



SOUTH OCEAN MIDDLE SCHOOL

GRADE 6 PARENT ORIENTATION



SCHOOL CONTACTS



Administration

Principal

Dr. Piciullo

Assistant Principal

Ms. Erdmann

Support Personnel

Dean of Students

TBD

School Counselor

Ms. Ramos

School Counselor

Ms. Hughes

Social Worker

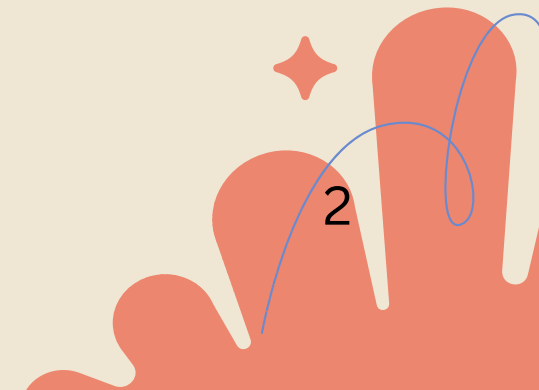
Ms. Pagan

Psychologist

Ms. Vivona

School Nurse

Ms. DuPlessis





The Patchogue-Medford School Community's

MISSION

IS TO *provide diverse*
pathways and
varied
enrichment
opportunities that will lead
to **meaningful**
learning experiences
for all students

PATCHOGUE MEDFORD SCHOOL DISTRICT

The Patchogue - Medford
School Community's

VISION

is to inspire
curiosity
and confidence; and through
CREATIVE LEARNING
opportunities,
we'll cultivate talents,
so our students and staff
can realize their

UNIQUE POTENTIAL.



PATCHOGUE - MEDFORD SCHOOL DISTRICT

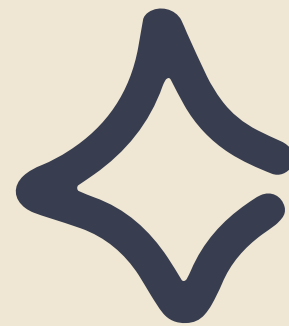


DOES MIDDLE SCHOOL MATTER?

1. “The level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school.”

DOES MIDDLE SCHOOL MATTER?

2. “It is during the Middle School years that social class and academic ability differences in children start to become more apparent, resulting in variations of educational and career goals.”



PREDICTORS OF HIGH SCHOOL PERFORMANCE

1. Eighth-grade core GPA is the strongest single predictor of on-track status and earning high grades in high school.
2. Low test scores in the middle grade foretell low test scores at the **end of high school.**
3. Middle School attendance was found to be the second most important predictor of 9th grade promotion and high school performance.
4. Combining GPA with attendance is an even better prediction of high school performance.



FAMILY INVOLVEMENT

Family involvement at the middle school level has been found to be an important factor in maximizing students' potential and achievement. However, how you engage also matters.

- **Somewhat effective:** Homework assistance and supervising or checking homework
- **More effective:** School based involvement - visiting the school, volunteering at school, and attending school events
- **Most effective:** Create an understanding about the purposes, goals, and meaning of school with your child. Communicate healthy expectations and provide strategies that students can effectively use in their decision making



THINGS TO TALK ABOUT

- Importance of middle school
- Being in school, on-time and reading to learn!
- Short-term and long-term goals
- Opportunities to enhance strengths and weaknesses
- Extracurricular and co-curricular activities
- Growth Mindset
- Expectations - Attitude and Effort



LOCKERS

- Located near sixth grade hallway
- Keep them clean and organized
- Keep them LOCKED!
- **Do not share locker combinations or lockers with anyone else.**



