

John Jay Middle School
40 North Salem Road – Route 121
Cross River, NY 10518
914-763-7500

“Learn. Care. Lead.”

Mr. Jeffrey Swiatowicz, Principal

Ms. Monica Bermiss, Assistant Principal

Ms. Shantel Brooks, Assistant Principal

2018-19 Open House

JJMS Goal: To be a school that continually fosters learning, caring and leading

Subject: Grade 6 English Language Arts

Teachers’ Names: Marcia Daley-Savo, Mary Dillon, Mark Grossman, Kathy O’Neil, Christine Watroba, Jeanne Kellachan, Elissa Rekow, Melissa Smythe

Curriculum: To prepare students for Common-Core expectations, all students are expected to read, analyze, and cite text to support in both discussion and writing, in a variety of genres, both fiction and non-fiction, throughout the year.

Students are taught a variety of comprehension strategies to maximize their interaction with all types of text. Emphasis is also placed on vocabulary development throughout the year in order to increase students’ ability to access more challenging texts and communicate more effectively in writing.

Students are also expected to draft, revise, edit and publish writing pieces in school, using the many skills and strategies instructed in “writing workshop.” Students will learn and practice these revision strategies to improve and enhance their organization and presentation of ideas. Writing assignments will often involve making a claim/s about what students have read/researched and supporting these claims with clear and substantial text-based evidence and cogent reasoning.

Students are accountable for their progress as independent readers and will be required to show an understanding of the books they read in various ways. In an effort to foster this, students are asked to read independently for a minimum of twenty minutes each night as part of their regular homework. We hope reading will bring students pleasure as well as knowledge.

Grading and Homework: Students will be graded on a wide variety of formal and informal assessments in addition to homework and classwork.

70% of the trimester grade will be based on major assessments and assignments (process writing pieces, reading comprehension tests, long-term projects). All major assignments have equal value.

30% of the trimester grade will be based on minor assessments and assignments (vocabulary quizzes, formative assessments, classwork completion, reading comprehension quizzes). All minor assignments have equal value.

Each trimester will account for one-third of the final average when determining the end-of-year grade.

Resources: Various Short Stories, *Harry Houdini: A Photographic Story of a Life* by Vicki Cobb, *A Long Walk to Water* by Linda Sue Park, *Good Masters, Sweet Ladies: Life in a Medieval Village* by Laura Amy Schlitz

Extra Help:

Marcia Daley-Savo -Tuesday

Mary Dillon - Wednesday

Mark Grossman - Wednesday

Kathy O'Neil - Tuesday

Christine Watroba – Wednesday

Jeanne Kellachan – Wednesday

Elissa Rekow – Tuesday

Melissa Smythe - Tuesday

Teacher Contact Information:

mdaleysavo@klschools.org, mdillon@klschools.org, mgrossman@klschools.org, koneil@klschools.org, cwatroba@klschools.org, erekow@klschools.org, jkellachan@klschools.org, msmythe@klschools.org

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JJMS Goal: **To be a school that continually fosters learning, caring and leading**

Subject: Grade 6 Mathematics

Teachers’ Names: David Fritsch, Jeanne Kellachan, Anna Loeb, Annette Milne, Elisa Rekow, Kathy Rutherford, Melissa Smythe, Jesse Weiss

Curriculum:

- Arithmetic Operations including Dividing by Fractions
- Problem Solving Strategies
- Algebraic Expressions, Equations, and Inequalities
- Rational Numbers
- Ratio Concepts and Reasoning
- Area, Surface Area, and Volume
- Statistics, Measures of Central Tendency

Grading and Homework:

- Assessments (90%)
- Homework (10%)

Resources: Envisions Math 2.0

Extra Help:

2:10 – 2:45 (also noted on Team Communication Page)

