



Welcome

**INCOMING
6TH GRADE
PARENTS TO**

**JOHN JAY
MIDDLE
SCHOOL!**

Spring 2024

INTRODUCTIONS

Jeffrey Swiatowicz- Principal

Catherine Graybosch Assistant Principal – 6th and 7th Grade, Mike Pompa- 8th Grade

AnneMarie MacSweeney- 6th Grade Guidance Counselor

Curriculum Leaders: Marcia Daley-Savo, Holly Kellogg, Steve Delmoro, Suzanne Guziec, Kathy O'Neil, Jesse Weiss, Laura Woelfel

Student Tour Guides

JJMS COMMITMENT

Get to know our students well academically, emotionally, socially, behaviorally and use that information to work with our students for high levels of engagement in the classroom.



OVERVIEW OF TONIGHT'S PRESENTATION



The Middle School Experience



Academic Areas



Unified Arts



Counseling Center



PTO Website

SECURITY AT JJMS

- Entering JJMS
 - Greeter – Harry
 - Parking- Visitor Spaces on Circle
- All visitors must have a badge to enter the building
- Recess- Monitors and Administrators
- Buses- need a pass (only pass you need)
- Dismissal – Know your plan



CLUBS AND ACTIVITIES

Stay connected and engaged through clubs!

- View the [JJMS Website](#) to see all that was offered this academic school year.
- Students may participate in clubs each day of the week!
- There is a club for everyone!
- Students may take the LATE BUS home or get picked up for club dismissal.
- Most clubs are commitment-free!
- Extra Help is always available.



SCHOOL START TIME - JJMS/JJHS

	School Start	School End
JJMS	8:10AM	2:48PM

UPCOMING EVENTS

- 5th Grade Visit – June 5
- Late August: Team assignments and other pertinent information will be released on the parent portal.
- Date – Late Summer:
6th Grade Meet and Greet

JJMS PTO

- Communications
- Activities
- Volunteering



[PTO Website](#)

THANK YOU

- We look forward to welcoming your children into our community next year.
- Communication: Frequent Communications
 - <https://jjms.klschools.org/home>
- Encourage your children to finish the year strong, enjoy their elementary school final experiences, and build positive momentum into their 6th grade year.

TIME TO MOVE

TECHNOLOGY IS ROOM 407

- Group 1: BLUE - DREW & MEI MEI
- Group 2: PURPLE - ALYVIA & SIMRAN
- Group 3: PINK – ALEXA & SOPHIE
- Group 4: ORANGE – MATTHEW & EMMA
- Group 5: GREEN – CORALIE & ISABELLE

Group 1- BLUE	
Time	Location
6:45-7:00	Unified Arts Technology Room 409
7:05-7:20	PE/Health/WL/Admin. New Gym
7:25-7:40	ELA/SS Room 263
7:45-8:00	Math/Science Room 211
8:05-8:20	Music/Guidance Theater

6th Grade Mathematics – Mr. Weiss

NYS Common Core Standards: enVision Math

- The Number System
- Expressions & Equations*
- Ratios & Proportional Relationships*
- Geometry*
- Statistics & Probability*

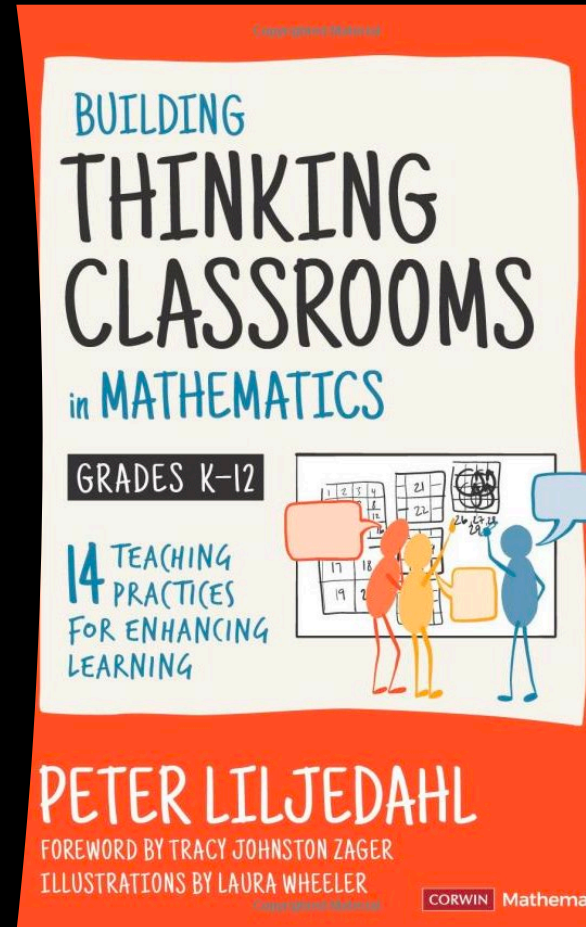
Shared Experiences in Making Math Engaging