MODEL LOCKER



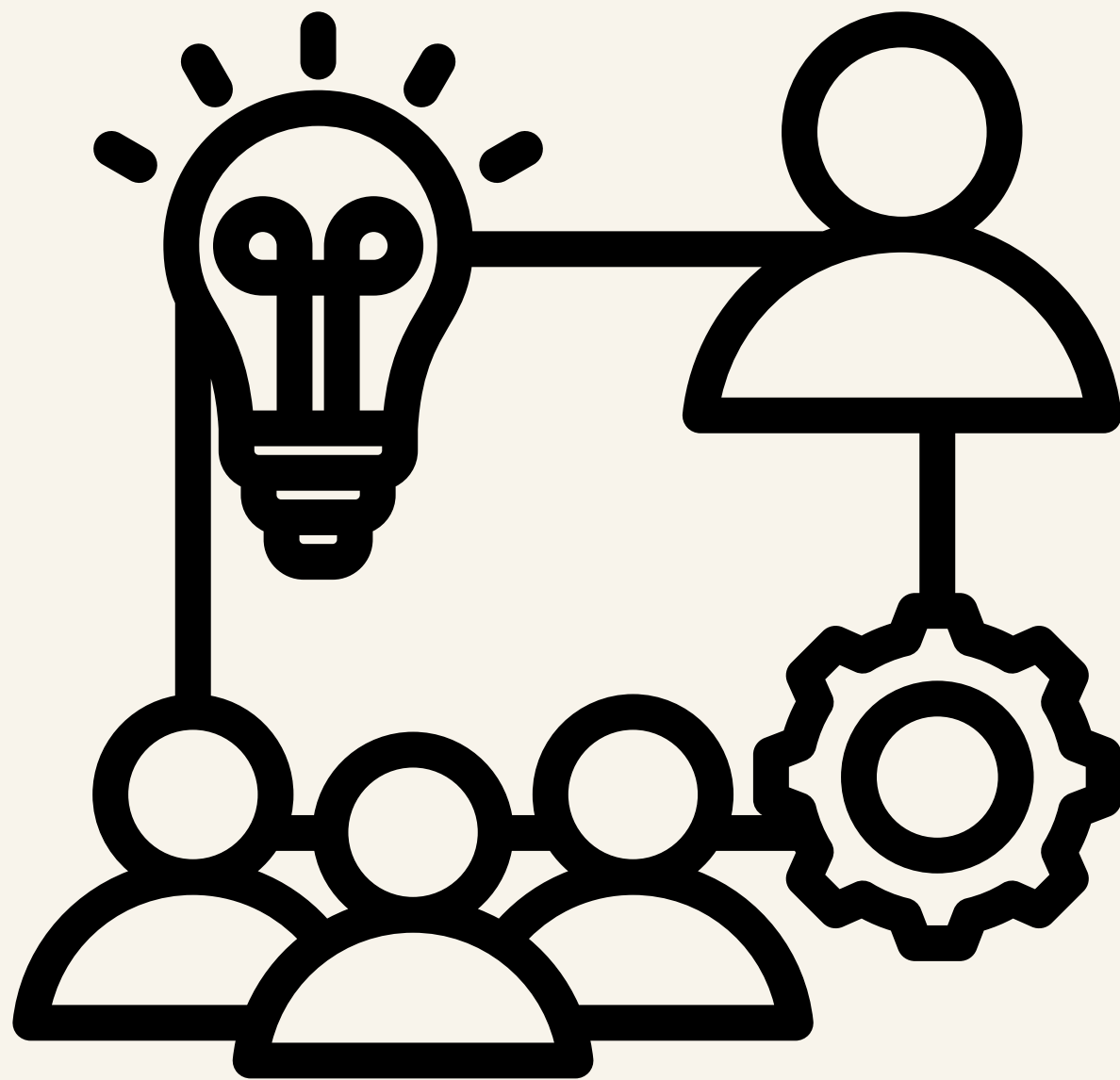
WHAT WILL YOUR CHILD'S LOCKER LOOK LIKE?

CLEAN



MESSY





TEAM TEACHING

- Your child may have one teacher for two or three subject areas
- Sixth grade core classes are all located in one hallway
- Two teams of teachers

Grade 6- 9-period

Period	Course
1	ELA- Writing/Grammar
2	ELA- Reading/Vocabulary
3	Math
4A	Math
4B	Elective- STEM, Independent Research or Personalized Learning (required)
5	Science
6	Social Studies
7A	Elective- Physical Edu. (required)
7B	Elective- Digital Literacy (required)
8A	Elective-Chorus, Band, or Orchestra (required)
8B	Elective Selection Option
9	Lunch

Elective Selection Options:

- Chorus
- Band
- Orchestra
- Art

Required Electives:

- Physical Education
- Digital Literacy (Business Course)
- (1) Music elective
- One of the following:
 - STEM
 - Personalized Learning (additional math or ELA supports)
 - Independent Research (students are selected by 5th-grade teachers for this program).
- If a student requires a support class, he/she may take the necessary support class in place of a mandatory course(not PE).