- David Fritsch - Thursday
- Jeanne Kellachan - Wednesday
- Anna Loeb – Wednesday
- Annette Milne – Wednesday
- Elisa Rekow – Tuesday
- Kathy Rutherford - Wednesday
- Melissa Smythe – Thursday
- Jesse Weiss – Thursday

Teacher Contact Information: Please see Team Communication Page

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Subject: Grade 6 Social Studies

Teachers’ Names: Marcia Daley-Savo, Mary Dillon, Mark Grossman, Kathy O’Neil, Jesse Weiss

Curriculum: During each unit of study, students will analyze a variety of primary and secondary source materials and determine how authors organize and present information. They will determine the central ideas of these materials, i.e., maps, charts, photographs, artifacts, text, etc. and make well-supported claims about what they have learned, using specific evidence to support their analyses. Students will also be engaged in inquiry-based learning experiences related to the areas of study throughout the year. Development of content-writing skills will, of course, be paramount to the work we are doing throughout the year.

Topics

- **Geography and Map Skills**
- **Prehistory**
- **Ancient Civilizations:** Mesopotamia, Egypt, India, China, Greece, Rome
- **Medieval Europe**
- **Current Events**
- **Research Skills:** Library skills, Note-taking, Research related to the cultures of the areas of study

Grading and Homework: Students will be graded on a wide variety of formal and informal assessments in addition to homework and classwork.

70% of the trimester grade will be based on major assessments and assignments (unit tests, research projects, essays). All major assignments have equal value.

30% of the trimester grade will be based on minor assessments and assignments (section quizzes, classwork, formative assessments). All minor assignments have equal value.

Each trimester will account for one-third of the final average when determining the end-of-year grade.

Resources: *Geography Tools and Concepts*. Prentice Hall, 2001
The Ancient World. Prentice Hall, 1998.
Medieval Times to Today. Prentice Hall, 1998.

Extra Help:

Marcia Daley-Savo -Tuesday

Mary Dillon - Wednesday

Mark Grossman - Wednesday

Kathy O'Neil - Tuesday

Jesse Weiss - Thursday

Teacher Contact Information:

mdaleysavo@klschools.org, mdillon@klschools.org, mgrossman@klschools.org, koneil@klschools.org,
jweiss@klschools.org

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Subject: **Science Grade 6**

Teachers’ Names: David Fritsch, Anna Loeb, Annette Milne, Kathy Rutherford, Christine Watroba

Curriculum: Chemistry, Electricity, and Magnetism
Exploring Plate Tectonics
Exploring Weather and Climate

Grading and Homework: 90% Assessments, 10% Homework

Resources: Exploring the Properties of Matter
Understanding Weather and Climate
Exploring Plate Tectonics

Extra Help: Tuesday: Anna Loeb

Wednesday: Annette Milne, Kathy Rutherford, Christine Watroba

Thursday: David Fritsch

Teacher Contact Information: Please see the team page.

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JJMS Goal: **To be a school that continually fosters learning, caring and leading**

Subject: **Special Class ELA 6**

Teacher: **Elissa Rekow**

Curriculum: **Read 180; System 44.** A multi-sensory reading program for older elementary-aged students who struggle in reading. Students rotate through an instructional model comprised of whole-group, small-group and individual learning as they work on a variety of comprehension and decoding skills and strategies. The individual portion of the model involves students using leveled instructional software to work on comprehension, vocabulary, spelling, word recognition, decoding, writing, and reading aloud. Students are supported in independent reading of leveled text through the use of graphic organizers that focus on comprehension and writing activities. 60 minutes per day.

Grading and Homework: Tests/quizzes: 50% (unit tests count twice), Classwork: 30%, Homework: 20%

Final Grade Calculation: Tri 1: 33.3%; Tri 2: 33.3%; Tri 3: 33.3%

Homework is posted daily on echalk on the student's Team page. No homework is given on Fridays, though students are expected to read at least 20 minutes per day. Students are permitted to make up missed homework assignments. I will contact you after 2 missed assignments within a 6-week period. At a third missed assignment, the student will be asked to come during recess to make up any missing assignment.