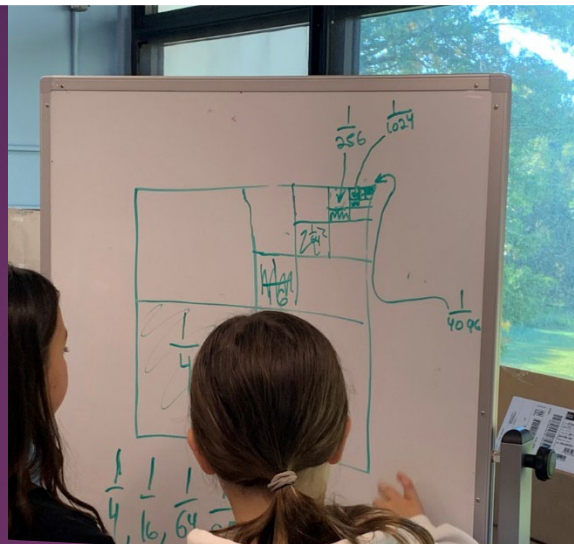
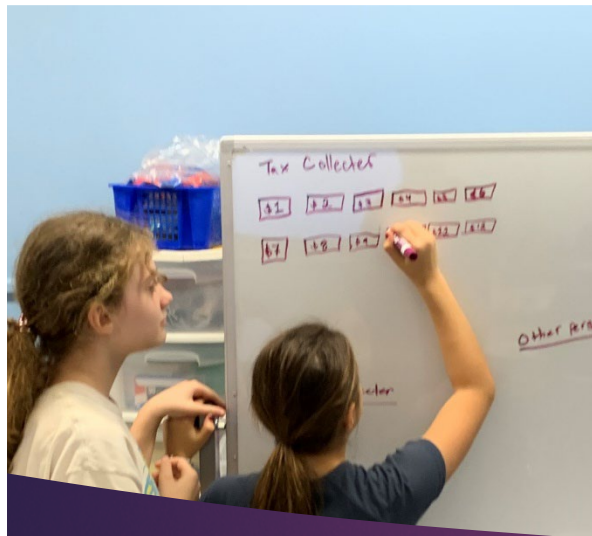
- Collaborative Group Work
- Making Thinking Visual
- Project-based learning
 - real world connections
- Study Skills/Manipulatives
 - (online math tools and foldables)
- Common assessments and projects to create real-world applications



Making Thinking Visible

- ▶ Non-permanent surfaces promote risk taking and collaboration.
- ▶ Collaborative work focusing on student thinking, rather than teacher provided solutions, fosters increased student engagement.

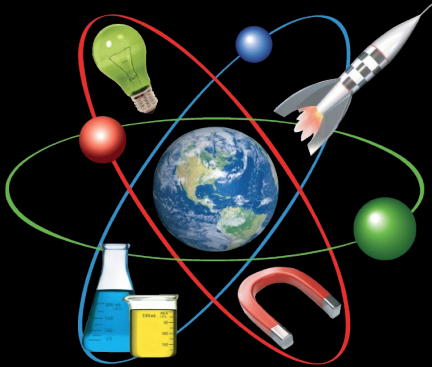




Making Thinking Visible

- ▶ VISUAL MODELS SUPPORT CONCEPTUAL UNDERSTANDING AND ALLOW FOR MULTIPLE SOLUTIONS.
- ▶ 6TH GRADERS WORKING AS MATHEMATICIANS

6th Grade Science – Ms. Guziec



TOPICS OF STUDY: Physical Science

Exploring the Properties of Matter
Chemical Reactions
Electricity and Magnetism
Forces & Interactions
Energy
Waves & Electromagnetic Radiation

K-12 standards (NYSSLS):

<http://www.p12.nysed.gov/ciai/mst/sci/nyssls.html>

6th Graders as Scientists



NYSED Mandated Activities:
Structures and Properties of Matter:

- All Mixed Up
- Energy: Cool It!



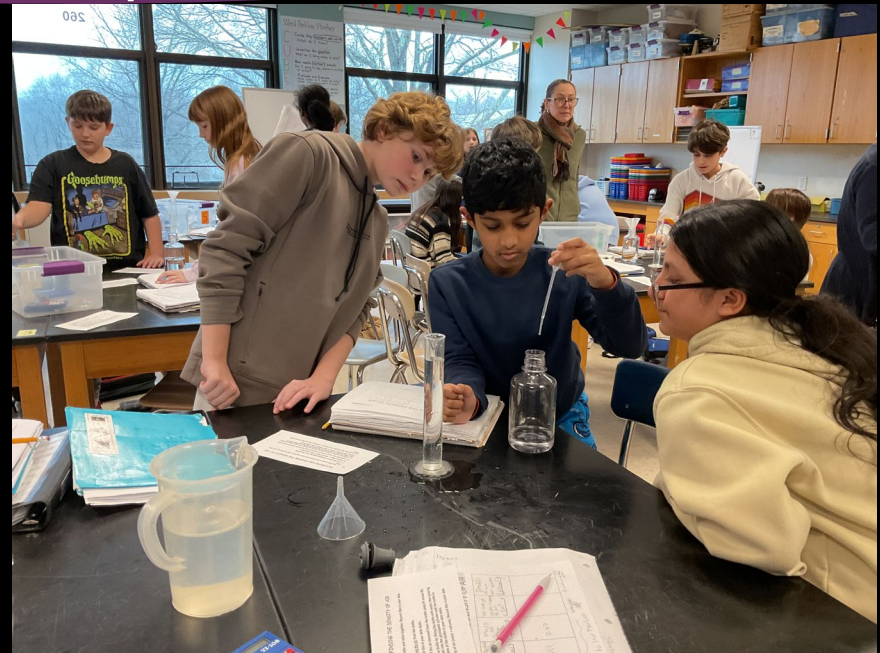
6th graders Engage in Scientific Practices