Grade 6- 9-period Dual Language (all middle schools)

Period	Course
1	ELA- Writing/Grammar
2	ELA- Reading/Vocabulary
3	Math
4A	Math
4B	Elective- Physical Edu. (required)
5	Science
6	Social Studies
7	Home Language Arts (required)
8A	Elective-Chorus, Band, Orchestra (required)
8B	Elective- Digital Literacy (required)
9	Lunch

Elective Selection Options:

- Chorus
- Band
- Orchestra

Required Electives:

- Physical Education
- Digital Literacy (Business Course)
- (1) Music elective
- Home Language Arts
- Transitioning & Above ELLs – (Strategic Writing in place of Digital Literacy)
- If a student requires a support class, he/she may take the necessary support class in place of a mandatory course(not PE).

SAMPLE SCHEDULE

Days	Period	Room	Course
A,B	1	303	SCI 6R
A,B	2	303	ELA 6R - Writing
A,B	3	303	ELA 6R - Reading
A,B	4	CAFE	LUNCH 6
A,B	5	305	SOC ST 6R
A,B	6	306	MATH 6R
A	7	306	MATH 6R
B	7	306	PLM/STEM/PLE/PLR/Ind Res
A	8	112	Orch/Band/Chorus
B	8	204	Digital Literacy
A	9	317	Art 6
B	9	GYM	PE 6

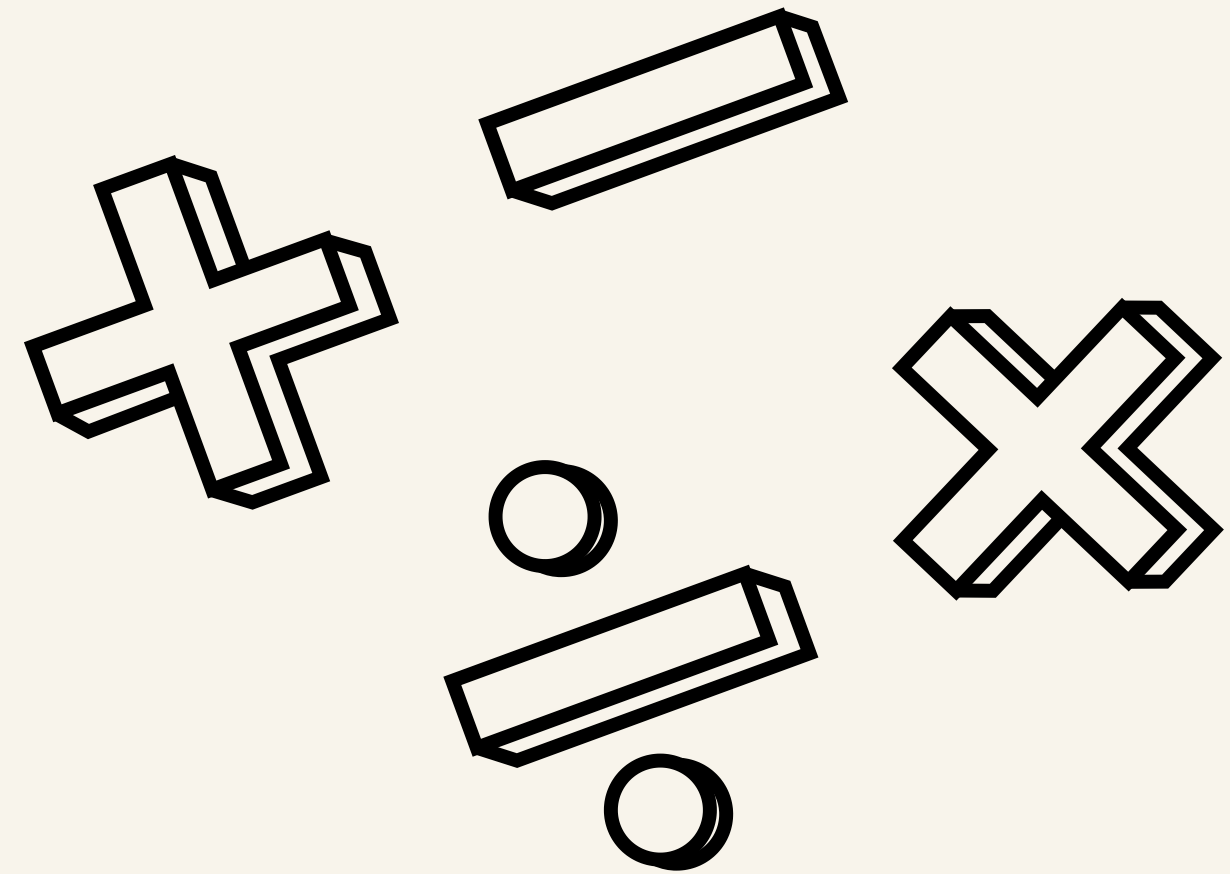
ENGLISH LANGUAGE ARTS

- Multi-genre literature units utilizing the Savvas curriculum.
- Reading strategies such as citing textual evidence, determining the meaning of words and phrases and annotating are developed.
- Writing strategies such as reinforcing the writing process, paragraph structure, grammar and conventions and essay composition are studied.

