

Commack Middle School

Curriculum Guide

A PARENT GUIDE TO THE SIXTH GRADE
MIDDLE SCHOOL CURRICULUM



Respect, Responsibility, Relationships

Commack Union Free School District



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Dear Parents,

Our mission at Commack Middle School is to give our students, our children, the access, opportunity and support needed so they may strive for academic excellence in an organization and environment that is developmentally responsive and, therefore, sensitive to the unique developmental challenges of early adolescence. We also look to ensure that our school is socially equitable, providing every student with high-quality programs, teachers, resources and supports.

We designed the following curriculum guide to provide you and your child with an overview of our program and the individual courses of study within that program.

I am hopeful this guide proves helpful and informative as you and your child seek to learn more about the courses we offer. If you have any questions about the contents of this publication, we encourage you to please contact your child's school counselor.

Sincerely,

Dr. Michael Larson

Middle School Principal



Middle School Administrators

Vanderbilt Parkway
Commack, NY 11725
631-858-3500

Dr. Michael Larson, Principal
Frank Agovino, Assistant Principal
Amy Martin, Assistant Principal

Middle School Counselors

Counseling Center
631-858-3535

Mrs. Kregler, Director of Counseling
Mr. Schwartz, Lead Counselor

Mrs. Marino
Mrs. Neibloom

Mrs. Denton
Ms. Nicols

Mr. DiLorenzo
Mrs. Pihlkar

Directors/Coordinators/Lead Teachers

Art

Mr. Stuckey, Director of Art & Music
Mrs. Young-Dorn, Lead Teacher

Computers

Ms. Dagastine, Lead Teacher

English

Mr. Sautner, Director of Humanities
Mrs. Sturchio, Lead Teacher

Family Consumer Science/Health

Mr. Stuckey, Director
Ms. O'Donnell, Lead Teacher

Mathematics

Ms. Fennessy, Director
Mr. Cuff, Lead Teacher

Music

Mr. Stuckey, Director of Art & Music
Mr. Abrescia, Lead Teacher

Reading

Ms. Vitola, Lead Teacher

Physical Education

Mr. Friel, Director of Health & Physical Education
Mr. Kullack, Lead Teacher

Science

Ms. Longo, Director
Ms. Ferreri, Lead Teacher

Social Studies

Mr. Sautner, Director of Humanities
Mr. Boundy, Lead Teacher

Special Education

Mrs. Savrena Riddle, Director
Dr. Seebeck, Coordinator
Ms. Walerstein, Lead Teacher

Technology

Mr. Murray, Lead Teacher

World Languages

Mrs. Olivares-Lazcano, Director
Ms. Rizzo, Lead Teacher

Commack Middle School provides an educational program that is designed to meet the developmental needs of early adolescents by offering a full range of intellectual, social, emotional, physical, and developmental programming.

Our Mission:

The Commack Middle School will provide a child-centered environment with a wide range of learning experiences that enables children to achieve developmentally-appropriate academic and personal growth, helps them meet educational objectives, and supports them in their development as independent, life-long learners and responsible, global-minded citizens.

Our middle school program is based on the following fundamental principles:

- A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents.
- An educational program that is comprehensive, challenging, purposeful, integrated, relevant, and standards-based.
- Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.
- Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and leadership.
- A network of academic and social emotional support available for all students.
- Professional learning and development for all staff that are ongoing, planned, purposeful, and collaboratively developed.

The Middle School is divided into teams amongst the grade levels. The teachers and counselors of each team meet together weekly to discuss academic and/or social issues as they relate to individual students and entire classes. All educators work collaboratively with mental health staff, administrators, and parents to ensure that the developmental, social, emotional and academic needs of individual students are met.