Resources: Students can complete instructional software sessions at home by going to: <https://h100000958.education.scholastic.com/slms/studentaccess> (address can be found on Team page under Resources)

iReady.com can also be used for at home for individualized reading instruction.

Extra Help: Tuesdays after school. Students can take the 3:00 bus home.

Teacher Contact Information: erekow@klschools.org; voice mail: 763-7500 box #9550

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JJMS Goal: **To be a school that continually fosters learning, caring and leading**

Subject: Resource Room 6

Teacher: Elissa Rekow

ROLE OF THE SPECIAL EDUCATION TEACHER

- Provide a quiet, structured environment where students can learn and study
- Teach and/or review the skills and strategies needed to be successful in academic classes
- Check assignment pads for accuracy and completeness and/or remind students to use e-Chalk
- Meet with the Guidance Counselor, teachers, and related service providers, as needed
- Maintain, follow and update the IEP
- Assist students to improve their student skills: organization, reading directions, working carefully, time management, advocating for themselves, utilizing study strategies

ROLE OF THE STUDENT

- Write all assignments in assignment pad and check e-Chalk daily
- Practice and/or improve student skills including utilizing extra help sessions
- Work productively during Resource class
- Participate actively within the classroom
- Do work outside of school hours - looking over notes, reading IRB, studying, reviewing daily
- Meet all academic long and short-term deadlines
- Come to class on time, put forth effort, and do his/her best

ROLE OF THE PARENT

- Meet with the child’s team at least once this year
- Encourage homework - reading a novel, looking over notes, utilize a study strategy
- Ask to see test and quiz results, as well as major projects
- Encourage outside reading
- Assist your child to prepare for a test
- Provide a quiet and structured place to work
- Check assignment pad/e-chalk daily to see what work needs to be done
- Call the school to collect work if your child is absent two or more days

Teacher Contact Information: erekow@klschools.org; voice mail: 763-7500 box #9550

EXTRA HELP: Tuesday, ROOM 203, Mrs. Rekow. Students can take the 3:00 bus home.

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Subject: ENL (English as a New Language)

Teacher Name: Jaimie Dini

Curriculum:

The ENL program is set up so that students learning English receive support to be successful in school. Students will work on their listening, speaking, reading, and writing skills in English during their ENL class with me. Additionally, I will attend students ELA (English Language Arts) classes to aid students and ensure the required work is at an appropriate level.

Grading and Homework:

Students will not be graded for this class. They will receive comments on their report card explaining their growth during the trimester and suggestions on what to focus on at home.

Students should be reading every night, in their native language or in English. Homework will be assigned for practice, which will include both worksheets and computer work. If your child does not have access to a computer, please let me know.

Resources:

Students should practice their English skills every night at home through certain websites. These include Raz-kids.com and Duolingo.com.

Students should practice basic Math skills (multiplying, dividing, adding, subtracting) through IXL.com.

Google translate is especially helpful for translation. It can translate typed text, speech, or images.

Students also have access to ipads, while in class, with preloaded apps to practice reading, writing, speaking, listening, phonics, vocabulary and much more!

Extra Help:

I am here every **Tuesday** after school for help. They can take the 3:00 bus home, so please encourage your child to stay!