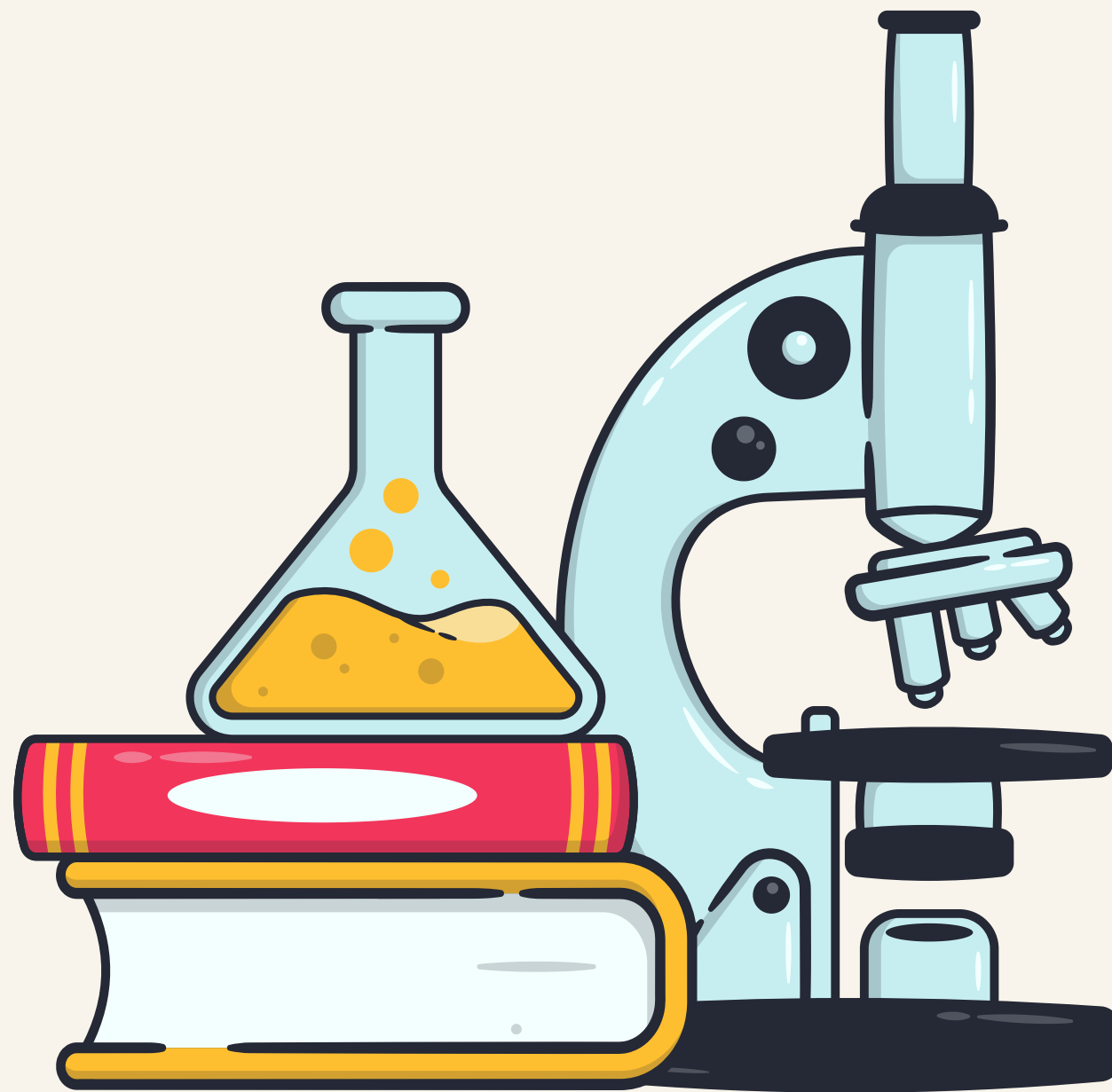


MATH 6

- Using concepts of ratio and rate to solve problems.
- Developing a complete understanding of division of fractions.
- Writing, interpreting, and using expressions and equations.
- Developing understanding of statistical thinking.



