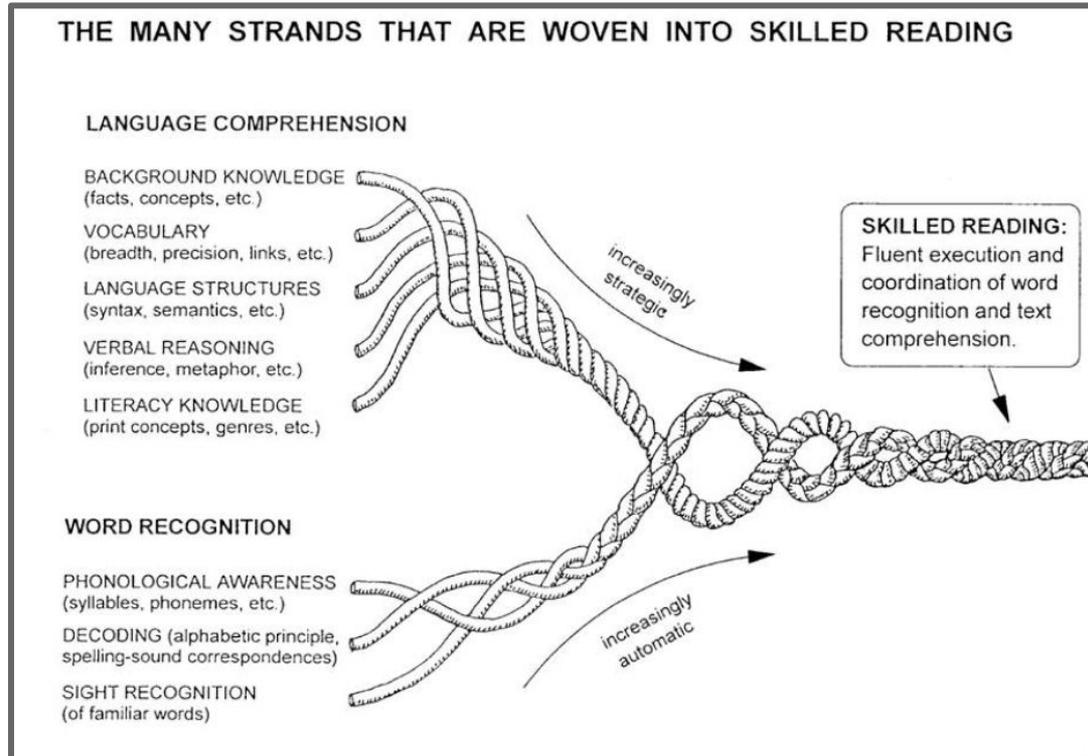
Children learn to read in stages:

Your students have progressed from 'learning to read' to 'reading to learn.'

What that means is that their reading takes on new purpose. Students are reading to broaden their perspectives and to gain new knowledge. The focus shifts from comprehension to analysis.

Similarly the goal of student writing evolves. Students are practicing expressing their opinions and perspectives in precise and nuanced ways.

This is a process that will continue throughout their middle school years.



Curricular Units of Study:

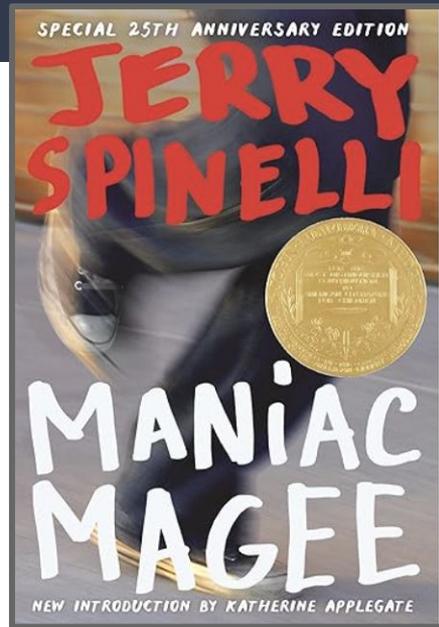
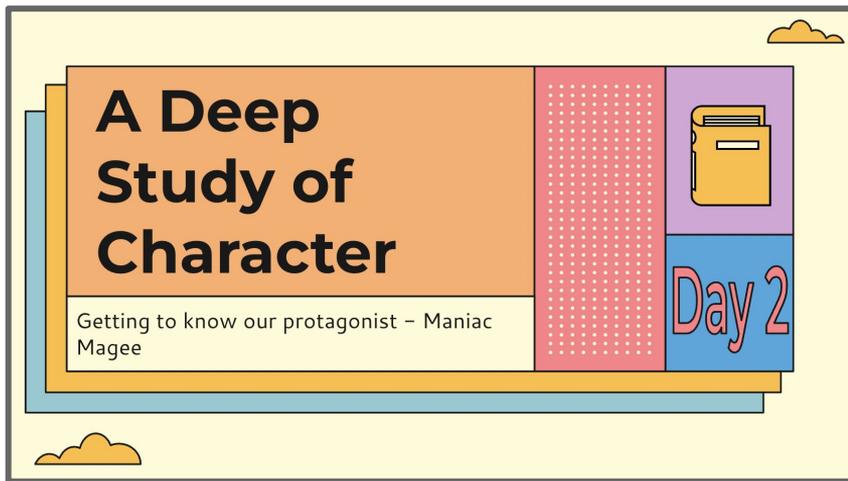
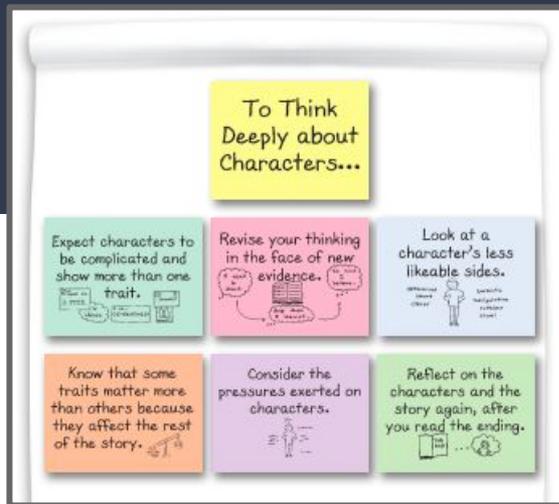
- **A Deep Study of Character** (*Maniac Magee* used as mentor text)
- **The Literary Essay: From Character to Compare and Contrast** (with bonus mini unit on poetry)
- **Tapping into the Power of Nonfiction** (*Braiding Sweetgrass* used as mentor text; then book clubs!)
- **Research-Based Information Writing** - An introduction to research skills and then explicit writing instruction
- **Social Issues Book Clubs: Reading for Empathy and Advocacy** (Unit mentor text *The Epic Fail of Arturo Zamora*)

Unit 1 - Building a Reading Life and Getting Ready to Write 	Unit 2 - A Deep Study of Character - Maniac Magee 	Unit 3 - Literary Essay From Character to Compare/Contrast 
Unit 4 - Tapping into the Power of Nonfiction 	Unit 5 - Research Based Information Writing 	Unit 6 - The Epic Fail of Arturo Zamora & Social Issues Book Clubs 

What does class look like?

My goals:

- ❖ Students read something and write something everyday
- ❖ Students talk to their peers about their work everyday
- ❖ Students feel their efforts are valued and their opinions and feelings are considered



What does grading look like?

The Nuts and Bolts:

- 80% - Assignments (Bi quarterly reader's notebook checks, end of unit and mid unit assessments, classwork)
- 10% - Homework (Evolves with the curriculum, for quarter one reading logs!)
- 10% - Monthly Engagement and Participation Scores

Name: _____

Reading Log (Distributed 9/27- Due 9/30)

Date	Title and Author	Start Page	End Page	One Sentence Summary: The most important thing that happened in your book today -- be specific and as detailed as you can be!
Tuesday				
Wednesday				
Thursday				

Often students will submit work in class on paper, then I will grade, via paper rubric, and send a copy of their writing and rubric with feedback home with your student. Ask your student to see their work/rubric!