STUDENT SUPPORT SERVICES

Middle School Counselors

School counselors are professionally trained and New York State certified. Their role is to identify and address student needs that will ultimately formulate into academic and personal success. Their main goal is to advocate for their students to ensure they have a positive and successful middle school experience. Counselors work with students individually, in small groups, and within the classroom setting to support and assist them in their academic, social, emotional, and personal development. Counselors also are the liaison between students, parents, and administrators. Often times, the counselor will facilitate the needs of the student to identify and minimize barriers that stand in the way of student success. Our counselors are important sources of information for referrals and outside resources.

The counselors offer support in areas including:

- Decision making skills
- Peer relationships
- Communication and conflict resolution
- Fostering self-awareness, acceptance, and diversity
- Teaching time management and organizational skills
- Crisis intervention for students and parents
- Academic Planning
- Individual and Group Counseling

Middle School Psychologists

The psychologist's role in the middle school involves support to school staff, parents and students regarding any academic, emotional, social or behavioral needs that may arise. The psychologist evaluates students who are referred to the Committee on Special Education (CSE) to assist in determining if special education services are necessary. The psychologist also provides counseling and crisis intervention services. They are an active participant in the development of functional behavior assessments and behavior plans. The school psychologist consults with teachers, administration, parents, and outside providers as an integral component on ensuring the student's success. They provide teachers and parents with strategies regarding student academic and behavioral issues and work with families when referrals for outside counseling are needed. In addition, the psychologist is responsible for assessments (using a variety of techniques to evaluate cognitive skills and learning aptitudes, personality and emotional development, and eligibility for special services).

Middle School Social Workers

The Social Worker provides services to students, families, and school personnel to promote and support a student's academic and social/emotional success. The Social Worker is part of the comprehensive educational team of the school, working together with other disciplines to provide the best educational experience for all students. Social work services may include the following (direct and indirect service):

- Individual and Group counseling
- Intervention strategies to increase students' academic success and social/emotional well being
- Conflict resolution and anger management
- Access students with mental health concerns
- Intervention services for students with attendance and disciplinary issues
- Provide staff with essential information to better understand factors affecting a student's performance and behavior
- Crisis intervention for students and families
- Identify and report child abuse and neglect
- Access and develop school safety plans
- Initiate referrals for community resources
- Liaison between school and community agencies

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

For detailed information on the IB Middle Years program, please refer to the Commack Middle School page on the District website: <http://www.commack.k12.ny.us/MiddleYears.aspx>

IB MYP Learner Profile

Knowledgeable

Risk-Takers

Principled

Balanced

Communicators

Reflective

Caring

Thinkers

Open-Minded

Inquirers

The IB Middle Years Programme (MYP) provides a framework of academic challenge that allows students to connect what they learn in school to the outside world, thereby producing a culture of global-minded learners. The MYP is focused on encouraging students to become critical and reflective thinkers.

The Middle Years Programme is inclusive and focused on every child. The MYP is designed to help each student find a sense of belonging in this ever-changing and increasingly interrelated world and to foster their positive attitude toward learning.

IB Mission Statement:

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.
- These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Wheel Classes

Wheel Classes consist of courses from the following departments:

Art

Family and Consumer Sciences

Health

Technology



Students will be enrolled in four classes throughout the year, taking one of each class every day and rotating each quarter. All students are placed in **Health** and **Family and Consumer Science and Art**. For Technology, students have the option to choose from *Design Technology* or *Innovation through Technology*. Course descriptions can be found in the corresponding department section.

