

The image shows the exterior of John Jay Middle School. The building has a modern design with a light-colored stone or concrete facade. Large, dark-framed glass windows run along the front, reflecting the sky and surrounding environment. The school's name, "JOHN JAY MIDDLE SCHOOL", is mounted on the upper part of the facade in large, raised, metallic letters. The sky is blue with some light clouds, and the overall lighting suggests it might be late afternoon or early morning.

# JOHN JAY MIDDLE SCHOOL

**Middle School  
Curriculum Conversations  
January 4, 2023**



# **Tonight's Program**

**7:00 p.m.**

All Families – JJMS Theater

**7:15 p.m. – 8:15 p.m.**

5th Grade Families –  
Stay in Theater

6 - 7<sup>th</sup> Grade Families –  
Head to Cafeteria

# **Welcome & Introductions**

## **School-Wide Faculty**

- **Jeffrey Swiatowicz - Principal**
- **Monica Bermiss - Assistant Principal**
- **Catherine Graybosch- Assistant Principal**
- **Jen Makover- Counselor**

# **Welcome & Introductions**

## **Curriculum Leaders**

- **Marcia Daley-Savo – Social Studies**
- **Steve DelMoro- Health, PE, Athletics**
- **Kathy O'Neil - ELA**
- **Holly Kellogg– Art Instructional Leader**
- **Lauren Mulvihill – World Language**
- **April Higgins – Music**
- **Suzanne Guziec– Science**
- **Tina Russo – Family + Consumer Science and Technology**
- **Jesse Weiss – Mathematics**

# JJMS Commitments – 2022-2023

**Knowing the Students:** Faculty at JJMS will create a more inclusive classroom environment by taking the time to get to know our students well academically, socially, emotionally, and behaviorally, and then use that knowledge to foster a classroom community which encourages increased engagement and growth.

# JJMS Commitments – 2022-2023

- Academic- specific to the subject being taught and student ability in relation to the standards and sets up the appropriate level of challenge;
- Social- specific to a student's ability to navigate social situations within the classroom or school community;
- Emotional- specific to a student demonstrating the appropriate emotional reactions to scenarios in the classroom or school community;
- Behavioral- specific to a student's behavior needs within the set expectations of the classroom or school community.

# Social-Emotional Wellness

- ① **Self-Awareness**
- ② **Self-Management**
- ③ **Social Awareness**
- ④ **Relationship Skills**
- ⑤ **Responsible Decision-Making**



# **Commitment We ask for from Students**

- **Give us your Best**
- **Ask Questions and Be Involved**
- **Make Connections & Stay Connected**
- **Know the Power of Your Words**



# Security at JJMS

- All visitors must enter through the main entrance and speak with our security greeter
- ID is required for entry into building
- Badge must be worn while in the building
- Wait near greeter: expected vs. unexpected

# Remainder of Night

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5<sup>th</sup> Grade Families

Stay in the Theater

6 - 7<sup>th</sup> Grade Families

Moving to the Cafeteria

# 2022-2023

## Scheduling Timeline

- **Mid- January** – 6<sup>th</sup> and 7<sup>th</sup> Grade Counselors visit classes to discuss course selections and explain accelerated vs. non-accelerated math and/or science courses.
- **February 3** – Second trimester interim report – students will receive an indication of their initial class placements.
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- **March 31** – **Deadline for parents who wish to waive their child into an accelerated course who were not recommended by a teacher**

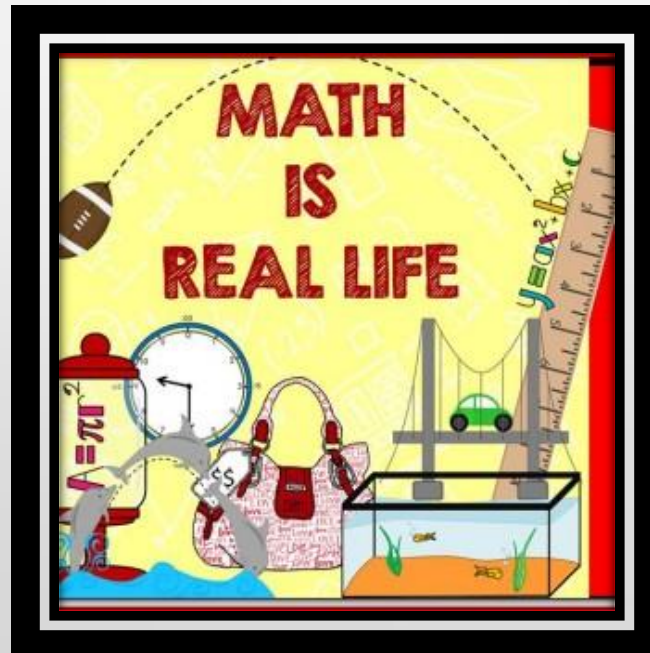


# Mathematics

Curriculum Leader – Jesse Weiss

# Math in the Middle

- Strengthen *number sense*
- Develop *algebraic thinking* and *geometric reasoning skills*
- Create *graphic representations* to show conceptual understanding
- Use *statistical data* to analyze real world scenarios.