Teacher Contact Information:

Email: jdini@klschools.org Voicemail: 914-763-7500 Extension #9527

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JJMS Vision:	To be a school that continually fosters learning, caring and leading.				
Subject:	Spanish 6				
Teachers' Names:	Kaitlyn Conlan, Robert Hoffman				
Curriculum:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>A. Vocabulary Greetings Colors and numbers Days, months, weather, seasons Activities Adjectives Classes/school objects/daily schedule Time Emotions Food</p> <p>C. Culture Spanish speaking countries, holidays in Spanish speaking countries, music, food</p> </td> <td style="width: 50%; vertical-align: top;"> <p>B. Grammar Subject Pronouns The verb 'ser' -ar, -er, -ir verbs The verb 'tener' The verb 'ir' 'gustar'</p> </td> </tr> </table>	<p>A. Vocabulary Greetings Colors and numbers Days, months, weather, seasons Activities Adjectives Classes/school objects/daily schedule Time Emotions Food</p> <p>C. Culture Spanish speaking countries, holidays in Spanish speaking countries, music, food</p>	<p>B. Grammar Subject Pronouns The verb 'ser' -ar, -er, -ir verbs The verb 'tener' The verb 'ir' 'gustar'</p>		
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Grading and Homework:	Trimester Grade: Summative- Quizzes, projects 60% Formative- Homework, participation, class work 40%				
Resources:	Avancemos 1 online textbook, Avancemos Level 1 workbook, Avancemos web resources				
Extra Help:	Extra help is every Tuesday after school.				
Teacher Contact Information:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">kconlan@klschools.org</td> <td style="width: 50%;">ext. 9242</td> </tr> <tr> <td>rhoffman@klschools.org</td> <td>ext.</td> </tr> </table>	kconlan@klschools.org	ext. 9242	rhoffman@klschools.org	ext.
kconlan@klschools.org	ext. 9242				
rhoffman@klschools.org	ext.				

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Katonah, New York 10536
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JJMS Vision:	To be a school that continually fosters learning, caring and leading.
Subject:	Spanish 6a
Teachers' Names:	Kaitlyn Conlan
Curriculum:	<p>A. Vocabulary Greetings Colors and numbers Days, months, weather, seasons Activities</p> <p>B. Grammar 'gustar' infinitives of -ar, -er, -ir verbs</p> <p>C. Culture Spanish speaking countries, holidays in Spanish speaking countries, music, food</p>
Grading and Homework:	<p>Trimester Grade: Summative- Assessments 60% Formative- Homework, participation, class work 40%</p> <p>Final Grade: Tri 1- 33%, Tri 2- 33%, Tri 3- 33%</p>
Resources:	Avancemos 1 online textbook, Avancemos web resources
Extra Help:	Extra help is every Tuesday after school.
Teacher Contact Information:	kconlan@klschools.org ext. 9242

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Subject: 6th Grade French – level 1 – part 1

Teacher: Susan Reiss

JJMS Goal: To be a school that continually fosters learning, caring and leading

Curriculum:

- A. Thematic based curriculum (ordering food in a café, family, socializing, etc.) with the emphasis on communication, both oral and written. Vocabulary, grammar and cultural aspects depend on the function being taught. The four communicative functions are: socializing, exchanging information, expressing feelings, and asking questions.
- B. Aural-oral approach: hear it, say it, use it, experience it, act it out...all prior to the reading, writing and spelling component. This speaking based curriculum has an increased reading focus because of the basic role that reading plays in the language acquisition continuum.
- C. Units 1-4, level 1 of textbook (see table of contents in text)
- D. Portfolio: to be compiled throughout the year; on view on "Arts Night"

Grading and Homework

- A. Section and folder in binder for notes and classwork/homework
- B. Formative work (homework @ 20% and class participation @ 20%) = 40%
- C. Summative work (assessments/projects @ 60%) = 60%

Resources:

- A. Textbook: Discovering French Today – level 1
- B. Online textbook: Discovering French Today – level 1 (my.hrw.com)
- C. Workbook: Discovering French Today – level 1
- D. Final grade is determined as follows: 33.3% Tri 1; 33.3% Tri 2; 33.3% Tri 3

Extra Help: Tuesdays after school or by appointment

Teacher Contact Information:

- A. Email: sreiss@klschools.org voicemail: 763-7500, ext. 9549B. eChalk for general information concerning assessments and assignments

