Tonight's Program

7:00 p.m.
All Families - Theatre

7:15 p.m. – 8:15 p.m.
5th Grade Families – Dining Room
6 - 7th Grade Families – Theater
Welcome & Introductions

- Jeffrey Swiatowicz - Principal
- Monica Bermis - Assistant Principal
- Shantel Brooks - Assistant Principal
- Christian McCarthy - Director of Athletics
- Marcia Daley-Savo – Social Studies Instructional Leader
- Steven DelMoro – Health Teacher
- Jen Fraczek – Music Instructional Leader
- Mark Grossman – English Instructional Leader
- Anna Loeb – Science Instructional Leader
- Jennifer Makover – 6th Grade Counselor
- Tina Russo – Technology Instructional Leader
- Jesse Weiss – Mathematics Instructional Leader
JJMS Commitment – 2019-2020

Take the time to get to know our students well and then use that knowledge to increase student engagement.
Student Commitment

• Give us your Best
• Ask Questions and Be Involved
• Make Connections
• Explore
Homebase

Social-Emotional Learning Experiences

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making
Security at JJMS

• All students and visitors must enter through the main entrance past our security greeter
• ID is required for entry into Building
• Badge must be worn at all times while in the building
Movement Break

7:15 p.m. – 8:15 p.m.
5th Grade Families – Dining Room
6 - 7th Grade Families – Theater
2019-20 Scheduling Timeline

• **Mid- January** – 6th and 7th Grade Counselors visit classes to discuss course selections and explain accelerated vs. non-accelerated math and/or science courses.

• **February 7** – Second trimester interim report – students will receive an indication of their initial class placements.

• **March 20** – Second Trimester Report Card grades will be posted on the Parent Portal. Accelerated recommendations for math and/or science will be sent as comments on the report card.
  • Verifications (course requests) for students will be sent via Campus Backpack. You must acknowledge or send an email to your child’s counselor.

• **April 2** – Deadline for parents who wish to waive their child into an accelerated course who were not recommended by a teacher
Mathematics
Instructional 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 7th & 8th Grades
• Same curriculum as in standard mathematics at a faster, challenging pace.
  • Higher level of abstraction.
  • Higher level of rigor.

(Accelerated Math 7 – NYSCC Math 7 + Part of NYS CC Math 8)
(Accelerated Math 8 – Complete NYSCC Math 8 + NYSCC Algebra 1)
• Three courses in Two Years
Math Acceleration Recommendation Criteria

Entering 7A

- Grade 5 NYS Assessment Score
- 4 Common Assessments (Topics 1-4)
- 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
JJMS English Language Arts: Best Practice Focus for 2019-2020

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

• Encouraging original literary analysis that reflects strong close-reading skills, convincing use of compelling text support, and effective communication techniques.
<table>
<thead>
<tr>
<th>Essential Questions in Grade 7:</th>
<th>Essential Questions in Grade 8:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What roles do stories play in our own lives?</td>
<td>How can adversity help to shape a person?</td>
</tr>
<tr>
<td>What can someone learn from regret?</td>
<td>Why is it important to study the lives of accomplished individuals?</td>
</tr>
<tr>
<td>How do we perceive one another, and how do our perceptions of one another influence our relationships?</td>
<td>What is the American Dream and is it attainable today?</td>
</tr>
<tr>
<td>Why is it hard to stay true to yourself?</td>
<td>How can we persuade others to support our point of view?</td>
</tr>
<tr>
<td>How do people’s choices impact their lives and the lives of others?</td>
<td>Is racism present in our culture today?</td>
</tr>
<tr>
<td>How are the lessons and themes from literary works relevant to our lives today?</td>
<td>Does prejudice manifest itself in unconscious responses?</td>
</tr>
<tr>
<td></td>
<td>How can we benefit from learning to see life through the eyes of others?</td>
</tr>
</tbody>
</table>
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

• Who created this?
• What is the author trying to accomplish?
• What messages are coming through the text?
• How does the author use language to shape my experience?
• What do these messages have to do with me?
• What questions do I have about the content?
• How am I responding emotionally?
• 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?
JJMS Library

• New titles on display
• Three classroom spaces for teachers to bring classes
• More technology - iPads
• Research, Innovation, and Technology
Science

Instructional Leader – Anna Loeb
Science in the Middle Active Learning Environment

• The district goal of an Active Learning Environment fits hand in hand with the NYSSLS.

• Lessons and units created to connect prior knowledge, other disciplines, and today’s world.

• Expectations: develop and test questions, use real data, and interact with other students.
Engaging, Active Learning Environment
Options for 8th Grade Science

- **Regents Earth Science**: Curriculum accelerated both by year and by pace.

- **Physical Science**: Foundational principles of chemistry and physics.
Regents Earth Science Recommendation Criteria for 2019-2020

- 92 or better test, quiz, and lab average at the end of the 2nd trimester interim.
- Teacher recommendation.
Benefits of Acceleration

- One possible pathway to four sciences and AP science in high school.
- However, students can accelerate into honors classes at other times and often still take AP classes without accelerating in 8th grade.
Social Studies

Instructional Leader – Marcia Daley-Savo
Curricular Focus in Social Studies 7 & 8

United States History
• 7th: From Native America to 1865
• 8th: From Reconstruction to Modern America
• Government, Economics, and Geography woven throughout
• Historical Thinking Skills developed through Inquiry
• Primary and secondary sources analyzed
• Evidence used to support claims
• Content area writing skills developed
JJMS Social Studies: Learning Commitment & Best Practices