- ▶ Asking Questions
- ▶ Developing and using Models
- ▶ Planning and Carrying out Investigations
- ▶ Analyzing and Interpreting Data
- ▶ Using Mathematics and Computational Thinking
- ▶ Constructing Explanations
- ▶ Engaging in Argument from Evidence
- ▶ Obtaining, Evaluating, and Communicating Information



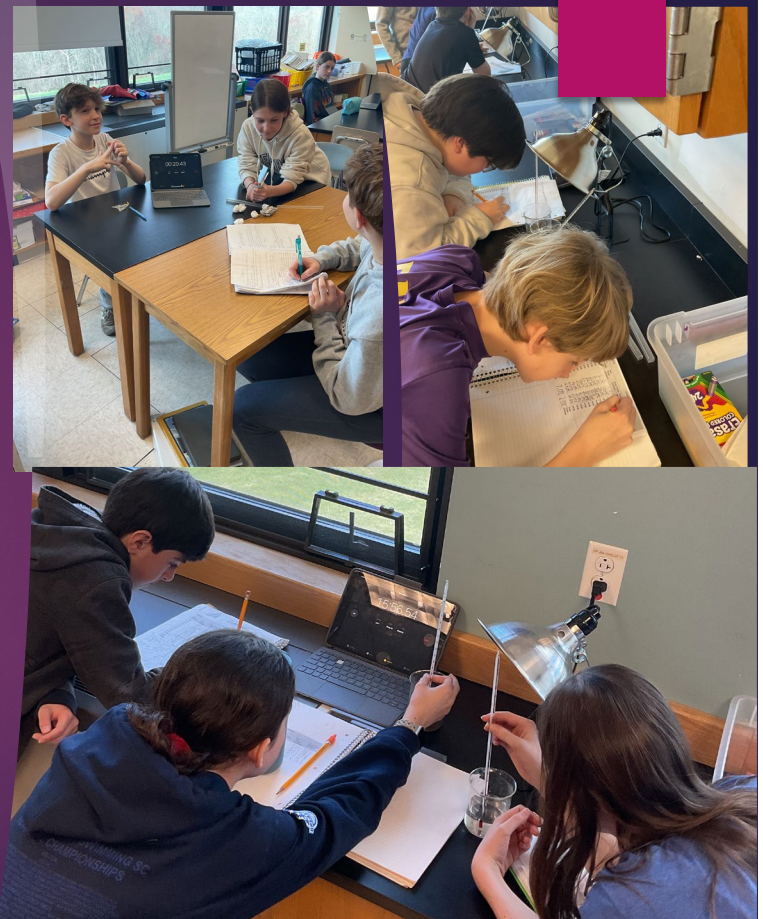
6th graders continue to explore Cross-Cutting Concepts

- ☐ Scale, Proportion & Quantity
- ☐ Systems & System Models
- ☐ Cause & Effect
- ☐ Patterns
- ☐ Structure - Function
- ☐ Stability - Change
- ☐ Energy - Matter



Beyond Grade 6 Physical Science

- ▶ Grade 7: Life Science
- ▶ Grade 8: Earth and Space Science
- ▶ Grade 9: Regents Biology
- ▶ Grade 10 : Choice of Pathways





Sixth Grade ELA and Social Studies

Ms. O'Neil and
Mrs. Daley-Savo
April 2024

6th Grade ELA Units of Study

► Writing Focus

- Opinion/Argument Writing
- Information Writing
- Narrative Writing

► Reading Focus

- Book Clubs
- Deep Study of Character
- Tapping the Power of Nonfiction- Sustainability
- Whole Class Reads:

~*A Long Walk to Water*

~*Good Masters! Sweet Ladies!: Voices from a Medieval Village*



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



Vocabulary Development

- ▶ Define words in context
- ▶ Analyze images
- ▶ Opportunities to practice using the words in writing and in speech
- ▶ Learn teacher modeled study strategies
- ▶ Master over 100 cumulative words



Padlet – Your Child's Middle School Reading

Because of Mr. Terupt

Rob Buyea

Keeper of the lost cities

Shannon Messenger

The House of Hades by Rick Riordan

Rick Riordan

The Mark of Athena by Rick Riordan

Rick Riordan

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. | | What were two important choices (good or bad) that characters made in the story this week? Explain why each choice was important. | | The first crucial choice that the main character Sophie made was to choose Fitz to be her guide when she healed Fintan. Especially after Fitz blamed her for his father Alden being broken (he was healed later). They did not speak to each other for months and shortly after they made up. Sophie chose him to be her guide. This is crucial to the story because in order to prep for the healing they needed to bond and get on a level of trust past family. In order to do this Sophie needed to open her mind to his and they needed to share three deep secrets that nobody else knew. After doing that Fitz broke her barrier, something that no one else in the elven world had been able to do. Choosing Fitz to be her guide ended up being a good choice because not only does she have a bond with Fitz that she has with no one else but during the healing