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JJMS Vision:	To be a school that continually fosters learning, caring and leading.
Subject:	Latin 6/7
Teachers' Names:	Matthew Knittel
Curriculum:	<p>Enduring Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • the purpose of language study is to communicate so I can understand others, and they can understand me; • effective communication requires knowing how, when, and why to say what to whom; • custom and tradition vary within a culture, as well as between cultures; • learning other languages enables an individual to participate in multilingual communities; • an ability to communicate in another language fosters a better understanding of my own language and culture; • global citizenship requires an ability to communicate in more than one language. <p>Essential Questions: <i>Guiding/Focus questions - big ideas, broad scope, arguable</i> <u>Grant Wiggins on What are Essential Questions?</u></p> <ul style="list-style-type: none"> • How does learning an additional language help you become a global citizen and enhance your own life? • What are the skills you need in order to understand or communicate in Latin? • How do the cultures of the ancient world compare to those of modern United States? • How does the Latin language compare to American English? • How would your life be different if you grew up in ancient Rome? • What does the study of an additional language and its cultures teach me about myself? <p>Unit 1: <i>Urbs cadit</i> – The City Falls (CLC, Stages 11-12) Unit 2: <i>Servi Barbarique</i> – Slaves and Non-Romans (CLC, Stages 13-15) Unit 3: <i>Cives Romani</i> – Roman Citizens (CLC, Stages 16-18)</p>

Grading and Homework:	<ul style="list-style-type: none"> • Quizzes (10 point basic checks of grammar, syntax, and recent readings): 2-3 per week <ul style="list-style-type: none"> – c. 200 points • Tests (75-100 point reviews and analyses of large sections of Latin): 2-3 per term <ul style="list-style-type: none"> – c. 200 points • Homework (20 point short reviews of recent material): 2-3 per week <ul style="list-style-type: none"> – c. 200 points • Classwork (includes participation, organization, and group work): everyday <ul style="list-style-type: none"> – c. 200 points • Project (long-term, 3-4 week speaking, reading, writing, and listening activity): 1 per term <ul style="list-style-type: none"> – c. 200 points • Grading will be based on total points earned.
Resources:	<p>Cambridge Latin Course, Units 1 & 2 Carmenta vocabulary posters Cambridge School Classics Project (online exercises and resources) eChalk Mythology websites Kahoot! Language lab programs Resources generated by the instructor</p>
Extra Help:	<p>Wednesdays, after school @ JJMS</p>
Teacher Contact Information:	<p>mknittel@klschools.org</p>

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JJMS Goal:	To be a school that continually fosters learning, caring and leading.
Subject:	6 th Grade Unified Arts - Art, Home and Careers, Technology
Teachers' Names:	Jean Capuano, Laura Woelfel, Carolyn Kelly, Holly Kellogg & Melissa Brady
Curriculum:	<p>Art - Students in this course will be exposed to work in observational drawing and color theory with work using graphite, markers, and watercolor.</p> <ul style="list-style-type: none"> • Illustration – Focusing on character education, students will choose a word they will illustrate using letters drawn as imagery rather than written as text. • Graphite Shaded Drawing – Students will construct their own still life. They will learn how to create a strong composition, and how to use the different drawing pencils to make their objects look 3-dimensional. • Watercolor Sea Creature Painting – Students will research underwater sea creatures to create a watercolor painting. Color theory will be introduced to make realistic colors <p>Technology - Students in technology education will participate in a variety of hands-on and computer based projects designed to help them gain experience in engineering design and problem solving skills.</p> <ul style="list-style-type: none"> • STEM Education (Science, Technology, Engineering and Math) • Internet Safety and Digital Citizenship • Circuitry and Electronics • Egg Drop Vehicles – The Engineering Design Process • Computer Programming – Learning to Write Code • Excel Spreadsheets – Entering Formulas and Analyzing Data • Sustainability Education – Working towards a Greener World • Architectural Drawing and Construction with Balsa Wood