Summer Reading Book Review Rubric

Name: _____

Date: _____

Section: _____

	5 - Exemplary	4 - Strong	3 - Proficient	2 - Lacking	1 - Incomplete
Content (10 points)	Review contains all required content elements (as outlined in the student writing checklist). Elements are presented specifically, thoroughly, and with detail.	Review contains all required content elements (as outlined in the student writing checklist). The presentation of some elements lacks specificity, thoroughness, and detail.	Review contains most content elements (as outlined in the student writing checklist). The presentation of some elements lacks specificity, thoroughness, and detail.	Review contains most content elements (as outlined in the student writing checklist), but presentation of most elements lacks specificity, thoroughness, and detail.	Review lacks required content elements (as outlined in the student writing checklist).
Style	Review demonstrates excellent writing style and fluency (for specific parameters reference student checklist). Review meets length and formatting requirements outlined in the checklist.	Review demonstrates strong writing style and fluency (for specific parameters reference student checklist). Review mostly meets and formatting requirements outlined in the checklist.	Review contains some fluency errors which distract from the style of the writing (for specific parameters reference student checklist). Review partially meets and formatting requirements outlined in the checklist.	Review contains some fluency errors which distract from the style of the writing (for specific parameters reference student checklist). Review does not meet length and formatting requirements outlined in the checklist.	Review contains significant fluency errors which distract from the style of the writing (for specific parameters reference student checklist). Review does not meet length and formatting requirements outlined in the checklist.
Process	Student worked seriously throughout the project to produce their best work.	Student mostly worked seriously throughout the project to produce their best work.	Student mostly worked seriously throughout the project to produce their best work.	Student generally did not work seriously throughout the project to produce their best work.	Student had serious struggles throughout the project.

Score: /20

Comments:

How can you support your student?

Of all the skills we practice in 6th grade ELA, independent reading is perhaps the most important. There is ample evidence that strong independent reading habits support long term student success. But it is worth remembering that independent reading is more than a school skill. Independent reading can and should be a joyful and relaxing experience, it supports lifelong learning, creativity, critical thinking, and empathy.

You can support your child by making space for independent reading in your home and in their schedules. You can also model independent reading and talk to your child about how reading and writing skills continue to be instrumental in your lives. Ask your child about what they are reading! Ask them what they think about their reading! Encourage them to share their thoughts and opinions. Help them access books that interest them!



English Language Education



Kirsten Konefal

Masters Degree in Education

Specialty: English as a Second Language

Office Hours: Friday 7:30-8:00

or email for an appointment.

kirsten_konefal@psbma.org





English Language Education is for students who:

- are in grades K-12 and speak or are exposed to more than one language at home
- need support in understanding English used in the classroom and by peers





What does my child do in EL class?

We work on reading, writing, listening and speaking.

We cover Language Arts, Math, Science and Social Studies.

Students work on-on-one, in small groups and use technology..



The Four Domains of English Language Development

Receptive Language



Input



Output



Expressive Language



How do I know if my child is learning?

- Progress Reports
- Report Cards
- ACCESS testing
- phone calls or emails
- updates from classroom teachers





What is the ACCESS test?

- test given in January to all students in the U.S. who qualify for EL services
- assesses reading, writing, listening and speaking
- Results are available in May.
- Students who receive a $\frac{4.2}{\text{overall}}$ no longer qualify for services.





Should my child continue learning
our home language?

YES!!

Research shows that continuing to use and improve home language while learning a second language has **MANY** benefits.





How often do you meet with my child?

six times per week for 45 minutes
during the ELA block.





How can I help my child?

- Ask your child about their day.
- Encourage your child to read in BOTH languages.
- Find opportunities for your child to be social in English.
- Help with homework in any way you can.
- Go to the library for events.
- Communicate with your child's teachers.
- Allow for rest time - Your child is working hard all day.





Questions?

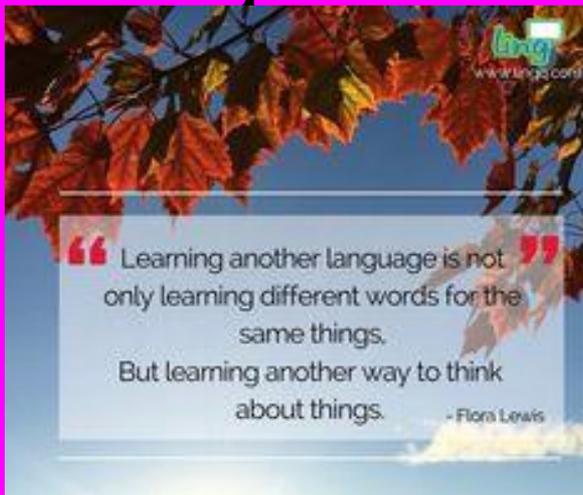
Kirsten Konefal
kirsten_konefal@psbma.org



Español - Sexto Grado (6th grade)

Bienvenidos a la clase de Español

¡Hola, qué tal!