The Blood of Olympus by Rick Riordan

Rick Riordan

Mr. Terupt Falls Again

Rob Buyea

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

When and where does this story take

<https://d28haor1am21f.cloudfront.net/book-images/onix/cvr9781442445949/keeper-of-the-lost-cities-9781442445949-hr.jpg>

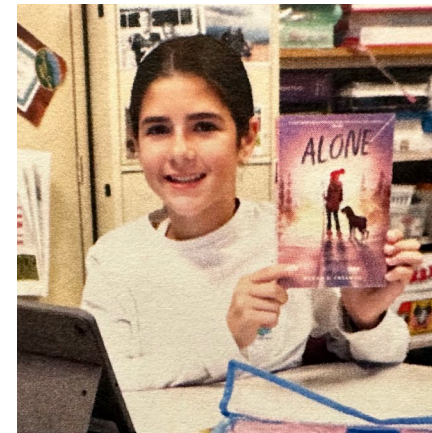
Summer Reading

**New this Year at
John Jay!**

Creating community through the theme of
belonging.

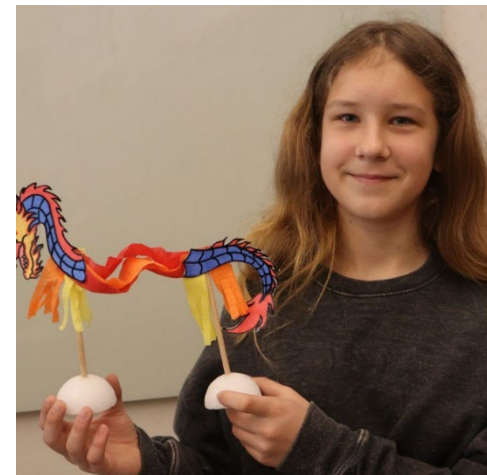
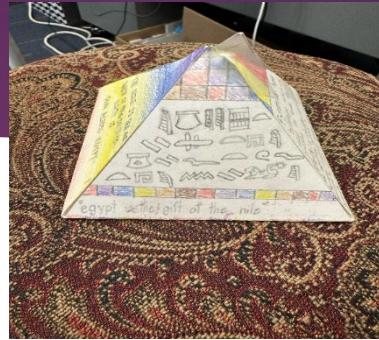
Read at least ONE of the following:

- Unsettled by Reem Faruqi (novel in verse)
- Forget Me Not by Ellie Terry (novel in a combination of verse and prose)
- Invisible by Christina Diaz Gonzalez and Gabriela Epstein (graphic novel)
- The Best at It by Maulik Pancholy
- Brave Like That by Lindsey Stoddard



6th Grade Social Studies Mrs. Daley Savo

Inquiry-Based Learning



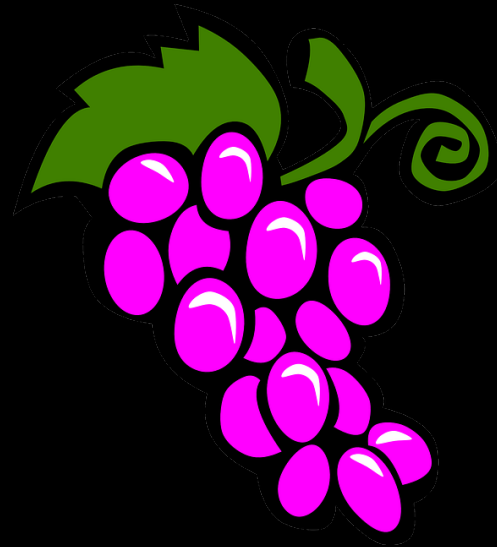
Social Studies: Units

- Geography / Maps – throughout units
- The Beginnings of Civilization
- Mesopotamia
- Egypt
- India
- China
- Greece
- Rome
- The Middle Ages
- Curiosity- Driven Learning



The Big Ideas of Social Studies Through a lens of Cultural Attributes

- Geography Climate of the civilization and its impact
- Religions/Belief Systems
- Achievements.
- Political structure/Government
- Economics
- Social Structures



Are you smarter than a Sixth grader?

Plickers- A fun 'low' tech way to review for a test or quiz.