Sample Schedule

Middle School students have a nine (9) period day. Here is a sample of a sixth grade schedule:

	Term MP1 (09/05/23- 11/09/23)	Term MP2 (11/10/23- 01/26/24)	Term MP3 (01/27/24- 04/05/24)	Term MP4 (04/06/24- 06/26/24)
1	B600-31 SOC ST 6 Blouin, Erika Rm: E2-1 Team: 3	B600-31 SOC ST 6 Blouin, Erika Rm: E2-1 Team: 3	B600-31 SOC ST 6 Blouin, Erika Rm: E2-1 Team: 3	B600-31 SOC ST 6 Blouin, Erika Rm: E2-1 Team: 3
2	C610-31 PRE-ALGEBRA 6 Boyce, Susan Rm: E2-11 Team: 3	C610-31 PRE-ALGEBRA 6 Boyce, Susan Rm: E2-11 Team: 3	C610-31 PRE-ALGEBRA 6 Boyce, Susan Rm: E2-11 Team: 3	C610-31 PRE-ALGEBRA 6 Boyce, Susan Rm: E2-11 Team: 3
3	J600-1 (Day 1) GENERAL MUSIC 6 Carral, Anthony Rm: A-10 P610E-32 (Day 2) ELO 6/7 Herbold, Mary Ellen Rm: E2-19	J600-1 (Day 1) GENERAL MUSIC 6 Carral, Anthony Rm: A-10 P610E-32 (Day 2) ELO 6/7 Herbold, Mary Ellen Rm: E2-19	J600-1 (Day 1) GENERAL MUSIC 6 Carral, Anthony Rm: A-10 P610E-32 (Day 2) ELO 6/7 Herbold, Mary Ellen Rm: E2-19	J600-1 (Day 1) GENERAL MUSIC 6 Carral, Anthony Rm: A-10 P610E-32 (Day 2) ELO 6/7 Herbold, Mary Ellen Rm: E2-19
4	Y650-1 6th GRADE LUNCH GOLD Rm: CAFE	Y650-1 6th GRADE LUNCH GOLD Rm: CAFE	Y650-1 6th GRADE LUNCH GOLD Rm: CAFE	Y650-1 6th GRADE LUNCH GOLD Rm: CAFE
5	E600-7 (Day 1) SPANISH 6 Rizzo, Lauren Rm: C2-8 K600-6 (Day 2) PE 6 ALT DAYS Kullack, Michael Rm: Gym	E600-7 (Day 1) SPANISH 6 Rizzo, Lauren Rm: C2-8 K600-6 (Day 2) PE 6 ALT DAYS Kullack, Michael Rm: Gym	E600-7 (Day 1) SPANISH 6 Rizzo, Lauren Rm: C2-8 K600-6 (Day 2) PE 6 ALT DAYS Kullack, Michael Rm: Gym	E600-7 (Day 1) SPANISH 6 Rizzo, Lauren Rm: C2-8 K600-6 (Day 2) PE 6 ALT DAYS Kullack, Michael Rm: Gym
6	A600-32 E/LA 6 Vaughn, Melissa Rm: E2-17 Team: 3	A600-32 E/LA 6 Vaughn, Melissa Rm: E2-17 Team: 3	A600-32 E/LA 6 Vaughn, Melissa Rm: E2-17 Team: 3	A600-32 E/LA 6 Vaughn, Melissa Rm: E2-17 Team: 3
7	A600L-32 E/LA 6 LAB Vaughn, Melissa Rm: E2-17 Team: 3	A600L-32 E/LA 6 LAB Vaughn, Melissa Rm: E2-17 Team: 3	A600L-32 E/LA 6 LAB Vaughn, Melissa Rm: E2-17 Team: 3	A600L-32 E/LA 6 LAB Vaughn, Melissa Rm: E2-17 Team: 3
8	G600-16 FAMILY/CONSUMER SCI 6 Pujals, Susan Rm: A-21	H600-16 HEALTH 6 Cohen, Rachael Rm: C-3	I600-4 TECH - DESIGN TECHNOLOGY 6 Murray, John Rm: A-6	F600-16 ART 6 Costa, Nancy Rm: A-1
9	D600-35 SCI 6 Jensen, Eric Rm: E2-3 Team: 3	D600-35 SCI 6 Jensen, Eric Rm: E2-3 Team: 3	D600-35 SCI 6 Jensen, Eric Rm: E2-3 Team: 3	D600-35 SCI 6 Jensen, Eric Rm: E2-3 Team: 3

Sixth Grade Art

Sixth Grade Art in the Studio provides the reinforcement of foundation concepts and skills within a 10-week sequence. Whether you enjoy drawing, painting or working with 3-D materials, this class has it all. Explore art-making with your classmates as you experiment with a variety of materials. This class offers the opportunity to work independently and together with other students to uncover real world issues and beyond through the eyes of an artist.