# Mathematics -

## Increasing Levels of Intellectual Engagement:

- Big Ideas App allows students to access textbook and activities on the mobile devices
- Student self-reflections
- Collaboration and station work
- Student choice
- Problem/project based learning
- Checking homework and seeking clarification
- Emailing teachers with homework questions



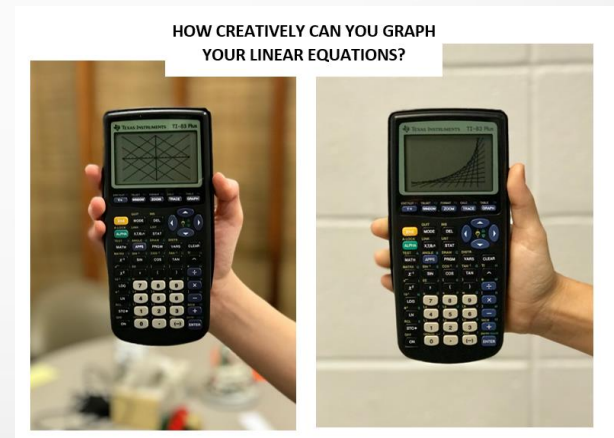
# Acceleration in Mathematics

- Accelerated classes in 7<sup>th</sup> & 8<sup>th</sup> Grades
- Same curriculum as in standard mathematics at a ***faster, challenging*** pace.

- Higher level of abstraction.
- Higher level of rigor.
- Three courses in Two Years

(Accelerated Math 7 – NYSCC Math 7 + Part of NYS CC Math 8)

(Accelerated Math 8 – Complete NYSCC Math 8 + NYSCC Algebra 1)



# Math Acceleration Recommendation Criteria


## Entering 7 Accelerated

- Communicating Mathematical Skills
- Interpreting and Applying Mathematical Concepts and Skills
- *7A students will need to be recommended to stay in 8A.*



# Benefits of Acceleration in Math

- Access to Higher-Level Math Classes based on student readiness
- Other opportunities for acceleration in High School
  - GAP

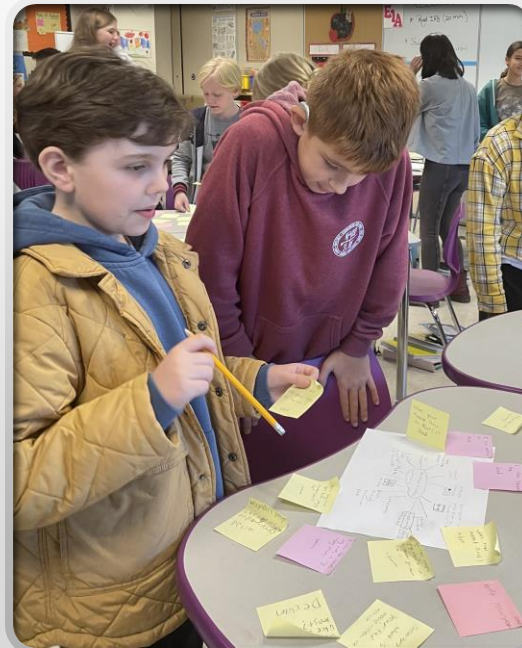
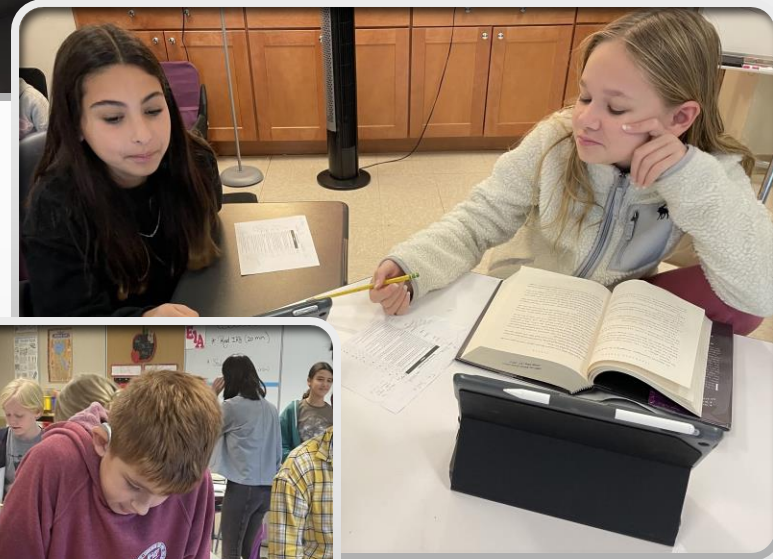
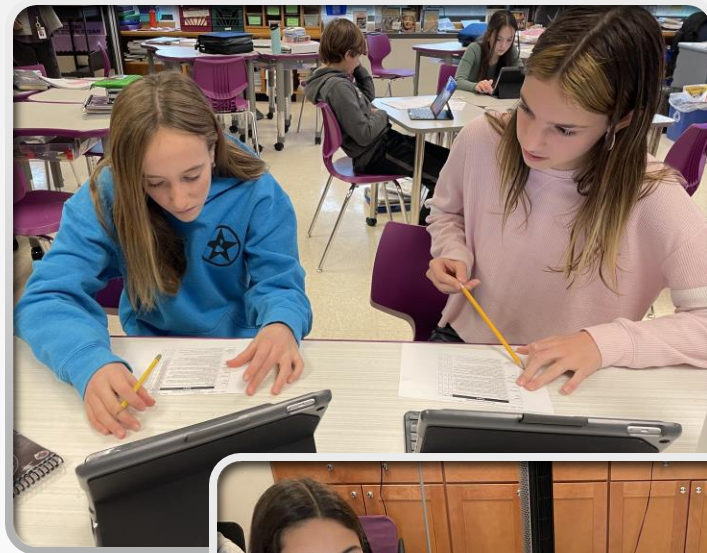