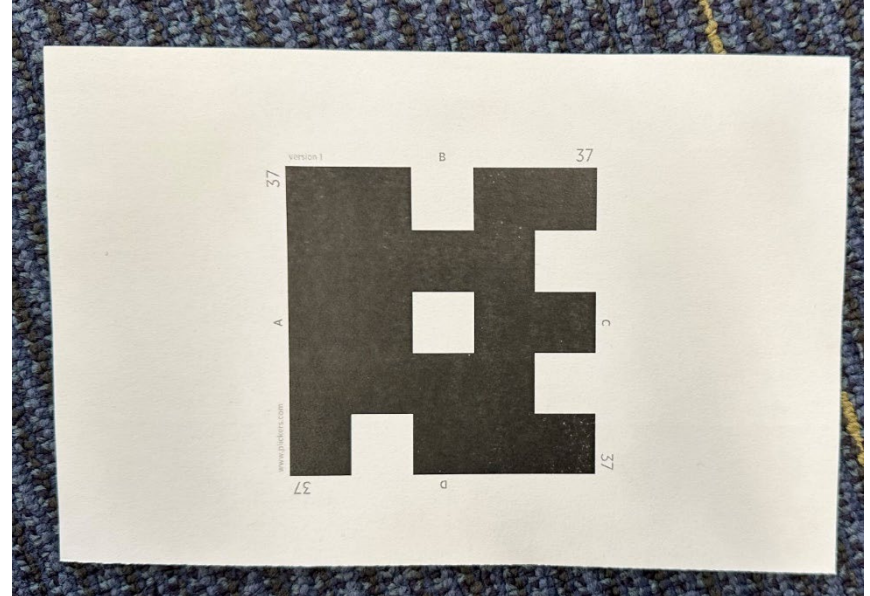
Each person gets a plicker card.


Notice that each side of the card is marked with either ABC or D

Turn your card to answer the question

The answer that you would like to choose should be facing the ceiling.

Lets try it!





World Language, Health, PE and Administration

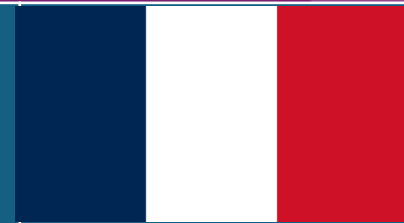
April 25, 2024

6th Grade World Language

Learning another language is
not only learning different
words for the same things, but
learning another way to think
about things.

- Flora Lewis -

**Français /
French**



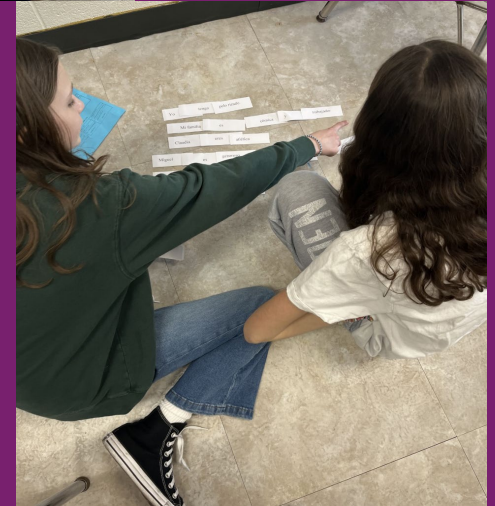
**Lingua latīna/
Latin**

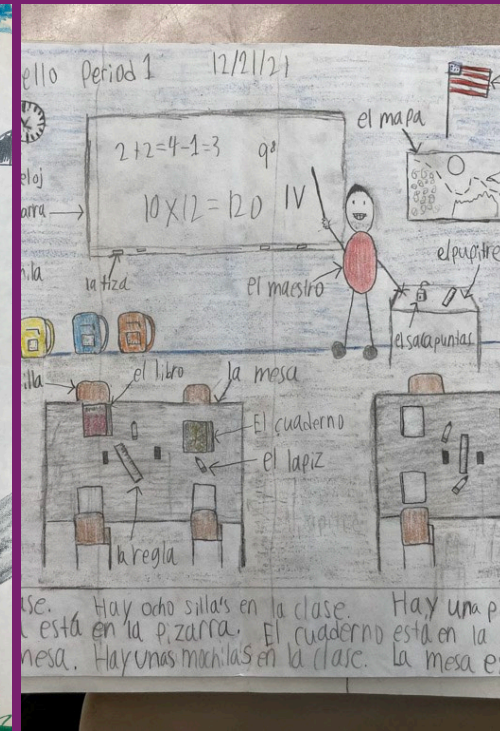
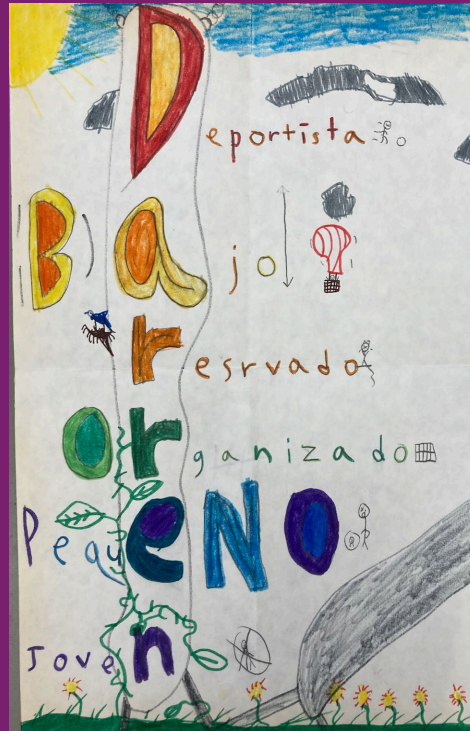
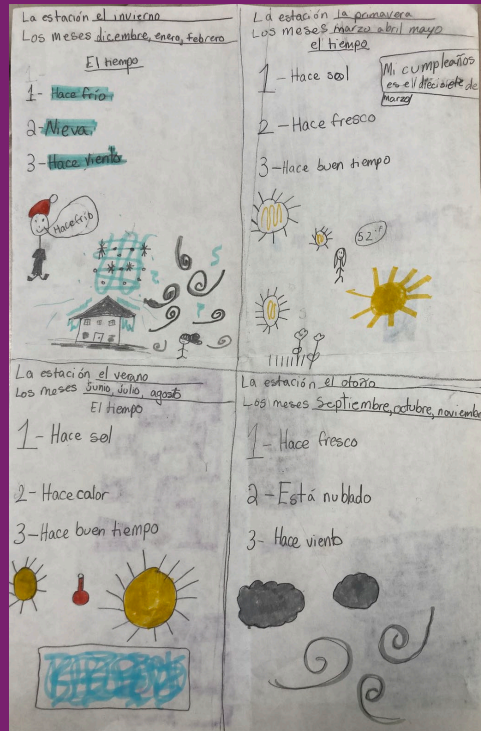