Profe Señora Cecilia Costanzo



My background

- Native Spanish speaker born, raised, and educated in Argentina
- Bachelor degree in Biology
- Master in Education: Curriculum, Instruction and Admin
- I began my teaching career as a preschool teacher in Argentina and since then I taught in all educational levels.
- Arrived to USA 20 years ago
- Specialized in Teaching of Spanish Language
- Bilingual/Bicultural English-Spanish educator
- I've been working in Brookline for 18 years
- Before working as a teacher I worked for a publisher editing Spanish textbooks

Spanish I - Beginning Language

What is "Beginning Language" in Brookline?

- **Spanish I** includes = 6th, 7th, 8th grade at different levels of proficiency
- Your child is taking Spanish I beginning in opposition to other students in Brookline who are continuing with the language
- Your child have Spanish three times per week this year

Communicative way and proficiency levels

The goal is to learn how to communicate in Spanish.

- We will be focusing on **proficiency** which means how well a person is able to communicate in a real world situation using the target language.
- Little room for grammar but we will focus on linguistic structures

Where is my child?

Levels of Proficiency For Spanish I

NOVICE 6 gr - 7th gr	INTERMEDIATE 8th gr / 9th gr	ADVANCE High School
Novice Low/Mid	Novice High Intermediate Low Intermediate Mid	
Novice High	Intermediate Mid Intermediate High	

Curriculum Content

What my child will learn this year?

- 0 Greetings and introductions
- 0 Ask and answer for personal information
- 0 Talk about familiar topics like weather, school, sports, family and friends
- 0 Talk about likes and dislikes
- 0 Use of authentic resources like songs and poems
- 0 Cultural topics on different Spanish Speaking countries

Expectations

What should I encourage my child to do for Spanish?

- **Teacher** will speak in Spanish **at least 90% of the time**.
- **Students** will **use as much Spanish as possible** in class, both in the large group and in pairs.
- Students will **attentively watch authentic videos** in Spanish with the intent to understand them and enjoy.
- Students will **read authentic articles** in Spanish with the intent to understand and enjoy.
- Students must **come to class prepared**, be respectful of others, and complete homework assignments on time.
- **Daily participation is a must**

Type of Assessments

Modes of communication

- 0 Presentational Speaking
- 0 Interpersonal Speaking
- 0 Presentational Writing
- 0 Interpretive listening /watching
- 0 Interpretive reading
- 0 Daily participation is very importa...