SCIENCE 6



- Specific topics include: matter, energy, simple machines, atmosphere, weather, cells, biomes and ecosystems.
- Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena.
- Opportunity to develop their skills of analysis, inquiry, and design through active laboratory work on a regular basis.

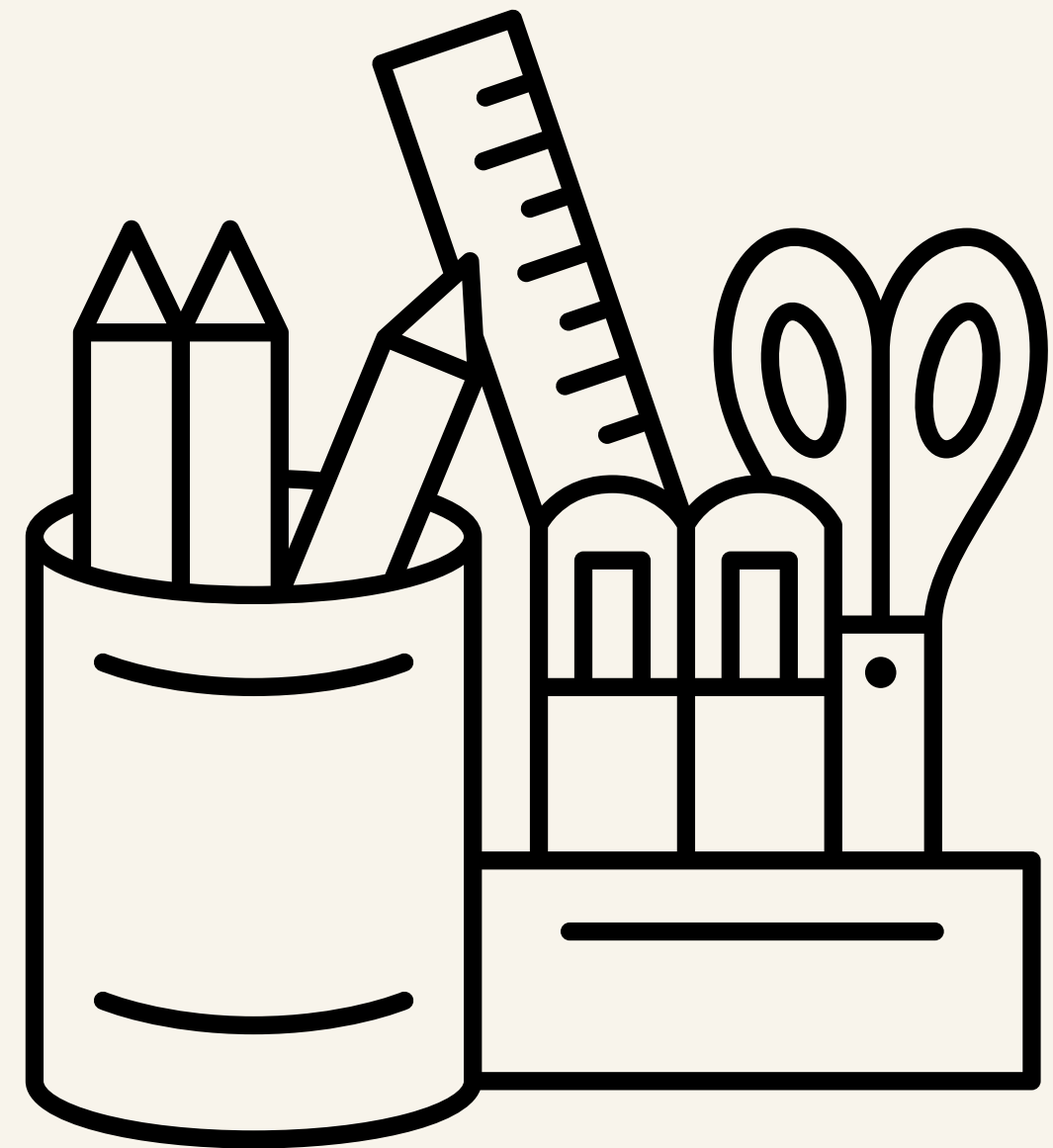
SOCIAL STUDIES 6