**Español/
Spanish**



What to expect:





Writing, Drawing

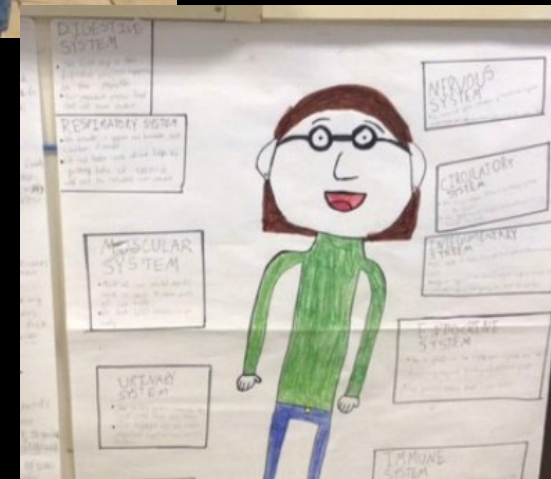
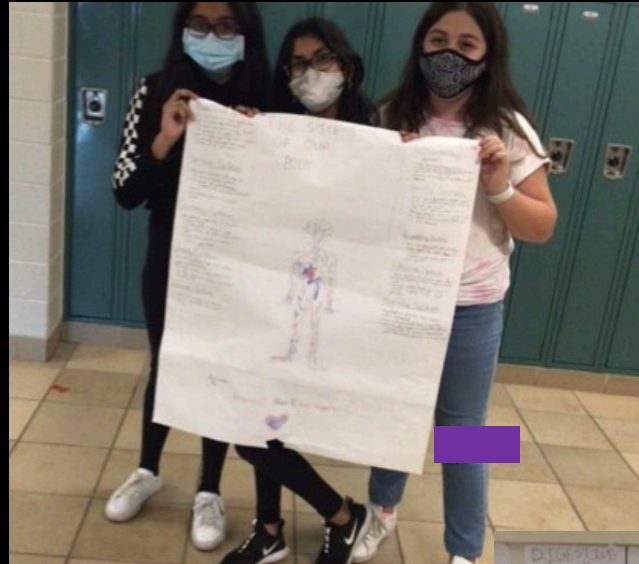
Reading, Playing, Celebrating

- Novellas
- Role Play
- Research projects and presentations
- Cultural celebrations
- Cooking and parties



6th Grade Health Mr. DelMoro

- Health Education
 - First Trimester
- Introducing Health
- Self-Management Skills
- Decision Making
- DBT Curriculum
- Body Systems Project