The Sixth Grade Art in the Studio curriculum incorporates an introduction to the Elements of Art, Principles of Design, color theory, drawing skills, 3-D structure and written expression. Students will examine the key and related concepts of aesthetics, composition and personal and cultural expression. In accordance with the N.Y.S. Standards for the Arts and the I.B. Middle Years Program, we offer developmentally aligned 10-week courses for all grades 6-8 in art.



Sixth Grade English Language Arts

Students in English 6 continue to develop their foundation of language skills. They explore works including novels, short stories, drama, poetry and non-fiction. In their study of text, students work on reading strategies including: determining author's purpose and central idea, synthesizing theme and supporting details, sequencing, and applying context clues. These reading strategies work to enhance students' critical thinking skills.

During the course, writing instruction begins with the organization and structure of a paragraph; it builds to crafting a multi-paragraph composition. The development of writing skills includes using text to create claims that are supported by evidence and writing creatively to develop voice. Students continue to develop their understanding of the conventions of the English language: grammar, usage, punctuation, and spelling, and they increase their vocabulary within the context of the units of study.

Grade 6 Standards (Highlights of NYS Next Generation Standards)

- Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
- Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.
- In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Sixth Grade English As A New Language

The “English as a New Language” (ENL) program is designed to teach English to students whose native language is not English. Admittance into the ENL program is determined by an initial screening process as well as a score on the New York State Identification Test for English Language Learners (NYSITELL). Once in the program, the number of ENL classes is determined by the student’s proficiency level. The five levels of proficiency (from lowest to highest) are *Entering*, *Emerging*, *Transitioning*, *Expanding*, and *Commanding*. *Entering* and *Emerging* students receive two periods of study per day; *Transitioning* and *Expanding* students receive one period of study per day; and *Commanding* students receive a minimum of .5 periods of study per week for two years. The periods of study are a combination of stand-alone ENL instruction and integrated ENL instruction in the student’s English Language Arts class, dependent upon the student’s proficiency level. The NYSESLAT (New York State English as a Second Language Achievement Test) is a state assessment given to students each spring to assess their English reading, writing, speaking, and listening skills. Scores from the NYSESLAT are used to dictate the proficiency level and the number of required periods of ENL for the following school year. Also, students who pass all four modalities are deemed *Commanding* and are exited from the program, yet still receive two years of support services as well as testing accommodations. Students in the ENL program will work on developing English language skills. Ongoing conversations will take place between the ENL teachers and the content area teachers. If it is determined that a student’s language skills are impacting their grade, an “NRG” (Not Ready for Grading) will appear on the report card. When there is evidence that the language skills have improved, students may be transitioned to numerical grades.



Sixth Grade Family and Consumer Sciences: Building Skills That Last a Lifetime

The goal of the CMS Family and Consumer Sciences curriculum is to prepare every student for family and work life through hands on learning experiences that:

- Shape responsible citizens and leaders.
- Strengthen cooperative and communication skills.
- Foster critical and creative thinking skills.
- Promote optimal nutrition and wellness.
- Encourage students to act as responsible consumers and resource managers.
- Provide stepping stones for optimal life management and career success.

The Family and Consumer Sciences Department (FACS) fits into the “Design” component of the Middle Years Programme curriculum model. The IB Programme defines Design as “...the know-how and creative processes that may assist people in utilizing tools, resources and systems to solve problems that may improve the human condition...” Through the use of the Design Cycle, student curiosity, ingenuity, self-confidence and resourcefulness is nurtured. Students can fine-tune practical and critical thinking skills while creating food products, setting career goals, discovering financial solutions, and sewing pillow projects.