- Adjusting instructional strategies to develop the skills of the NYS Framework and engage students in the work of historical thinking.
  - Gathering, Using, and Interpreting Evidence
  - Chronological Reasoning and Causation
  - Comparison and Contextualization
  - Geographic Reasoning
  - Economics and Economics Systems
  - Civic Participation
    - Engaging students in the work of historians
    - Encouraging critical thinking and independent learning through inquiry.
World Language Learning Commitment 2019-2020

Focus on listening and speaking skills through immersion in the language.
Spanish 7 & 8

• Develop skills in the target language
  - Practice listening and speaking skills daily
  - Read short novels to develop vocabulary
  - Write books to highlight learning experiences

• Learn the cultures of the Spanish-speaking world
  - Study holidays, taste foods, compare to culture in the US

• Enhance language and cultural acquisition through participation in the World Language Club
French students will enhance their language learning through immersion and cultural activities

Students will:
- Discover French cuisine through cheese tastings, crepe making, and pastry baking
- Visit a local French restaurant to order lunch in French and interview a chef
- See art works by Paris based artists at MoMA create art in the studio
- Celebrate French Holidays
- Enhance language and cultural acquisition through participation in the World Language Club
Latin 8

• Develop skills in the target language
  - Practice listening and speaking skills regularly
  - Read myths and stories based on history to develop vocabulary
  - Write stories to highlight learning experiences

• Explore the culture of the Greco-Roman world
  - Study holidays, wear togas, compare ancient societies to our own

• Enhance language and cultural acquisition through participation in the World Language Club
Language Lab
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.
7th & 8th Grade Music Options

- Remain in Band, Choir, Orchestra
- 7th Grade Discovering Music
- 8th Grade Discovering Music

We recommend that all Band, Choir and Orchestra students remain in the same ensemble when transitioning from 6th to 7th and 7th to 8th 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)
Home & Careers and Tech Ed

Instructional Leader – Tina Russo
Units of Study in Home & Careers 7

• Nutrition and Wellness
• Culinary Lab Experience
• Values, Identity and Goal Setting
• Design Thinking Process in Innovation Studio
Units of Study in Tech Ed 7 & 8

- Computer Programming
- STEM Unit
- Architecture Design
- Robotics
- Civil Engineering
- Aeronautics
Curricular Focus
Tech Education 7 & 8
Home & Careers 7

• Engage in hands-on projects that increase awareness of real-world problems

• Use of the Design Process

• Rubrics for all projects to set expectations

• Utilize journal and project reports for student reflection and redesign
Art

Instructional Leader – Kendra Collins
JJMS Art: Learning Commitment & Best Practices

- Studio Mindset
- Alignment of curriculum and assessment
- Reinforcement of skills learned in previous years through new projects
Project Focus in Art 7

Fantastic Birds

- Plaster sculpture
- Working with armature wire
- Color symbolism and painting techniques

Printmaking

- Subtractive technique
- Color Mixing
- Printmaking techniques
Project Focus in Art 8

Abstract Tubes Drawing
- Color mixing and shading
- Color theory and color systems

Collage Self-Portrait
- Collage techniques
- Color theory and color schemes
Health, Physical Education & Athletics

Director of Athletics – Christian McCarthy
Health Curriculum 7 & 8: Active, Engaged and Relevant

Health 7:
• Review decision-making & H.E.L.P. Strategy
• Alcohol Tobacco Other Drugs (ATOD) resistance
• Brain & Addiction
• Goal-setting and exploring timelines (Personal & Famous)
• Puberty in greater depth than 6th Grade

Health 8:
• More complex decision-making scenarios
• Puberty in greater depth
• Understanding HIV/AIDS
• Communication & Conflict; healthy & unhealthy relationships
• Guest speakers from PAC, SAGA, Hopes Door, Resource Officer
• **Discussions**: Mindfulness; Distress Tolerance; Emotional Regulation; Interpersonal 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.
Questions???

Please stay if you would like to hear about our Athletics program!
Intramurals

• Open to all students
• Tuesdays, Wednesdays, Thursdays
• Come one day or all days!
• Indoor Soccer, Basketball, Volleyball, Fitness Center
• Check the screens in Hallway or Dining Room
• 4:15 pm Bus
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

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>❑ Girl's Sports</td>
<td>❑ Girl's Sports</td>
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</tr>
<tr>
<td>▪ Cross Country</td>
<td>▪ Basketball (2 teams)</td>
<td>▪ Lacrosse</td>
</tr>
<tr>
<td>▪ Field Hockey</td>
<td>▪ Indoor Track</td>
<td>▪ Softball</td>
</tr>
<tr>
<td>▪ Soccer</td>
<td>▪ Basketball (2 Teams)</td>
<td>▪ Track &amp; Field</td>
</tr>
<tr>
<td>▪ Volleyball (2 teams)</td>
<td>▪ Indoor Track</td>
<td>▪ Baseball</td>
</tr>
<tr>
<td>❑ Boy's Sports</td>
<td>❑ Boy's Sports</td>
<td>❑ Boy's Sports</td>
</tr>
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</tr>
</tbody>
</table>
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.
Athletic Registration

• Athletic Department Link: http://www.klschools.org/groups/4486/athletics/home

• Modified Athletics Link: http://klschools.org/groups/4486/athletics/john_jay_middle_school

• Family ID Link: www.familyid.com

➢ In accordance with NYSPHSAA, the athletic registration link will open 30 days prior to the first day of tryouts.

➢ The Athletic Department will send out an informational email blast one day prior to the opening of the Family ID Athletic portal.
Questions???