# English Language Arts

Curriculum Leader – Kathy O'Neil

## JJMS English Language Arts: Best Practice Focus

Incorporating Teachers  
College instructional  
strategies to increase  
intellectual engagement  
through lesson  
structure, differentiation,  
and student choice.



## **Active and Engaged Readers and Writers:**

- Read broadly and deeply
- Have a toolkit of strategies
- Evaluate their ideas and those of others
- Transfer reading skills to digital media
- Examine stories through multiple lenses
- Recognize, appreciate, and replicate author's craft
- Think deeply about social issues
- Convince others to shift their beliefs or take action

## **Writing Focus**

### **Units of study include opportunities for:**

- Opinion/Argument Writing
- Information Writing
- Narrative Writing

## **Reading Focus**

### **Units of study include:**

- Social Issues Book Clubs
- Investigating Character/Deep Study of Character
- Tapping the Power of Nonfiction
- Author Study

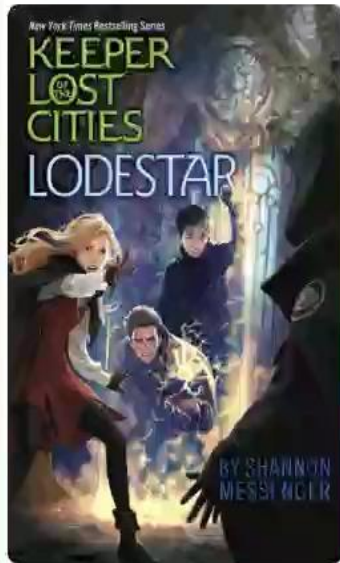


# Padlet – Your Child's Middle School Reading Portfolio

## An Endless Ocean of Books

Made with magic

### Keeper of the Lost Cities LODESTAR



### Keeper of the Lost Cities NEVERSEEN



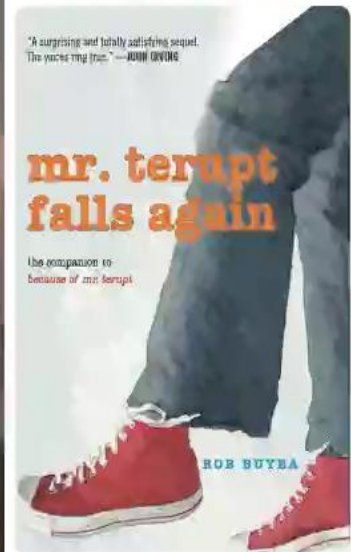
### Keeper of the Lost Cities EVERBLAZE



### Keeper of the Lost Cities EXILE



### Mr. Terupt Falls Again



### The Blood of Olympus by Rick Riordan



### Because of Mr. Terupt



### Focus | Page(s) | My Analysis (Paragraph Response)

When and where does this story take place? What is that place like? Does the setting change over time? What have you learned about the place the characters are living in as the story has progressed? Write as much as you can to share your understanding of the setting.

### Keeper of the lost cities



In the book Mr. Terupt Falls Again by Rob Buyea Jeffrey, one of the main characters, most important character trait is that he is kind. Jeffrey is in sixth grade and has an amazing teacher named Mr. Terupt who changes the students' lives. In the beginning of the story, Jeffrey was riding his bike to school when he spotted a cardboard box. He thought there was a cat or something in the box, so he walked to it. Inside the box was a cold shivering baby. Jeffrey is kind because when he saw the baby, he helped him. "I tried to hold him as

# Supporting Instruction at Home: Analyzing Texts

Shared reading experiences: nonfiction and fiction books, articles, TV shows, movies, high-interest websites, magazines, commercials, print ads, news outlets, opinion pieces, reviews, social media posts, documentaries

- What questions do I have about the content?
- How am I responding emotionally?
- What is the author *trying to accomplish*?
- What *messages* are coming through the text?
- How does the author *use language* to shape my experience?
- How does what I am reading or watching connect to other texts I've encountered?
- Does this text affirm/change my understanding of myself or others?



# Science

Curriculum Leader

Suzanne Guziec



# Science in the Middle School

Scientists in the real world do not work in isolation. Communication, collaboration, and cooperation with others is a part of the job. The JJMS commitment of getting to know students and purposeful groupings works fluidly with the nature of the science and the science curriculum.

