

North Country Road Middle School

"PREPARING STUDENTS FOR THE CHALLENGES OF TOMORROW"

SIXTH GRADE ORIENTATION

**MARCH 18TH, 2025
7:00 P.M.**

ADMINISTRATION

**CHRISTINE MANGIAMELE, PRINCIPAL
DIANA TUFARO, ASSISTANT PRINCIPAL
DON DENNING, DEAN OF STUDENTS**

**191 North Country Road
Miller Place, New York 11764
(631) 474-2710**

North Country Road Middle School (NCRMS)

Grade 6 Curriculum

The NCRMS strives to offer all students the opportunity to develop to their fullest potential intellectually, socially, emotionally, and physically. A positive, orderly, productive, and motivating environment is provided in which pride, mutual respect, and cooperation exists among students, faculty, administrators, and community. This environment enables the students to meet the challenges of the future.

The educational landscape in New York State is changing based upon the transition to the Next Generation Learning standards. The revised New York State Standards aim to reimagine the educational framework for English language arts and mathematics, with the goal of better supporting educators in their instructional practice and to provide additional guidance on achieving a vision of 21st century literacy. The Standards were designed to apply to the teaching and learning of all students in our state's schools and are the result of collaborative and deliberate efforts between a diverse range of instructional experts, school leaders and parents. It is the intention of the Board of Regents that these standards serve the intended function in our schools: preparing our students to become lifelong learners and thinkers, as well as active participants in civil, community and professional endeavors. Every school's mission is to deliver instruction that meets the level of the benchmarks that have been established. Our district is committed to meeting the challenge of the Next Generation standards, and is working with existing curriculum coupled with new initiatives in order to prepare our students using an approach that addresses the changes as they unfold.. If you would like more information about Next Generation, you can also visit the New York State website www.nysed.gov, which includes a link to the standards for each discipline.

The following is an outline of the academic content your child will be taught in this grade. It is *not* a set of long-term goals, but rather, describes what is being covered in the classrooms of our district. As mentioned above, the curriculum is designed to meet the needs of Next Generation, and initiatives will be introduced as we move forward. The outline was written by representatives of the current staff, with input at each grade level, reviewed by the middle school principal and approved by the superintendent of schools.

Activities in reading and mathematics, as well as language arts, social studies, science, health, art and music are all woven together into the children's day. Programs in Speech/Language therapy and Special Education are provided for qualifying students. In addition, children participate in library activities, physical education, assemblies, and school wide functions. Our skillful, well-trained staff approaches these activities with enthusiasm and purpose.

Effective teaching requires an interdisciplinary approach. This means that success in all subject areas requires competence in many similar skills. New York State guidelines demonstrate shared skills in the major subject areas. Our programs are designed to help students develop the following shared skills: observing, listening, inquiring, interpreting data, comprehending, problem solving, logical reasoning, cooperative learning, critical thinking, decision making, writing and speaking. Students are teamed in Reading, Math, Social Studies and Science, along with Language Arts for the strongest possible way to deliver the subject material recognizing the needs of the students.

In summary, this is what middle school education is all about – learning is exciting when encouraged and guided by a vigorous, experienced staff and fostered in a caring, nurturing environment

Students will read, write, listen and speak for...

- information and understanding

Language Arts

- literary response and expression
- critical analysis and evaluation

Reading

Active Reading Strategies:

- Making Connections to Textual Evidence
- Asking Questions [before, during and after reading]
- Visualization
- Retelling/Summarizing
- Predicting
- Making Inferences
- Self Monitoring
- Synthesizing Information

Comprehension Skills:

- Cause/Effect
- Compare/Contrast
- Sequencing
- Main Idea
- Author's Purpose
- Characterization
- Story Elements
- Drawing Conclusion
- Fact/Opinion
- Understanding Figurative Language

Vocabulary/Word Study:

- Spelling Rules
- Context Clues
- Building Word Knowledge: origin, root word, prefix, suffix
- Synonyms/Antonyms/Homophones
- Analogies
- Multiple Meanings
- Expansion of Sight Vocabulary

Literature:

- Genre [historical fiction, realistic fiction, mystery, science fiction

biography, poetry, myth, fable, folk tale...]