	<p>Home and Careers - The mission of the New York State Home & Career Skills curriculum is to prepare students for family and work life by providing opportunities to develop the knowledge, skills, attitudes and behaviors to be competent, confident and caring in managing their personal, family and career lives. Basic to our mission is the understanding that as technology advances and societies change, the basic needs of food, clothing, shelter and the desire for nurturing human relationships and satisfying work remain. The hands-on, real life nature of Home & Career Skills helps students develop skills in communication, leadership and management. This course affords students multiple opportunities to read, write and compute in the context of real world situations that are relevant to early adolescents. Content topics of study in 6th grade include Culinary Arts, Developing Healthy Habits and Character Education.</p>
Project Based Learning	Students will participate in an interdisciplinary unit on Character Education in all their Unified Arts classes.
Grading and Homework:	<p>There are no grades 1st trimester for Unified Arts classes due to the nature of our rotation schedule.</p> <p style="text-align: center;">Projects: 50%, Classwork 25%, Participation 25%</p> <p>Final Grade: Trimester 1 - 50% & Trimester 2 – 50%</p>
Extra Help:	Art - Wednesday Home and Careers - Wednesday Technology - Wednesday
Teacher Contact Information:	<p>Art: Jean Capuano: x-9249 jcapuano@klschools.org</p> <p> Holly Kellogg: x-2120 hkellogg@klschools.org</p> <p>Home & Careers: Laura Woelfel*: x-9645 lwoelfel@klschools.org</p> <p> Melissa Brady: x-9298 mbrady@klschools.org</p> <p>Technology: Carolyn Kelly: x-9403 ckelly@klschools.org</p> <p style="text-align: center;">* Team Leader</p>

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Subject: Discovering Music Grades 6, 7, and 8

Teachers' Names: Elissa Leventhal, Kristen Von Bargen

Curriculum: Students will develop musical skills in the following areas:

- Music Theory
- Music History
- Music Genres
- Piano Performance skills
- Garage Band
- Guitar (8th Grade)

Grading and Homework: Students will be graded on the following:

- 50% Classwork (daily assignments, including performance on piano)
- 25% Participation (includes behavior as well as treatment of equipment)
- 25% Assessments (includes tests, quizzes, and projects)

Final Grades will be determined as follows:

- 33.3% 1st Trimester, 33.3% 2nd Trimester, 33.3% 3rd Trimester

Resources: Please see the following to practice skills at home:

- Garage Band app
- Musictheory.net
- Teoria.com
- DSOkids.com

Extra Help: Ms. Leventhal- Tuesdays after school, Mrs. Von Bargen- either Tuesdays or Wednesday (will be posted)

Teacher Contact Information: Elissa Leventhal- eleventhal@klschools.org, 914-763-7500 ext. 2004

Kristen Von Bargen- kvonbargen@klschools.org, 914-763-7500 ext. 2006

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Subject: 6th Grade Chorus, 7th/8th Grade Chorus

Teacher’s Name: Kristen Von Bargaen

Curriculum: Students will learn to sing a variety of choral repertoire in a variety of styles while building on the following skills:

- **Music literacy**
- **Proper vocal technique**
- **Listening to, analyzing, and describing music**
- **Connecting music to other content areas**

Grading and Homework: Students will be graded for their participation in class as well as concerts, rehearsals and assessments.

- **50% Daily Participation**
- **15% Concert and Rehearsal Attendance/Participation**
- **35% Assessments**

Final Grades will be determined as follows:

- **33.3% 1st Trimester, 33.3% 2nd Trimester, 33.3% 3rd Trimester**

Resources: See eChalk for recordings of concert music and music theory practice websites as well as the Choral Handbook.

Extra Help: Tuesdays or Wednesdays after schools. The day will be posted at the beginning of each week.