Lessons and units are designed to explain everyday phenomena through a science lens. Students build understanding through various data gathering experiences, which are then layered and integrated with prior science knowledge, other disciplinary knowledge, & students' experiences.

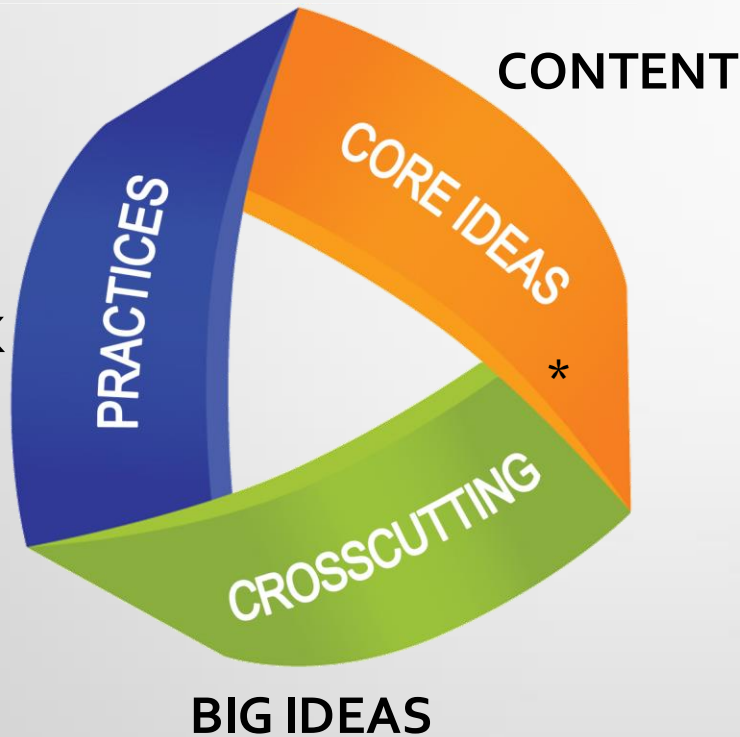




# Science at JJMS

*Using thoughtfully designed lessons to encourage deep engagement and in-depth analysis of NYSSLS content by our students.*

THE WORK



NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.

\*"This image is a registered trademark of WestEd. Neither WestEd nor the lead states and partners that developed the Next Generation Science Standards were involved in the production of this product, and do not endorse it."

# Groupings & Emphasis on Scientific Practices



# 8th Grade Science Courses

## Regents Earth Science:

- A high school level course addressing HS standards
- Requires significant independent student work in school and at home
- Involves accelerated pacing of content
- NYS Regents Exam in June with lab practical
- Earns one high school science toward graduation

## Science 8:

- A middle school level course completing NYSSLS 6-8 standards
- Introduction to physics, & expansion of the foundational principles of chemistry and earth & space sciences from 6th grade
- Newly revised NYS ILS Science State Assessment in Spring 2024 with mandated labs



# Regents Earth Science Recommendation Criteria for 2022-2023

- 92 or greater combined weighted assessment and lab average at the end of the 2<sup>nd</sup> trimester interim period





# Long-Range View

## Earth Science Regents

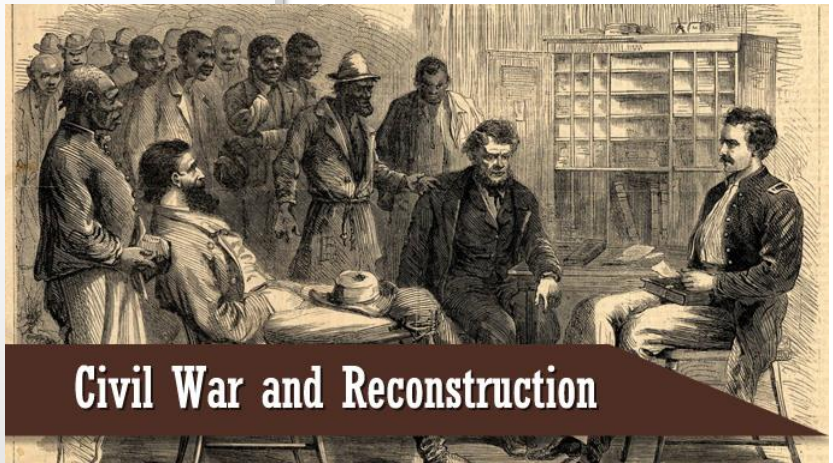
- 9th grade Biology CP/H
- 10th grade  
Chemistry CP/H, Science  
Research; science electives\*
- 11th grade  
science electives, physics (CP/AP),  
AP Science courses
- 12th grade science electives,  
AP Science courses
- Possible pathway to five science  
credits and multiple AP sciences  
in high school

## Physical Science

- 9th grade Earth Science Regents
- 10th grade Biology  
CP/H, Science Research
- 11th grade chemistry CP/H,  
science electives,
- Options physics (CP/AP),  
other AP Science courses, science  
electives
- Possible pathway to four science  
credits and multiple AP sciences  
in high school

# Social Studies

Curriculum Leader –  
Marcia Daley-Savo



**Civil War and Reconstruction**

# Curricular Focus in Social Studies 7 & 8

## United States History

- 7<sup>th</sup>: Pre-Columbian America to 1865
- 8<sup>th</sup>: Reconstruction to Modern America
- Government, Economics, and Geography woven throughout
- Students will be able to identify fake news vs real news by determining whether sources are Current, Relevant, Authentic, Accurate and have Purpose.
- Primary and secondary sources analyzed
- Evidence used to support claims
- Content area writing skills developed



# **JJMS Social Studies: Learning Commitment & Best Practices**

- We want students to engage in the work of historical thinking.