- Novels, short stories, articles, reports, reviews, poems and other various types of text will be utilized in the classroom

Writing

Language/Mechanics:

- Writing Process- Prewrite, Draft, Revise, Edit, Publish
- Developing paragraphs
- Organizing material
- Sentence types and structure
- Capitalization/Punctuation
- Using Elevated Vocabulary
- Clarity of Expression
- Parts of Speech
- Literary Devices/Writer's Craft
- Poetic Devices
- Word Study: Spelling Rules, Prefixes, Suffixes...

Sample of Writing Pieces:

- Memoir
- Short Story
- Position Paper/Constructive Argument
- Essay
- Report
- Article
- Poem
- Various Responses to Literature
- Self Reflections

Speaking/Listening:

- Interpreting and following oral direction
- Clarity of Expression
- Oral Presentations
- Collaborative Opportunities

MATHEMATICS

Sixth grade math reviews and reinforces previously learned concepts. New material is introduced along with the expansion of these basic concepts.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Compute fluently with multi-digit numbers and find common factors and multiples
- Apply and extend previous understandings of numbers to the system of rational numbers

Operations with Whole Numbers

- Review addition, subtraction, and multiplication of whole numbers
- Addition and subtraction of positive and negative numbers with a number line

Operations with Fractions

- Reducing and changing fractions
- Equivalent fractions
- Addition and subtraction (including finding the least common denominator)
- Addition and subtraction of mixed numbers
- Multiplication (including the concept of cancellation)
- Division of fractions

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems

Statistics and Probability

- Develop understanding of statistical variability
- Summarize and describe distributions
 - Mean, Median, Mode

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume

Graphs

- Reading and interpreting graphs

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

SOCIAL STUDIES

- The course of study emphasizes the interdependence of all people. Instruction keys in on the past and present of Western and Eastern Europe and the Middle East. Lessons also compare and contrast data from other world regions, building on and reinforcing previous learnings.

Map Skills

- Identification of different types of maps using an atlas, globe, overhead, and text books
- Latitude and longitude
- Historical, physical, and political maps

History of Early Civilizations

- Reasons for development
- Locations and requirements needed for such development
- Growth and decline of nations, contributions

Life Styles of the Middle East and Europe

- Social
- Economic
- Compare and contrast with life styles in the United States
- Valuing cultural diversity and respecting differences

Current Events

- Interpreting political cartoons

SCIENCE

Physical Science

- Light
- Electrical energy
- Sound
- Rocketry

Research

- Locate specific information about countries through a variety of reference materials
- Interpret charts and graphs related to population, economics, etc.

HEALTH

- Abuses – alcohol, drugs, tobacco
- Behaviorism – self-awareness, peer pressure, social attitudes
- Self-esteem development
- AIDS

STUDY SKILLS

- Reading non-fiction text for information
- Using reference material
- Note taking
- Organizing and classifying information
- Using educational tools (ruler, protractor, calculator, computer, etc.)

North Country Road Middle School

Typical Middle School Scheduling Outline

Grade – 6

English 6 (2 period block)

Language Arts 6

Math 6

Science 6

Social Studies 6

Health 6 / Art 6

Lunch

Band/Chorus/Orchestra/General Music (A day) / Physical Education (B day)

Special Education Services (i.e. Resource Room, Speech)

Grade – 7

English 7

Math 7 / Math 7H

Social Studies 7

Science 7

World Language – Spanish / Italian

Physical Education and Band/Chorus/Orchestra/General Music

Family and Consumer Science and Technology

Special Education Services (i.e. Resource Room, Speech)

Health – Art – Project Based Learning – Applications in Technology

Lunch

Grade – 8

English 8

Math 8 (with Math Lab for all students)/Algebra I

Social Studies 8

Science 8/Earth Science

Health – Computer Literacy – Family and Consumer Science

World Language – Spanish / Italian

Physical Education and Band/Chorus/Orchestra/Study Hall

Technology 8

Special Education Services (i.e. Resource Room, Speech)

Lunch

NORTH COUNTRY ROAD MIDDLE SCHOOL
“Preparing Students for the Challenges of Tomorrow”

How to Calculate Your Grade Point Average – 6th Grade

- Count courses that meet everyday as one.
- Count courses that meet every other day as one-half.
- Divide the total number of points by the total frequency and you will have your grade point average.