How I will measure progress

Proficiency

The ability

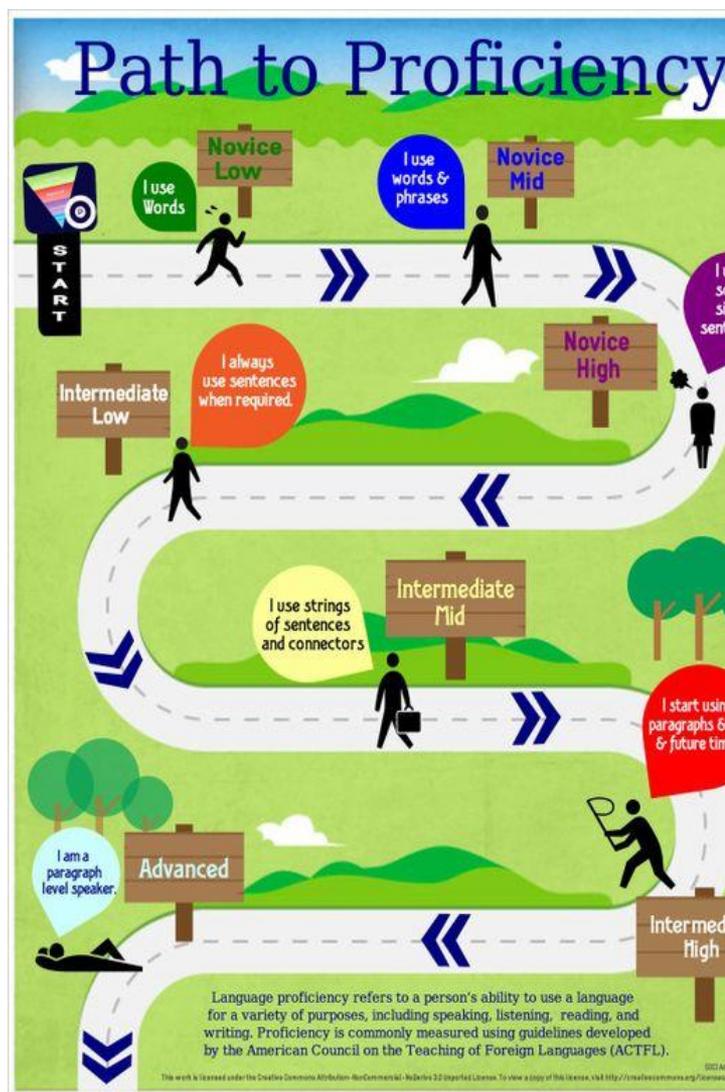
to use the language

to communicate something

with purpose.

Expected level of proficiency

by the end of 6th grade is Novice Mid



Novice
Low

Novice
Mid



Novice
High

Intermediate
Low

Intermediate
Mid

Canvas grades

I will continue using standard based grading in Canvas assignments and tests.

The target for the end of the year is **Novice Mid Established**.

EXT 4	EXTENDING <ul style="list-style-type: none">• Student demonstrates understanding through extension.• Student actively seeks other ways to expand knowledge.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "4."
EST 3	ESTABLISHED  <ul style="list-style-type: none">• Student meets the end-of-the-year target.• Student demonstrates understanding of content and skills by independently applying new knowledge.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "3."
DEV 2	DEVELOPING <ul style="list-style-type: none">• Student is developing understanding of content and skills with support.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "2."
BEG 1	BEGINNING <ul style="list-style-type: none">• Student is beginning to understand content and skills and requires consistent support.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "1."
NY 0	NOT YET <ul style="list-style-type: none">• Student is not yet showing evidence of initial understanding & is having significant difficulty.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "0."

Proficiency levels into letter grades

End of the year target: Novice Mid Established

4. Extended	3. Established	2. Developing (Beginning +)	1. Beginning	0. Not yet
A+	A / A- 	B+ / B / B-	C+ / C / C-	D+ / D / D-

In Quarter 1 letter grades are scaled with a target of Novice Low.

Participation and effort are necessary to improve and it is a different grade separated from language performance

Behavior is also a separate grade from performance and effort/participation.

How to succeed in Spanish

As a parent you can help your child by:

- O* - Checking that Spanish homework is done
- O* - Asking your child to review notes every day
- O* - Asking your child if he/she participates in class daily
- O* - Motivating him/her to ask the teacher for help, if needed
- O* - Asking your child to keep high expectations for himself/herself as Spanish should be enjoyable

Communication

0 Please, if you need to communicate with me email me to arrange a meeting at:

0 Cecilia_Costanzo@psbma.org

0 Office hours: Mondays 2:30 to 3:00

0 ¡Gracias y feliz año!

SCIENCE

Eric Hazlinsky, eric_hazlinsky@psbma.org

A Little About Me



Education

- I earned my B.S. in Geosciences (Hydrogeology emphasis) with a minor in Water Resources and Watershed Management from Penn State, 2004
- I earned my M.Ed from Boston College (Secondary Science Education), 2008

Teaching

- This is my 14th year at Driscoll teaching 6th grade and 8th year teaching 7th grade Science
- I have also taught Earth Science at Framingham High and 7th grade math and science in Gloucester

Other

- I worked as a geologist in site management for petroleum remediation prior to becoming a teacher.

Course Overview

- Introductory Unit - Science SKills
- Chemistry
 - Thermal Energy Transfer
 - Solids, Liquids, and Gases
 - What causes Reactions
 - Molecules/Models
 - Physical and chemical properties
- Weather and Ocean Systems
 - Analyze Basic Weather Data
 - Use basic physics and chemistry concepts to answer questions
 - Density cycles
 - How oceans can impact weather and climate
- Life Science
 - Human Body Systems - Overview of all systems and parts and how they interact
 - Cells - Make All Living Things; Types and parts
 - Differences between plant and animal cells

My Responsibilities to You

- I will communicate clearly and make sure we're all on the same page
- I will treat every student with respect and fairness
- I will make sure everyone has the resources and support they need to succeed this year

LATE WORK POLICY:

Due dates must be honored. Full credit will be given only to projects turned in on time. The following is the policy for late ASSIGNMENTS:

- A) First 10 school days – 5% off of grade each day it is late
- B) More than 10 school days late – max score is 50% on the assignment

We care more about effort and mastery than grades. Therefore, if students do poorly on a lab or project, Students will have the opportunity to make corrections and reassess material to show that you have learned the material, and earn back points.