They will do this by:

- Gathering, Using, and Interpreting Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economics Systems
- Civic Participation
  - Encouraging critical thinking and independent learning through inquiry.





# World Languages

Curriculum Leader – Lauren Mulvihill

# World Language Learning Commitment

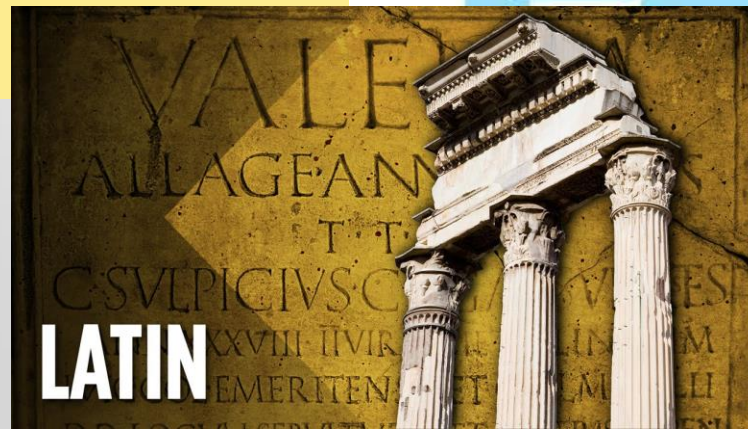
Emphasis on listening and speaking skills through immersion in the language

The word "Español" is rendered in a colorful, stylized font. Each letter is filled with a different cultural icon or pattern, including the Spanish flag, a bull, a flamenco dancer, and a guitar. The word is set against a solid yellow background.

**Español**

The word "FRANÇAIS" is written in a bold, white, sans-serif font. It is surrounded by a cluster of overlapping blue and red squares of various sizes, creating a modern, abstract background.

**FRANÇAIS**



# Español 7 & 8

## Develop skills in the target language:

- Listening and speaking skills practiced daily
- Vocabulary spirals
- Grammar initially introduced as vocabulary
- Short novels for comprehensive input
- Individual and group projects (dream home, restaurant experience, art projects)

## Learn about the cultures of the Spanish-speaking world:

- Study geography, art, music, way of life, holidays, particular vocabulary, taste foods, compare to culture in the US
- Highlights on: Hispanic Heritage, Mexico, Spain, Puerto Rico, Ecuador, and Argentina



**French students have an immersion learning experience that introduces grammar as vocabulary and focuses largely on proper pronunciation and decoding sounds. Listening, speaking, writing skills are practiced daily.**

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**Cultural activity highlights include:**

- Discover French cuisine through cheese tastings, crêpe making, and at home baking opportunities
- Study the regions and major cities of France
- Learn about the monuments and boroughs of Paris
- Learn art works by Paris-based artists
- Learn about and celebrate French holidays
- Field trip opportunities