Example

6th grade student:

Course	Frequency	Score	Points
English 6 (P1&2)	1	90	90
Math 6	1	85	85
Science 6	1	97	97
Social Studies 6	1	94	94
Phys Ed 6	0.5	100	50
Art 6	0.5	92	46
Language Arts 6	1	87	87
Music 6	0.5	90	45
Health 6	0.5	90	45
Total	7.0		639 / 7.0 = 91.286(GPA)

North Country Road Middle School

Programs and Procedures

Student Questions or Concerns

Area of Concern

Class Work, Curriculum, Grading
Student –Teacher Relationship
Student Progress &
Extracurricular Activities

Person to Contact

Teacher
Teacher
School Counselor (A to K) M. Raptis
(L to Z) T. Melucci

School Policy
School Program
Student Behavior

Ms. C. Mangiamele, Principal
Ms. C. Mangiamele, Principal
Ms. D. Tufaro, Assistant Principal
Mr. D. Denning, Dean of Students
Guidance Counselor (A to K) M. Raptis
(L to Z) T. Melucci

School Bus Incidents

Ms. D. Tufaro, Assistant Principal
Mr. D. Denning, Dean of Students

School Accident / Illness
Absences or Tardiness

Mrs. E. Southworth, School Nurse
School Attendance Office, Mrs. Kelly Carter

Student Dress

Students are expected to dress in a manner that is appropriate for school as well as the activity in which they are participating. Clothing with negative or demeaning messages will not be permitted. Hats, visors or bandanas cannot be worn during the instructional day.

Student Drop-off

The north roadway to the NCRMS is closed to all traffic, except for buses during arrival and dismissal times. Students should be dropped off and picked up in the parking lot on the Sound Beach School Driveway.

Bus Service

Students should only ride their bus to and from school. In the event of an emergency, a parent as well as the school principal must sign a note allowing the student to ride another bus if there is enough room. There will be a late bus at 3:30 p.m. and 4:30 p.m. daily.

Student Bicycle Use

Students may not ride bicycles without wearing a safety helmet on school grounds during district-wide school hours. Bicycles should be parked and locked in the designated area. Bicycles should be walked on and off school grounds during arrival and dismissal.

Care of Textbooks and School Equipment

It is very important that care is taken to insure the condition of all textbooks and other school equipment. All textbooks should be properly covered throughout the school year. Students are held financially responsible for lost or damaged books, supplies, equipment, etc.

Library & Media Center

The school library and media center is open during the course of the school day, which includes each lunch period. Students who wish to use the library during their lunch period should obtain a pass in advance, as space is limited. The use of the Internet is for research purposes only and requires written parent consent. Misuse of the computer network may result in a suspension of privileges.

Recess Initiative

The North Country Road middle school continues to provide a Recess initiative that offers opportunities to explore the concept of **Mindfulness**, blending time dedicated to develop our student’s ability to be fully present and aware in the moment, and to become less overwhelmed by potential adversity during the academic day and beyond. During each lunch period, we have a number of options that are available after individuals have finished their lunch. Students can choose to go to the library where they can participate in traditional opportunities (For example, study or work on homework and/or projects). There are also computers for more unstructured time, and we also have Makerspaces available for groups to tackle tasks that require problem solving skills and engineering ideas. Students may opt for more physically “active” opportunities that exist when the weather is appropriate for fresh air. Outdoor activities are made available, supported by resources that allow students to play “pick up” style games or have a catch. Students may also choose to stay in the cafeteria during their down time to socialize and allow individuals to take a break from the rigors of their academic load.

Interscholastic Athletics

Interscholastic sports are an important piece of the middle school experience. Students are encouraged to participate in grades 7 & 8. Student eligibility for participation in interscholastic teams includes authorization by the school physician, written parent consent, and endorsement by the school principal based on established school rules.

Student spectators are welcome to attend athletic competitions but should leave school at their dismissal time and return for the start of the game. Students may not stay after school to wait for the start of games.