Physical Education

- Sport Ed Model
- Sneakers
- Fitness Based Curriculum

JJMS Administration

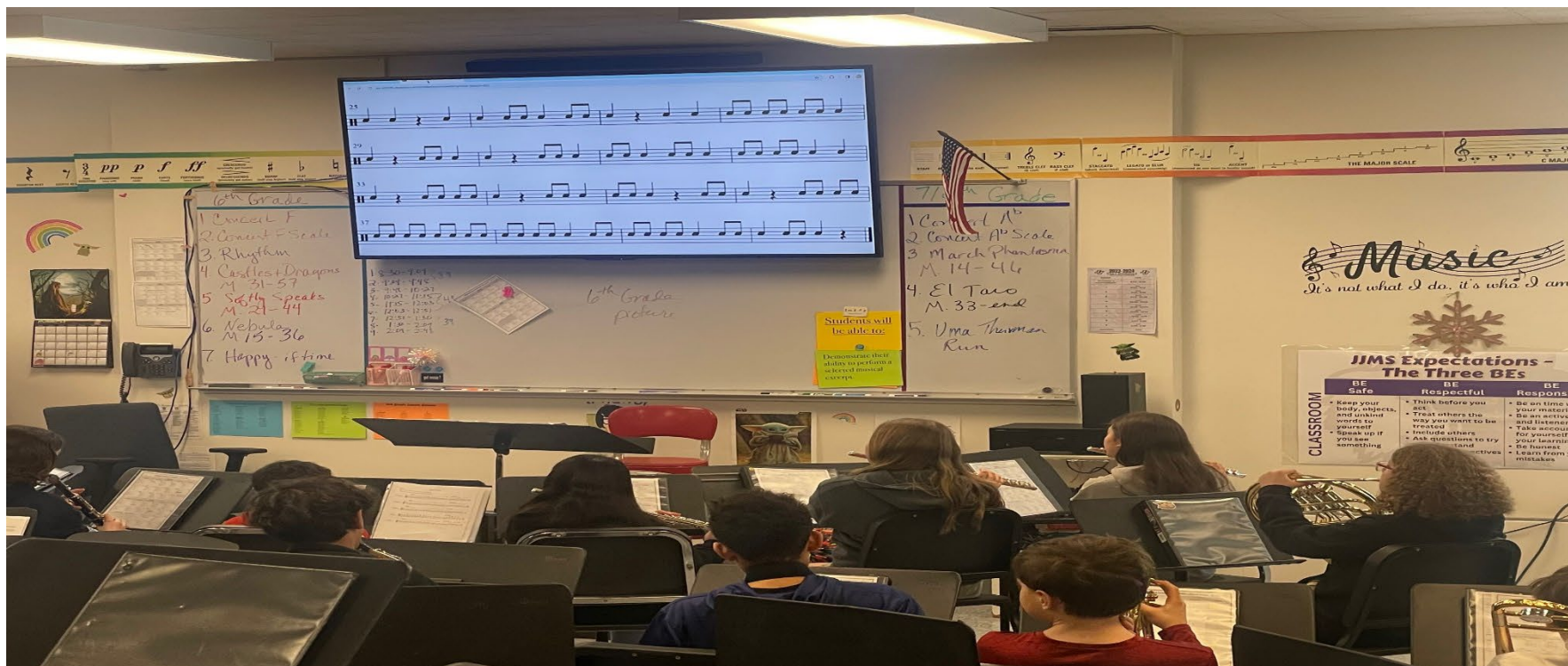
- Assistant Principal moves with grade
- AP deals with student-related matters
- Mr. Swiatowicz gets all calls about Personnel
- [Expectations for Language and Actions - After break.pptx](#)
- Restorative Practices and Consequences



Questions?



Music and Guidance



6th Grade Band

- ▶ New Techniques in Ensembles:
- ▶ Bowing, Fingerings and Part Singing
- ▶ Breath Support and Long Tones
- ▶ Posture, Placement and Embouchure
- ▶ Intonation and Tuning
- ▶ Develop Sight Reading Skills



6th Grade Chorus

- ▶ Music Theory and History in Ensembles:
- ▶ Scales, Key Signatures and Accidentals
- ▶ Dynamic and Tempo Markings
- ▶ Composers and Varied Repertoire

6th Grade Orchestra

In Ensembles:

► Students continue playing their instrument or singing in an engaging and fun environment!

► *All instrumental students are required to have a home instrument, just like in 5th grade.



6th Grade Discovering Music

► Create Music

Compose music to express ideas, emotions, and opinions

► Perform Music

Prepare digital performances of GarageBand and Finale compositions

► Respond to Music

Explore cultures & generations

► Musical Connections

Music as math/code

Music as identity

Music as social commentary

Music as therapy

WHAT A WONDERFUL WORLD

Bob Thiele & George David Weiss



6th Grade Experience

- ▶ Administrator – Ms. Graybosch
- ▶ Counselor – Mrs. MacSweeney
- ▶ JJMS Teaching Staff

Role of the Counselor Includes:

Being that consistent adult throughout your child's time at JJMS

Meeting with students to help them proactively work through challenges with peers, academics, executive functioning or issues at home

Bridging the communication gap between students, parents, and school personnel

Advocating and supporting students at parent conferences, team meetings and Committee of Special Education meetings

Working closely with Administration to help support students, e.g., conflict resolution and disciplinary concerns

Mrs. Annemarie MacSweeney

6th Grade Counselor

amacsweeney@klschools.org

(914) 763-7509



6TH Grade Focus

Students will get to know each other and become independent learners within the John Jay Middle School community.

- ▶ Communication
- ▶ Time Management
- ▶ Community

Typical 6th Grade Schedule

1	Science
2	Social Studies
3	Music/Physical Education
4	Unified Arts- Art, Tech, F&CS, Health
5	Lunch
6	World Language
7	ELA ----- Math
8	
9	



Questions?

JJMS Commitment

Get to know our students well academically, emotionally, socially, behaviorally and use that information to work with our students for high levels of engagement in the classroom.



Unified Arts

Art, Family and Consumer Science, Technology

Holly Kellogg — Curriculum Leader

- Art

Laura Woelfel — Curriculum Leader

- Family and Consumer Science (FACS)
- Technology

6th Grade Art

Creating an active, engaging learning environment

- In 6th grade Art, students work with a variety of different media such as colored pencils, markers, digital art (Procreate) and watercolors. We focus on skills and offer choice boards at the end of the school year to explore what they have learned even further or to even try something new!
- At the start of the year, we focus on identity and personal character traits. Students reflect on and create Identity Name Sculptures as their 1st assignment. It's a great way to get to know our students!