Our Year

UNIT	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
CHEMISTRY										
WEATHER + OCEANOGRAPHY										
CELLS + METABOLIC REACTIONS										

Science Practices

1
Asking Questions
& Defining
Problems

2
Developing &
Using Models

3
Analyzing Data &
Using
Computational
Thinking

4
Planning &
Carrying Out
Investigations

5
Engaging in
Arguments
from Evidence

6
Constructing
Explanations &
Designing
Solutions

$$E=MC^2$$



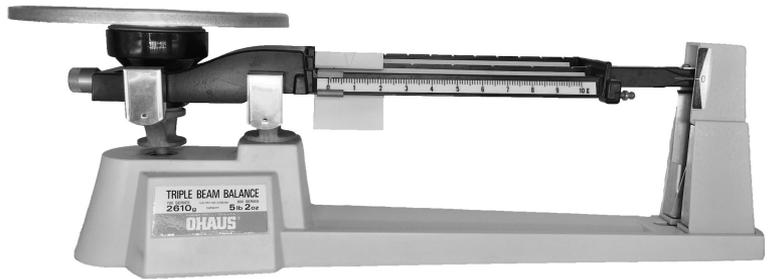
So far in science...

INFERENCE VERSUS OBSERVATION

Inference is a conclusion reached on the basis of evidence and reasoning	Observation is the act of paying close attention to something in order to gain information
Mental process	Uses the five senses
Logical interpretation or explanation of the observations	Help to reach an inference
Can be based on second-hand experience	Experienced first-hand

Pediaa.com

Measuring



Metric Units



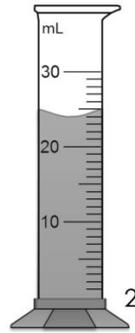
Name	The Number	Prefix	Symbol
trillion	1,000,000,000,000	tera	T
billion	1,000,000,000	giga	G
million	1,000,000	mega	M
thousand	1,000	kilo	k
hundred	100	hecto	h
ten	10	deka	da
unit	1		
tenth	0.1	deci	d
hundredth	0.01	centi	c
thousandth	0.001	milli	m
millionth	0.000 001	micro	μ
billionth	0.000 000 001	nano	n
trillionth	0.000 000 000 001	pico	p



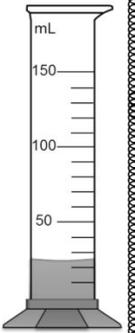
Quantity	Base Unit	Abbreviation
length	meter	m
Mass	gram	g
volume	Liter	L
time	second	s

USING A GRADUATED CYLINDER

- used to find the volume of a liquid
- measured in milliliters (mL)



- Determine the intervals. In the example to the left, each line represents 1 milliliter. In the example to the right, each line represents 10 milliliters.
- Look at the lowest point of the curve (meniscus).
- Determine the volume by counting the intervals.



24 mL

25 mL

Science

How To Get Extra Help

I will not be available during most students WIN blocks during the school day. However, I will be available after school on **Mondays from 2:30 until 3:10 pm for Office Hours**. I can also be available at other times if Mondays don't work for your student. If your student is having a difficult time or do not find the work challenging enough, please talk to us and we can set up a plan to accommodate you. **If students are absent please have them contact me to get caught up.** Again communication is very important.

eric_hazlinsky@psbma.org

Learning Center - Ms. Thorne

Education:

- I have a B.A in Social Sciences and a M.Ed in Moderate Disabilities (pre-k to 8) from Boston College. I am a double eagle :)
- This is my 3rd year as a special education teacher at Driscoll
- Prior to working at Driscoll, I worked at William H. Lincoln as a paraprofessional in basically every grade k-8, including a year working in the Adaptive Learning Center.



Learning Center - Ms. Thorne

Learning center is tailored to meet the needs of students on IEPs.

Focus areas can include, but not limited to:

- Reading and Writing
- Math support
- Executive Functioning

Chinese - Ms. Cao

Themes and topics

- ❑ Greetings! (你叫什么名字?)
- ❑ Family members (我的家人)
- ❑ Friends and school (朋友和学校)
- ❑ Chinese holidays and 12 zodiac animals (中国节日和十二生肖)
- ❑ Food - meals and drinks (食物)
- ❑ Sports and leisure activities (体育和活动)
- ❑ Countries and languages (国家和语言)
- ❑ School subjects (学校科目)



G6 Chinese on Canvas

Students can...