NCRMS Clubs & Activities

During the course of the school year, the middle school offers a variety of after school programs. Students may only stay after school for a supervised activity; all other students should leave the grounds at the regular dismissal time. Students should listen to the morning announcements on WNCR and look for postings in the hallways for startup dates of NCRMS clubs:

2025-2026 Clubs

Academic Center AM/PM
American Sign Language
Art Club
Badminton A.M.
Book Club
Chess Club
Culinary Club
Gaming Club
Lego League
Math Olympiad 6
Mathletes 7/8
Mock Trial Club
Jazz Ensemble
Jr. Panther Players

Media (WNCR)
National Junior Honor Society (Grade 8)
Open Courts AM
Science Club
Student Government
Vocal Jazz
Yearbook Club

Student Government

Students in grades six, seven, and eight; are encouraged to become involved in the student government at NCRMS. Members of the student government are responsible for organizing and running school dances, fundraisers, SPIRIT WEEK, and other activities during the school year.

School Dances

1. Only middle school students in the appropriate grade level for the given dance can attend NCRMS Dances. Student I.D. is required.
2. Students absent from school the day of a dance may not attend. In addition, those students who leave school early may not attend.
3. Students may use their hallway locker for coat storage. However, lockers may be visited only before and after the dance.
4. Students will remain in the school during the entire dance unless picked up by their parents.
5. Parents are expected to pick up students promptly at 10:00 p.m.
6. Students are expected to follow the school-wide discipline plan during the dance.
7. Any severe behaviors will result in a Step IV consequence. In addition, parents will be called to pick up the student.
8. Students are expected to clean up after themselves.
9. Students are expected to behave in an appropriate manner, which includes no running, rough housing, etc.
10. Students who have lost their dance privilege due to the school-wide discipline plan are not permitted on school grounds during the dance.

SCHOOL-WIDE ASSERTIVE DISCIPLINE POLICY

SCHOOL-WIDE RULES FOR BEHAVIOR:

1. Follow directions the **first** time they are given.
2. Keep hands, feet, and objects to yourself.
3. Use appropriate language at **all** times.

THE DIGNITY ACT

New York State's Dignity for All Students Act seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and /or at a school function.

The original legislation amended State Education Law by creating a new Article 2 – Dignity for All Students. The Dignity Act also amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, **different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.** The Dignity Act further amended Section 2801 of the Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct

Examples of Consequences that may be provided:

Lunch Detention:

A student may be assigned lunch detention by a teacher or an administrator for inappropriate behavior.

After-School Detention:

After-school detention may be assigned by an administrator if a student does not attend lunch detention, or if an administrator deems it an appropriate consequence according to the School-Wide Discipline Plan. It is important to note that every lunch detention earned in the classroom setting after seven is coupled with an after-school detention as well.

School-Wide Discipline Plan:

Warning: Incident recorded.

First Step: Incident recorded, one lunch detention, and phone call home-parent contact.

Second Step: Incident recorded, two lunch detentions, phone call home-parent contact.

Third Step: Incident recorded, one lunch detention, one after-school detention, loss of privilege to attend next dance, phone call home-parent contact.

Fourth Step: Incident recorded, one day in-school suspension, one lunch detention, one after-school detention, loss of privilege to attend next dance, and parent conference.

Fifth Step: Incident recorded, two days in-school suspension, two lunch detentions, two after-school detentions, loss of privilege to attend next dance, loss of trips and/or end-of-year eighth grade dance, and parent conference.

Exhaustion of School-Wide Discipline Plan:

Any additional infractions will result in appropriate disciplinary action as per the Miller Place School District *Code of Conduct* and the building administration.

1. A student will be placed on the appropriate step based on the severity of the infraction.
2. Out-of-school suspension may be utilized as an appropriate consequence.
3. Twenty infractions will result in an automatic Step Five and loss of school functions (e.g. sports, trips, dances).
- * *By having no further discipline events for a period of five weeks, students will be afforded one opportunity to retract a step.*

Positive Reinforcement: To encourage students to follow these school-wide rules, we will recognize appropriate behavior with praise, such as, “Good News” notes home, positive phone calls, “Character Coupons” and other rewards.

MILLER PLACE UNION FREE SCHOOL DISTRICT
Miller Place, New York 11764

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MIDDLE SCHOOL ADMINISTRATION

Christine Mangiamele, Principal
Diana Tufaro, Assistant Principal
Don Denning, Dean of Students