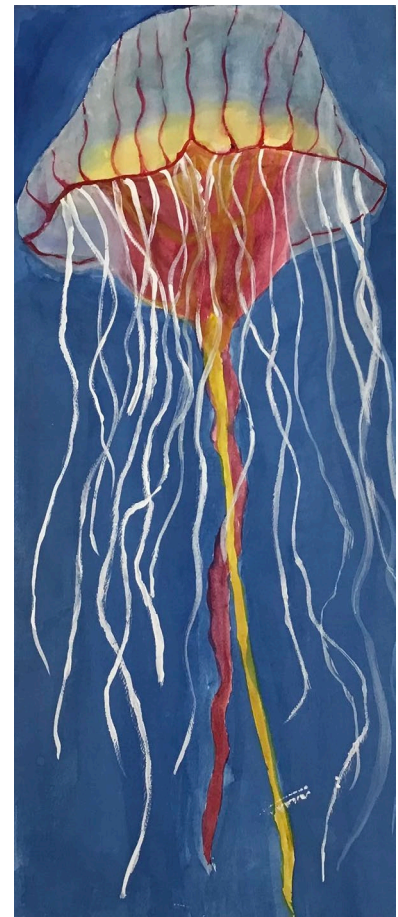
Jaya Lieberman

6th Grade Art

Color theory is studied, and students apply that knowledge to create a Neurographic art piece using colored pencil and an underwater sea creature using watercolor.

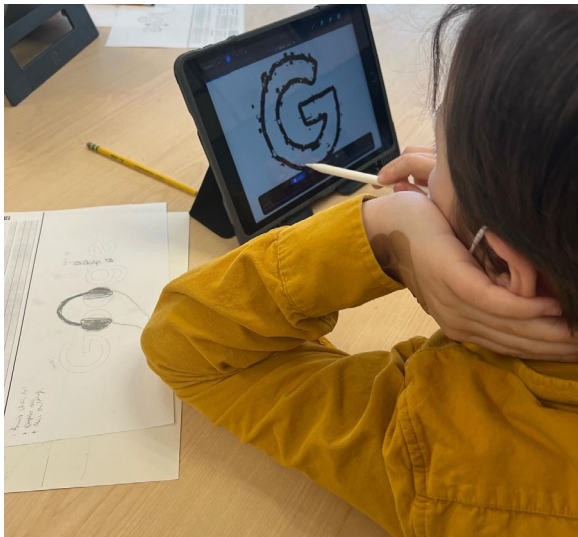


Sophya Papa



Aria Behal

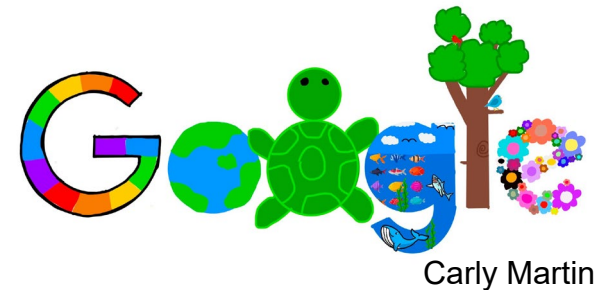
6th Grade Art



Students have access to Procreate in the classroom. Procreate is a powerful, professional drawing app that is an industry standard.



Students have the opportunity to submit work to a national competition with a chance to win scholarships.



This year, many sixth graders entered the Doodle for Google competition.

This year's theme was "My Wish for the Next 25 Years is..."

Technology 6

Engineering Logs

Students are expected to complete daily reflections in their Engineering Notebook to keep a journal of their work experience.

Consistency

The concept of Do Now and Journaling in their Engineering Notebook follows students into 7th and 8th grade technology. This procedure helps students stay organized and helps foster independence.

Design Process

All Grades (6/7/8) utilize the Engineering Design Process to solve real world problems.

Technology 6

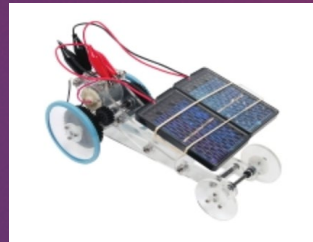
Hands-on Experience

Students will have the ability to “Level Up”

Programming



Energy



Building



The Paper Car Egg Crash Project



Family & Consumer Science: Creativity, Capability and Independence

- ▶ Learning occurs through **exploration, experimentation, creation and reflection.**
- ▶ Students **develop transferable skills** they can apply in their lives beyond our classroom.
- ▶ Experiences are designed to **deepen relationships with self, each other, family, food and community.**



6th Grade FACS:

In Cooking Class students learn:

- Kitchen safety safely
- Basic cooking skills
- Reading and preparing a simple dish
- Garnishing
- Sustainable habits in the kitchen
- Collaborate, problem solve and apply critical thinking skills.



6th Grade Family & Consumer Science

Creativity, Capability and Independence

Students engage in a sewing unit where students learn basic hand sewing skills and create individualized projects which highlight their creative side.