Teacher Contact Information: Kristen Von Bargaen Kvonbargaen@klschools.org 914-763-7500 ext. 9485

John Jay Middle School
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Cross River, NY 10518
914-763-7500

“Learn. Care. Lead.”

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Ms. Monica Bermis, Assistant Principal

Ms. Shantel Brooks, Assistant Principal

2018-19 Open House

JJMS Goal: To be a school that continually fosters learning, caring and leading

Subject: 6th and 7/8th Grade BAND

Teachers’ Names: Jennifer Fraczek

Curriculum: Throughout Band in Middle School, students will experience quality music literature through study and performance. Students will develop skills and knowledge in the following areas of music education:

- **Music literacy and music theory**
- **Listening to and analyzing music**
- **Technique on their instrument**
- **Ensemble performance**
- **Music history and how music relates to culture and the other arts.**

Grading and Homework: A student’s grade in Band is comprised of several components:

- **Proper playing technique on the instrument, rehearsal etiquette, performance etiquette at concerts = 45%**
- **Proficiency of band music, assigned scales, rudiments and exercises = 30%**
- **Completion of assigned lessons = 15%**
- **Concert attendance = 10%**
- **At home practice = 5% (extra credit)**
- **Final Grade = Tri. 1 = 33%, Tri. 2 = 33%, Tri. 3 = 33%**

Resources: Here are some great websites to visit should your student need help while practicing at home:

- Flutetunes.com
- Theclarinets.net
- Theoboesite.com
- Bestsaxophonewebsiteever.com
- Bachbrass.com
- Vicfirth.com (percussion)
- WCSMA.org (Westchester County School Music Association)
- NYSSMA.org (New York State School Music Association)
- Jwpepper.com (locate and listen to some of our band repertoire)

Extra Help: Extra help will be held every Tuesday, after school.

Teacher Contact Information: jfraczek@klschools.org Voice Mail #9339

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Subject: Orchestra

Teacher’s Name: Elissa Leventhal

Curriculum:

- **Students will mostly be playing music from the standard classical repertoire, with a few other genres mixed in.**
- **Students will be expected to participate in a rotating schedule of small group pull-out lessons on their instrument. (For more information, see orchestra handbook.)**

Grading and Homework:

- **45% Participation (preparation with music supplies and rehearsal etiquette)**
- **30% Playing Tests (preparation of music, scales, rudiments, rhythms, as well as all written exams)**
- **10% Concert attendance**
- **15% Lesson attendance (students are required to attend 8 out of the 11 scheduled lessons, for full credit)**
- **Extra Credit: Practice Records (grading will be based on returned practice sheets)**

Resources:

- **Westchester County School Music Association website: <http://wcsma.org/>**
- **CONCERT DATES (attendance is mandatory): Wednesday, December 12, 2018 at 7:00 PM and Wednesday, May 29, 2019 at 7:00 PM**

Extra Help: Tuesdays after school

Teacher Contact Information: eleventhal@klschools.org

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Subject: Physical Education

Teachers’ Names: Jen Luft, Joe Mammoser, Matt Gallagher, Nick Savastano, Artie Blank

Curriculum:

Major Topics:

- **Project Based Learning - Sport Education Model**
- **Fitness Based Curriculum - Dynamic warm-up, agility training, upper body and core training**

Units:

- **Goal Sports- Traditional and Nontraditional**
- **Target Sports- Striking/Fielding Sports**
- **Cooperative Learning/Team Building Activities**
- **Personal Performance**
- **Physical Fitness Education**

• **Please note: Due to scheduling, program progression, and weather conditions, all students may not complete each activity.**

Grading and Homework: Course Requirements and Grading Procedures:

- Punctual/Prepared 10%
- Warm-up Activities 10%
- Effort and Participation 50%
- Sportsmanship/Team Duties 30%

Exclusions:

*Family Note required for full exclusion up to one week

*Medical Note with specific modifications required for exclusion longer than one week

Attire for 7th/8th grade physical education class must adhere to the dress code. All students are required to dress appropriately for class.