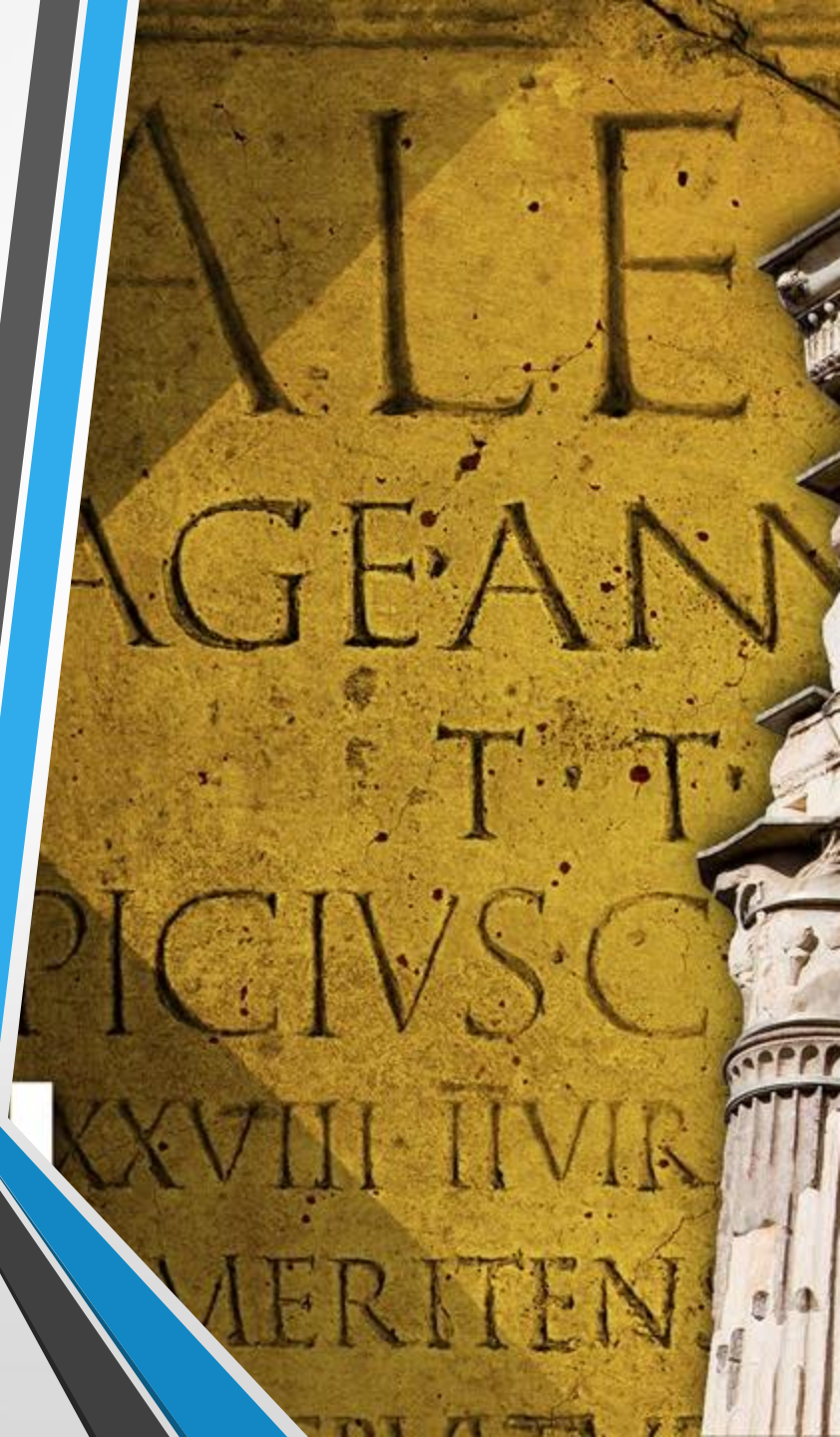
# Latin 7 & 8

## **Develop skills in the target language**

- Practice listening and speaking skills regularly
- Read history-based stories, novels, and myths to develop vocabulary and internalize language structures
- Write stories to highlight learning experiences

## **Explore the culture of the Greco-Roman world**

- Study holidays
- Compare ancient societies to our own





# Music

Curriculum Leader - April Higgins



# Why Study Music?

Music education shapes the way our students understand themselves and the world around them. It allows for deep engagement with learning and nurtures important skills including creativity, curiosity, independence, determination, and motivation.



# 7<sup>th</sup> & 8<sup>th</sup> Grade Music Options

- Remain in Band, Choir, Orchestra
- 7<sup>th</sup> Grade Discovering Music
- 8<sup>th</sup> Grade Discovering Music



***We recommend that all Band, Choir and Orchestra students remain in the same ensemble when transitioning from 6<sup>th</sup> to 7<sup>th</sup> and 7<sup>th</sup> to 8<sup>th</sup> grade.***



# **Music Lessons**

- **Students are assigned 8 lessons in a 12-week trimester. In most cases, students only miss the same class one time per trimester when attending their weekly required lessons.**
- **Lesson make-ups are available every Tuesday after school or by appointment.**
- **Lessons offer an opportunity to focus on work that cannot happen in the larger ensemble setting:**
  - **Students work on individual technique specific to their instrument, one-on-one with the teacher**
  - **An opportunity for students to meet in sections to work collaboratively on their repertoire**
  - **Individualized assessment during lessons on scales, rhythms, and repertoire**
  - **Lessons offer an opportunity for differentiated instruction as students work on skills beyond grade-level repertoire (ex. NYSSMA solos and All-County)**



# Unified Arts

Instructional Leaders –  
Holly Kellogg -Art  
Tina Russo –Technology/  
Family and Consumer Science



# **Family + Consumer Science**

Curriculum Leader- Tina Russo

# **Curricular Focus**

## **Family + Consumer Science**

- Learning occurs through exploration, experimentation, creation, reflection and revision.
- Students develop transferable skills they can apply in their lives beyond our classroom.
- Students practice communication and critical thinking + learn to give, receive + apply feedback to reach their goals.
- Experiences are designed to deepen relationships with self, each other, family, food and community.

# Family + Consumer Science

## Units of Study: Grade 7



- **Food Literacy Unit:** Students develop the ability to make informed choices about food that support one's health, community, heritage and the environment.
- Develop communication and critical thinking skills
- Apply inquiry, choice and voice through PBL
- **Culinary Lab:** Experimenting with tastes, textures and techniques to create nutritious, flavorful food.
  - Applied practice to gain the confidence and skill needed to work independently in the kitchen.