- Access each unit of instruction
- Access the posted assignments
- Submit completed work
- Send me messages with questions / concerns, or about absences.

24:25 MS

Chinese 06 - Cao

Assign To

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Canvas



[Getting Started](#)



[Course Modules](#)



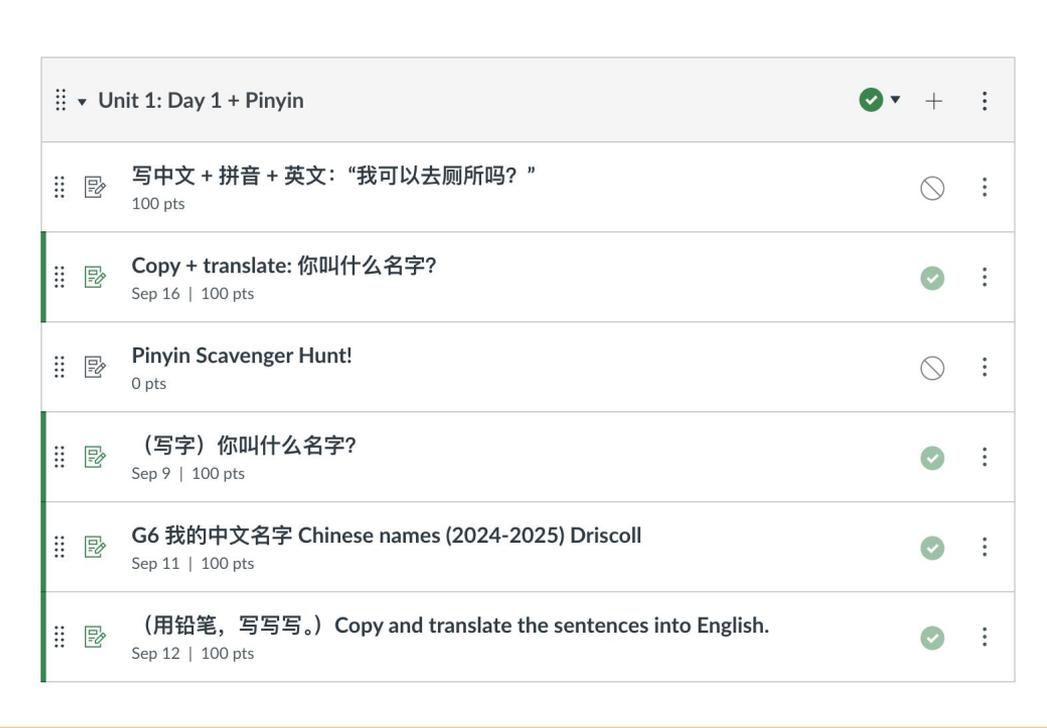
[Course Resources](#)



[Message the Instructor](#)

A typical unit on Canvas - G6 Chinese

- Each unit consists of classwork, homework and assessments.
- Depending on the content of the unit, sometimes a project is included.
- All materials for lessons are posted on Canvas.
- All assignments are posted and submitted online.



The screenshot displays a Canvas LMS interface for a unit titled "Unit 1: Day 1 + Pinyin". The unit is expanded, showing a list of assignments. Each assignment entry includes a document icon, the assignment title, the number of points, and a status indicator (a green checkmark or a grey circle with a slash) and a three-dot menu icon.

Assignment Title	Points	Status
写中文 + 拼音 + 英文: "我可以去厕所吗?"	100 pts	Not completed
Copy + translate: 你叫什么名字?	Sep 16 100 pts	Completed
Pinyin Scavenger Hunt!	0 pts	Not completed
(写字) 你叫什么名字?	Sep 9 100 pts	Completed
G6 我的中文名字 Chinese names (2024-2025) Driscoll	Sep 11 100 pts	Completed
(用铅笔, 写写写。) Copy and translate the sentences into English.	Sep 12 100 pts	Completed

Office Hours - G6 Chinese

My office hours are Wednesday afternoons after school from 2:30-3:00pm.

Or make an appointment with me:
xiaoxue_cao@psbma.org