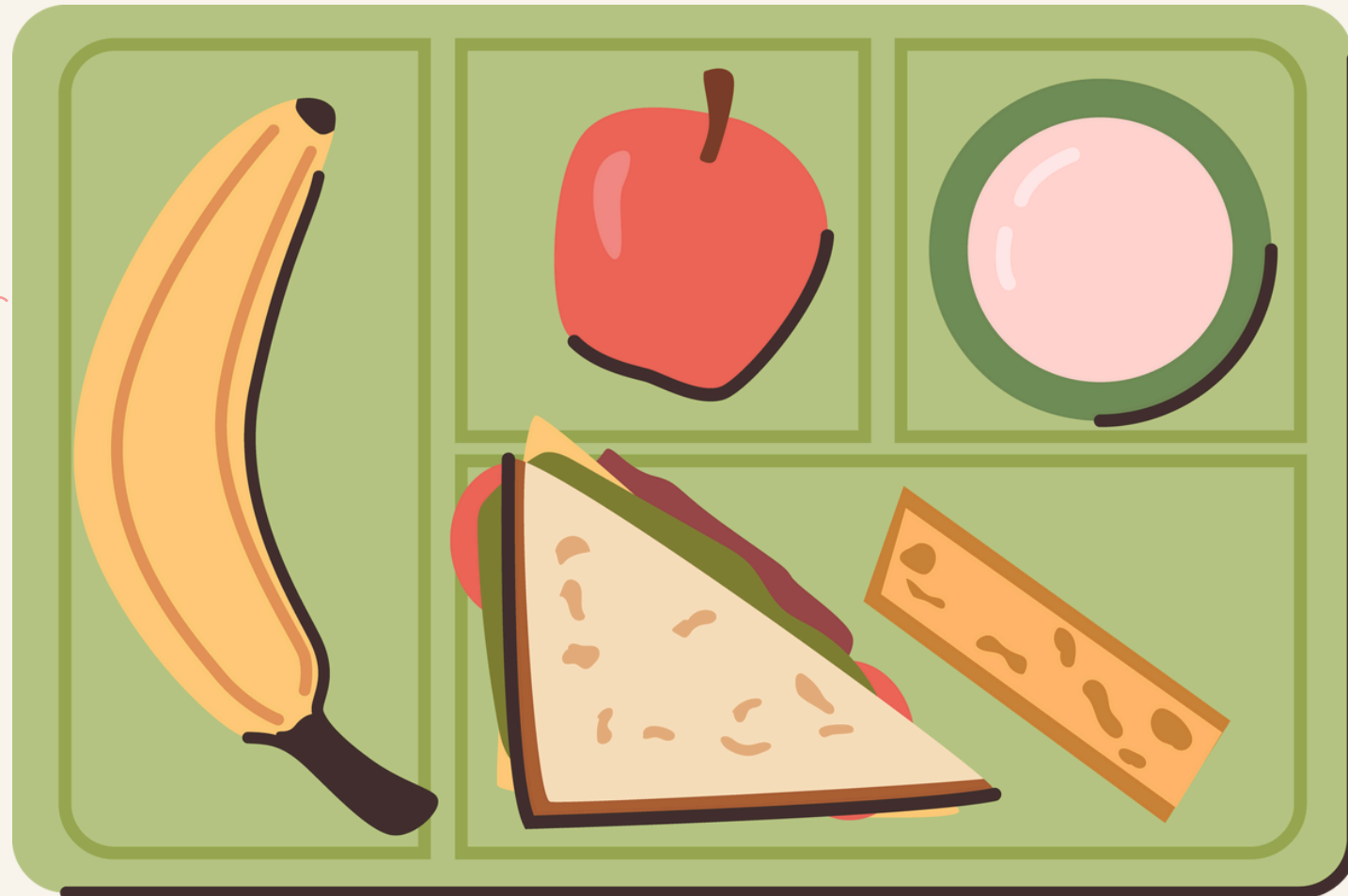
- Students study the art, culture, history, geography, government and economic development of early civilizations.
- The significance of the development of the river valley societies of Egypt, China and Mesopotamia are discussed. The Greeks and the Romans and their contribution to western civilization are documented.