- Shorts
- T-shirt
- Socks and sneakers
- Sweatshirt/pants for cooler months

6th graders must have sneakers only

Extra Help: Teachers are available after school Tuesdays, Wednesdays and Thursdays 2:10-2:50

Teacher Contact Information: jluft@klschools.org, jmammoser@klschools.org,
mgallagher@klschools.org, nsavastano@klschools.org, ablank@klschools.org

PE Office 1: 763-7561

PE Office 2: 763-7562

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Subject: **HEALTH**

Teachers' Names: **Elizabeth (Liz) Ferrara**

Curriculum: Middle School Health is currently divided within a student's 6th, 7th and 8th grade years. Within these sessions, students will engage in various activities and assignments that focus on both "Skills and Functional Knowledge" outlined in the NYS Health Guidance Document. Below are skill and content examples:

* SKILLS (Self-management, Relationship management, Stress management, Communication, Planning and goal-setting, Decision-making, Advocacy)

* FUNCTIONAL KNOWLEDGE (Physical activity & Nutrition, HIV/AIDS, Family life/ Human growth & development/sexuality, Alcohol, Tobacco and Other Drug resistance, Unintended injury, Violence prevention, and other required health areas.

Grading and Homework: Grades will be based on point system in which a student's grade will be their points earned divided into total possible points that is then converted into a letter grade. Points are earned through class participation and assignments created during class. There will be extra credit opportunities for all interested students. Grades will be received at the end of the trimester they have health class.

Resources: During the time of health class, students should check E-chalk for any announcements and/or missed assignments. They can disregard information when they are in their Unified Arts (UA) class. With the availability of technology within our classroom, students will be developing a variety of multi-media and/or advocacy assignments. Specific details about these assignments will be provided as we move throughout the year together. NYS Health Guidance Document information (For Parents)

<http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf>

Extra Help: Thursday

Teacher Contact Information: Elizabeth Ferrara (Liz)

eferrara@klschools.org Voicemail x 9327

6TH GRADE HEALTH CURRICULM MAP (+/- 29 days)

	Skill/Topic	Specifics
A	Emergency drill/course details	SKILL FOCUS: Decision-making and HELP Strategy, study strategy called Mind-mapping, FUNCTIONAL KNOWLEDGE: Puberty, General Body Systems and Wellness (physical, mental, emotional, social)
B	Getting to know each other (especially first group)	ice breakers
C	Mind-mapping "What Does Healthy Mean?"	Healthy=Wellness: Things people do/don't do, have/don't have...BEHAVIORS that are good for you...
D	Group research on Body Systems & iPad presentations	iPad research and keynote presentation on basic understanding of each body system and how the systems are interdependent. Mind-map questions direct research into ways to keep system healthy and behavior that have a negative effect on system.
E	iPad presentations to group using keynote	Using technology to create presentation, advocacy... teach group what you learned about your system. Oral presentation.
F	Hygiene	Prezi about basic hygiene concepts (hand washing, dental care, food prep, puberty, body odor, acne
E	Puberty	Very basic focus on the emotional journey
G	Sleep	Short informational video clip for importance of sleep, strategies on how to wake up feeling good.
H	Stress	What is stress, how does the body respond to stress and Kelly McGonigal's TED Talk "How to make stress your friend."
I	Decision-Making	Decision-Making Steps & HELP strategy, decision-making styles, Poker Chip activity, use student -made scenarios for group to work on decision-making worksheet, then same process with individual scenarios and presentation of each scenario
J	Current Health Article and/or research	News articles and/or KidsHealth.org website for student choice
K	Red Ribbon week	Article about how red ribbon week started and "bricks" for PAC at lunch time
L	Guest Speaker: Frank Secret	"Decision-Making" plus Q&A
M	Vaping	More depth about the dangers of vaping flavoring, tobacco, alcohol and marijuana.