# Technology Education

Curriculum Leader – Tina Russo

# Curricular Focus

## Tech Education 7 & 8

- Engage in hands-on projects that increase awareness of real-world problems
- Level Up Curriculum
- Rubrics for all projects to set expectations as well as standards- based grading
- Journal and project reports for student reflection and **redesign**



# Technology Education

## Units of Study: 7 & 8

- Computer Programming & Robotics
- STEM
- Architecture Design/Building
- Civil Engineering





# Art

Curriculum Leader – Holly Kellogg

# **JJMS Art:**

## **Learning Commitment & Best Practices**

- Focus on student choice to support engagement
- Spiral techniques and approaches from previous years through new projects to advance skills
- Introduce new techniques to broaden creative approaches

# Project Focus in Art 7

## Identity Sculptures

- Explore symbolism and visual communication
- Sculptural form created from a variety of materials
- Sculpture uses symbolism to show something about the young artist's identity



## Printmaking

- Subtractive printmaking technique
- Color Theory/Mixing
- Create abstraction using letter/number forms



# Project Focus in Art 8

## Abstract Tubes Drawing

- Color mixing and shading
- Color theory and color systems

## Digital Art

- Drawing using layers
- Using masks, clipping masks, and simple animation

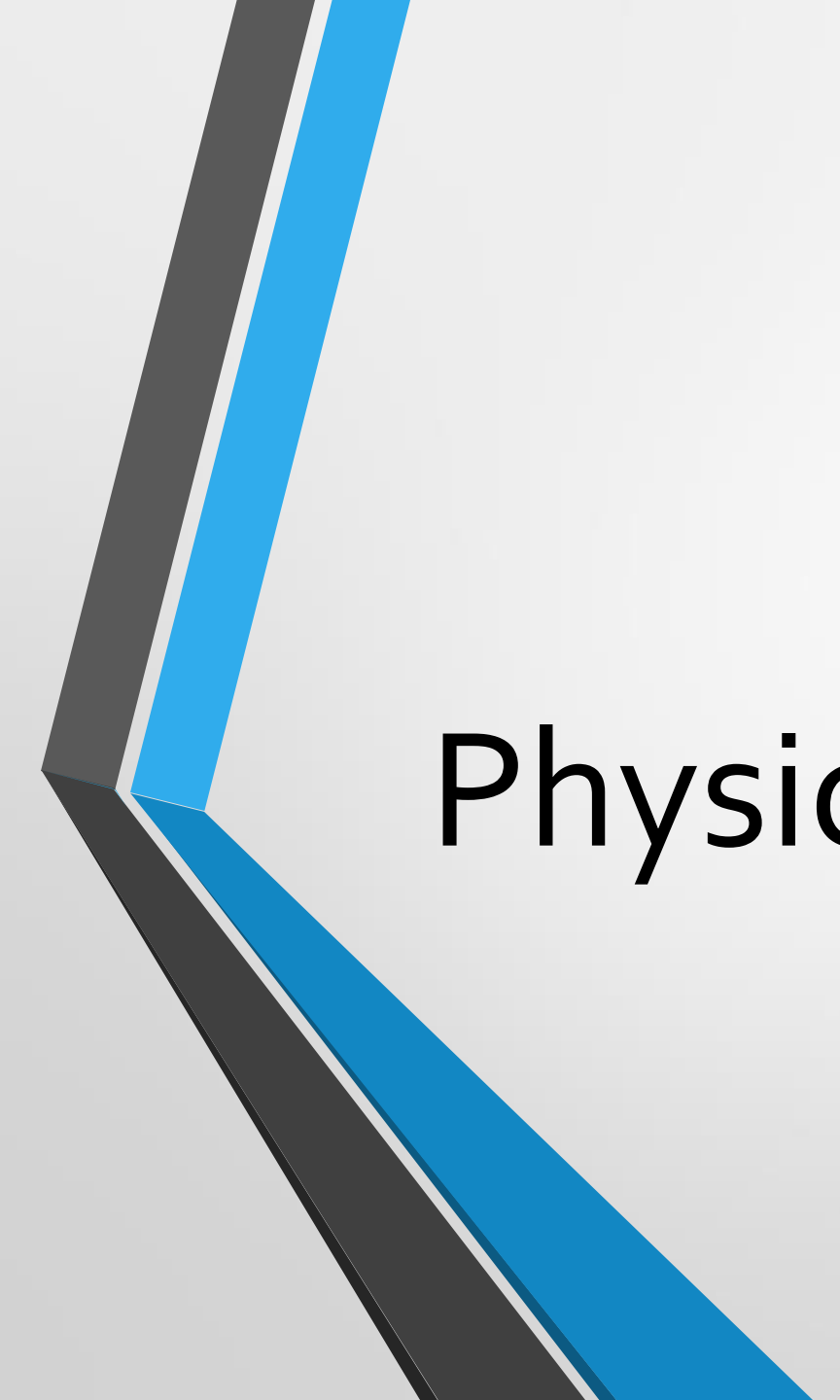
## Collage Self-Portrait

- Collage techniques
- Color theory and color schemes

## Choice Project

- Students follow their interests
- Learn skills necessary to accomplish their individual goals