GENERAL SUPPLIES FOR ALL CLASSES

- District laptop fully charged in case each day
- 3 – 2” binders, colors- red, white, black
- Periods 1,2,3- Red, 4,5,6- White, 7,8,9- Black
- Reinforced loose-leaf paper per subject
- 2 boxes of black/blue pens
- 2 boxes of pre-sharpened #2 pencils
- 1 hand held pencil sharpener
- 1 box of colored pencils
- 1 black thin-tipped dry erase marker
- Earbuds or headphones



BREAKFAST/LUNCH



- Breakfast is served before school.
- Some students may be eligible for free or reduced cost breakfast or lunch
- Sixth grade lunch is currently period 4(10:18-10:59 AM)
- Students have the opportunity to go outside for recess

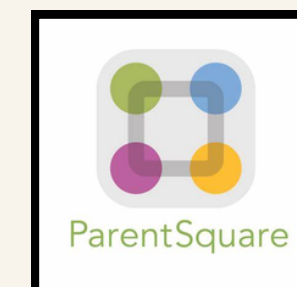
REPORT CARD SAMPLE

225 South Ocean Ave Patchogue, NY 11772 School Telephone No: (631) 687-6600 Timothy Piciullo, Principal										
Student Name: Address:		Surname:			Homeroom:			ID Number: Grade: 6 Counselor: Phone:		
Course	MP1	MP2	MP3	MP4	MT	FE	FNL CRS. GRD.	Abs./ Cum. Abs.	Tardy./ Cum. Tardy.	Staff
ELA 6R - DEMONSTRATES CONSISTENT EFFORT - COOPERATIVE, WELL MANNERED	94.00	95.00	98.00	--	--	--	--	2/6	0/0	
MATH 6R - DEMONSTRATES CONSISTENT EFFORT - HAS GOOD TEST GRADES - COOPERATIVE, WELL MANNERED	97.00	94.00	94.00	--	--	--	--	2/7	0/0	
SCI 6R - SHOWS EXCELLENT WORK HABITS - STUDENT IS A POSITIVE ROLE MODEL	97.00	100.00	100.00	--	--	--	--	3/10	0/0	
SOC ST 6R - DEMONSTRATES CONSISTENT EFFORT	99.00	99.00	99.00	--	--	--	--	3/8	0/0	
BAND 6 - IS ENTHUSIASTIC/EAGER TO LEARN - ERRATIC OR INCONSISTENT EFFORT - IS WORKING BELOW ABILITY LEVEL	90.00	85.00	88.00	--	--	--	--	2/4	0/0	
HOME & CAREERS 6	100.00	100.00	100.00	--	--	--	--	2/6	0/0	
PE 6 - COOPERATIVE, WELL MANNERED	90.00	90.00	90.00	--	--	--	--	1/4	0/0	
Avg MP/Avg Final: Unweighted Grade	95.29	94.71	95.57							
Daily Attendance	Absences: 1.00			Tardy: 0						
Cumulative Daily Attendance	Absences: 4.00			Tardy: 0						
Assessment/Regent Name	Date			Score						

PARENT PORTAL AND PARENTSQUARE

To view your child's grades and progress, sign up for Parent Portal.

To register:



[QR code LINK](#)

EXTRA HELP

7:35-8:00 AM Monday,
Wednesday, and Thursday

*Tuesday and Friday are
reserved for team meetings



Homework Club meets two days
per week after school in the
Library

LEAPS after school program
until 5 PM every day

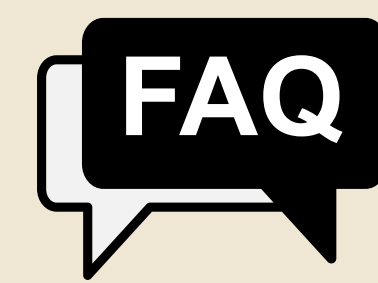
SAMPLE CLUBS AND INTRAMURALS

(Offerings change each year based on student and staff interest)

- **ART CLUB**
- **YEARBOOK CLUB**
- **MUSICAL**
- **HOMEWORK CLUB**
- **MATH TEAM**
- **PHOTOGRAPHY CLUB**
- **GAME CLUB**
- **INTERACT CLUB**
- **NEWSPAPER**
- **GIRLS INC.**
- **GENERAL ORGANIZATION**
- **MULTICULTURAL CLUB**
- **CROCHET CLUB**
- **JAZZ BAND**
- **SHOW CHOIR**
- **DISTRICTWIDE ORCHESTRA**
- **GIRLS BASKETBALL**
- **BOYS BASKETBALL**
- **SOFTBALL**
- **SOCCER**
- **BASEBALL**
- **VOLLEYBALL**

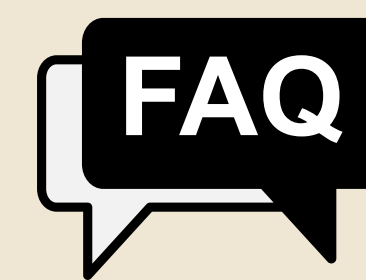
FREQUENTLY ASKED QUESTIONS





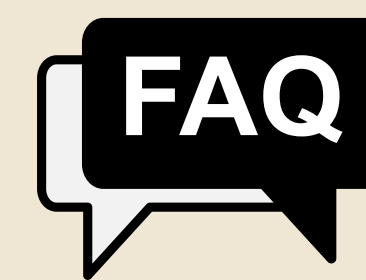
WHERE DO I DROP OFF OR PICK UP MY CHILD DURING SCHOOL HOURS?

- Parents dropping off or picking up students at school can drop off at the front of the building. The front drop off lane is for drop off only, please keep it clear for drop off and do not park in the drop off lane.
- Parents should report to the greeter desk in order to pick up students during the school day. Students must be signed out before leaving the building. Parents must have ID to sign out their child.



CAN MY CHILD CALL ME DURING THE DAY?

- Students may call their parents during the day on the phone in the main office.
- Cell phones should not be visible or heard in school.
- If a student is found with a cell phone it will be taken away and brought to the main office.
 - First time- Given back to the student at the end of the day.
 - Second time- Parent must pick it up.

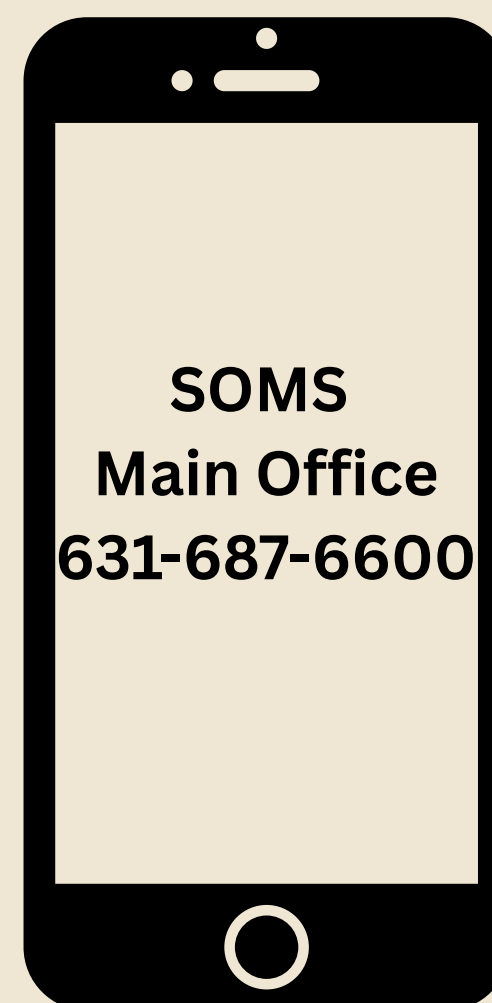


WHAT DO I DO IF I FEEL MY CHILD IS BEING BULLIED?

- Encourage your child to reach out to an adult in the building
- If the problem persists, reach out to Guidance or the Main Office
- Utilize the see something, say something, do something electronic reporting form on our website



HOW DO I CONTACT MY CHILD'S TEACHER?



FirstInitialLastName@pmschools.org



REFERENCES

1. ACT I. *The Forgotten Middle: Improving Readiness for High School. Issues in College Readiness*. ACT, Inc.; 2008.
2. Gaertner MN, McClarty KL, Mattern, KD. *Preparing Students for College and Careers: Theory, Measurement, and Educational Practice*. New York, NY: Routledge; 2017.
3. Allensworth EM, Gwynne JA, Moore P, de la Torre M, University of Chicago Consortium on Chicago School Research. *Middle Grade Indicators of Readiness in Chicago Public Schools: Looking Forward to High School and College. Research Report*. University of Chicago Consortium on Chicago School Research; 2014.
4. Becker J, Hall S, Sims A, Levinger B, Whittington A. *Student Success and College Readiness: Translating Predictive Analytics Into Action. Research Report*. Harvard University: SDP Fellowship Capstone Reports. 2014.
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6. Hill NE, Tyson DF. Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement. *Developmental Psychology*. 2009;45(3):740-763.
7. National Academies of Sciences, Engineering, and Medicine 2019. *The Promise of Adolescence: Realizing Opportunity for All Youth*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25388>.