# Health & Physical Education

Curriculum Leader- Steve DelMoro



# Health Curriculum 7 & 8: Active, Engaged and Relevant



## Health 7:

- Time management skills in relation to goal setting
- Review decision-making & H.E.L.P. Strategy
- **Alcohol Vaping Tobacco Other Drugs (AVTOD)** resistance
- Brain & Addiction
- Emphasis on Mindfulness, Distress Tolerance, Emotional Regulation & Interpersonal Communication Skills

## Health 8:

- More complex decision-making scenarios
- Puberty in greater depth
- Understanding HIV/AIDS
- Communication & Conflict; healthy & unhealthy relationships
- Incorporating NWH, SAGA, Hopes Door, and our Resource Officer
- Emphasis on Mindfulness, Distress Tolerance, Emotional Regulation & Interpersonal Communication Skills

# Curricular Focus in Physical Education 7 & 8

## Sport Education Model (SEM)

Student engagement is through the many leadership aspects of running a team (coach, trainer, equipment manager) and competition (officiating, statistician, journalist). Within all these student lead roles students are playing, learning and cooperating through sport.

## Fitness Center (Updated and Improved)

Fitness has always been a primary focus within our curriculum but this year improvements to our fitness center allows us to integrate more fitness options for our students. Students will have an orientation for safety, techniques and health benefits.



# 2022-2023

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# Questions???



**Please stay to hear  
information about Athletics**



# Athletics

Assistant Athletic Director – Steve DelMoro

# Modified Athletics

- Per NYSPHSAA, this program is offered to eligible students in grades 7 and 8.
- At this level, the focus is on developing the foundation for skill sets, game rules, fundamentals of team play, socio-emotional growth, physiologically appropriate demands on the adolescent body, and healthy competition.
- At the modified level, our preference is to include all students who wish to play. However, if the number of students trying out for the team creates a situation that poses a safety concern, limits the ability to organize a productive practice session, and reduces the opportunity for athletes to utilize what was learned in practice and apply to a game situation then restricting the roster size will be necessary.
- Modified Sports require a five-day-a-week commitment.



# Modified Athletic Offerings

Fall	Winter	Spring
<ul style="list-style-type: none"><li>❑ Girl's Sports<ul style="list-style-type: none"><li>▪ Cross Country</li><li>▪ Field Hockey</li><li>▪ Soccer</li><li>▪ Volleyball (2 teams)</li></ul></li><li>❑ Boy's Sports<ul style="list-style-type: none"><li>▪ Cross Country</li><li>▪ Soccer</li></ul></li></ul>	<ul style="list-style-type: none"><li>❑ Girl's Sports<ul style="list-style-type: none"><li>▪ Basketball (2 teams)</li><li>▪ Indoor Track</li></ul></li><li>❑ Boy's Sports<ul style="list-style-type: none"><li>▪ Basketball (2 Teams)</li><li>▪ Indoor Track</li><li>▪ Wrestling</li></ul></li></ul>	<ul style="list-style-type: none"><li>❑ Girl's Sports<ul style="list-style-type: none"><li>▪ Lacrosse</li><li>▪ Softball</li><li>▪ Track &amp; Field</li></ul></li><li>❑ Boy's Sports<ul style="list-style-type: none"><li>▪ Baseball</li><li>▪ Track &amp; Field</li></ul></li></ul>

# Advanced Placement Process (APP)

Normally, a student is eligible for senior high athletic competition in a sport during each of the four consecutive seasons beginning with entry into the ninth grade. However, by satisfying the requirements of the APP a student may receive extended eligibility that permits:

- A) Participation during five consecutive seasons in the approved sport, after entry into the eighth grade;
- B) Eligible to participate in the following sports at the Junior Varsity or Varsity level: **Baseball, Basketball, Bowling, Cross Country, Field Hockey, Football, Golf, Ice Hockey, Lacrosse, Ski, Soccer, Softball, Swim, Tennis, Track & Field, Volleyball, and Wrestling.**
- APP is aimed at the few, select students who can benefit so that a student may place at a level of competition that should result in increased opportunity, a fairer competitive environment, minimize risk, and greater personal satisfaction.
- Athletes will play a minimum of **50%** of the time during the season.

# Registering on Final Forms

- All parents and student athletes need to create an account on FinalForms.com
- Parents must register their child season by season on FinalForms and upload all proper paperwork to be reviewed
- A recent physical must be uploaded along with any other information that the nurses request
- Parents and Student athletes both need to sign the code of conduct forms along with forms regarding our concussion and medical protocols
- Once all forms are signed and our nurse has cleared the student for activity their registration status will turn green signifying that they are cleared for activity
- If a student is "red" it means they either have not been cleared by our nurses, or they are missing forms. No student is allowed to tryout or participate if they are not cleared.
- Once all forms and physicals are uploaded it takes time for our nurses to review and clear each student. This process does not happen instantly
- Please upload all physicals and complete all registration needs as soon as possible once the registration window opens.