6th Grade FACS is a 10-week or one-quarter class that focuses on using communication, problem-solving and self-management skills. The course focuses on culinary arts, along with social skills, such as goal setting and the decision-making process. Students are encouraged to reflect on how people can work together to allocate resources and share knowledge to achieve goals. Most are inspired, using their newfound skills at home or when volunteering.

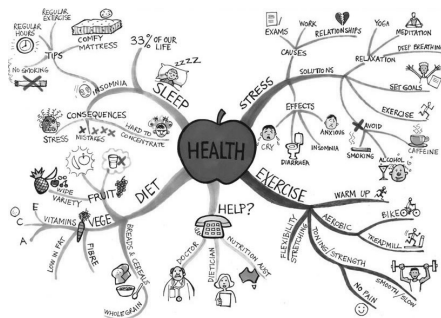


Sixth Grade Health

As part of the Middle Years Program the Health curriculum focuses on the understanding that healthy and mindful choices bring positive change. The sixth grade course introduces the skills necessary to improve communication, solve problems, recognize positive character traits and make good decisions.

Topics for the sixth grade health student:

- A Balanced Life
- Stress Management
- Resilience and Grit
- Communication Skills
- Problem Solving/Decision Making
- Physical Health-Nutrition/Substance abuse/Disease
- Growth and Development



Sixth Grade Physical Education

The Commack Middle School Physical education coed curriculum focuses on the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. The following New York State Physical Education Standards will be included in our lessons:

Personal Health and Fitness: Students will have the knowledge and skills necessary to establish and maintain fitness, participate in physical activity and maintain personal health.

Safe and Healthy Environment: Students will acquire skills necessary to create and maintain a safe and healthy environment.

Resource Management: Students will understand and be able to manage their personal and community resources.



Commack Middle School Library

The Library Media Center is the student oriented information hub of Commack Middle School. Our overarching mission is to ensure that students are empowered to become efficient, ethical researchers, enthusiastic readers, and critical thinkers.

The American Association of School Library Standards, which provide a framework for the CMS library program, are based on six components; inquire, include, collaborate, curate, explore and engage. The key competencies for each standard include thinking, creating, sharing and growing.

The CMS library provides students a wonderful opportunity to select a book from over 22,000 titles and to utilize one of our computers for research or other instructional activity. Each morning a sign is posted on the circulation desk indicating available lunch and ELO periods for the day. Students are encouraged to get their passes first thing in the morning since they run out quickly!

In addition to providing student services on an individual basis, the librarians also support the teaching staff by providing whole class instruction. Classes visit for a variety of reasons ranging from orientation, book talks and research to specialized lessons on skyping with an author, genre, poetry and pourquoi. English classes often provide book selection opportunities as well.

The Library hosts daily activities and frequent contests. The Library is noteworthy for pop-up maker spaces that are purposeful student driven.

Commack Middle School has six computer labs for student use. Students are encouraged to receive a pass in the morning to visit during their lunch period or ELO. Students have access to computers as well as printers.



Sixth Grade Mathematics

The emphasis of the sixth grade math program, as integrated with the IB Middle Years Program, is on the development of critical thinking and problem solving strategies. The curriculum builds upon the skills, concepts and strategies developed in grades K – 5. The Standards for Mathematical Practice are infused in the curriculum. These include:

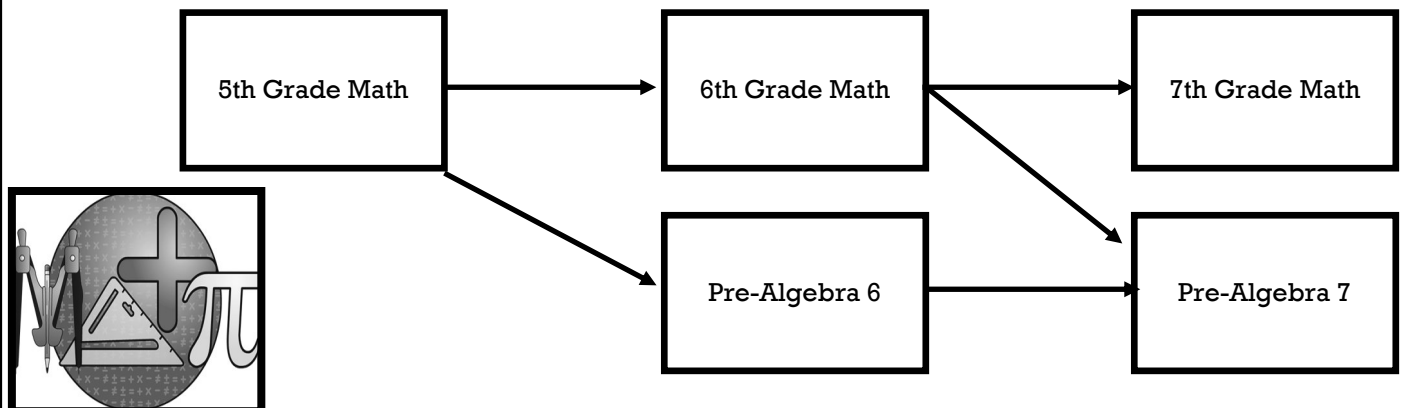
- Make sense of problems and persevere in solving them.
- Reason and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Math 6 students will focus on the study ratios and proportional relationships, expressions and equations. Upon completion of the course, all students should be able to:

- Understand ratio concepts, ratio and proportional reasoning to solve problems.
- Apply and extend previous understanding of multiplication and division to divide fractions by fractions and decimals by decimals.
- Apply and extend previous understanding of numbers to the system of rational numbers.
- 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.

Math 6 Pre-Algebra students will focus on the same topics above with greater rigor and depth and will also study additional Math 7 topics. These include:

- Apply and extend understandings of operations to integers.
- Reason about and solve multi-step equations and inequalities that include rational coefficients.
- Generate equivalent expressions that include binomials.



Sixth Grade Music

In sixth-grade music, students have the opportunity to participate in one of the courses below:

- Orchestra
- Band
- Chorus
- General Music

Additionally, orchestra/band students who wish to be in a second music class have the opportunity to join a Lunch Chorus which meets on alternate days during the lunch period. Students in Lunch Chorus go first to the music class for 20 minutes, then are escorted by the music teacher to the cafeteria where they eat their lunch in the remaining 20 minutes of the period.

In Orchestra, Band, and Chorus, students will:

- Further develop instrumental or vocal skills.
- Continue to develop a greater understanding of musical elements including:
 - Pitch
 - Rhythm
 - Melody
 - Harmony
 - Timbre
 - Form
 - Expression
 - Style
- Deepen their appreciation for music through a wide variety of performance opportunities.

Small Group Instructional Music Lessons: In addition to the alternating-day ensemble rehearsals, all students that perform in band, choral and orchestral ensembles are scheduled for small group instructional music lessons on a rotating class period basis throughout the school day, approximately once per week. These music lessons are an expectation of the music program throughout the district, and are an extension of classroom instruction, providing students the ability to work on individualized music, specific instrumental or vocal technique, and concepts with their music teacher.

In General Music, students will develop:

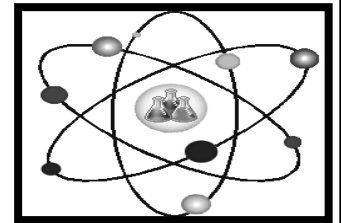
- A greater appreciation for all aspects of music through listening to a variety of musical styles.
- The ability to play an active role in "music making" when using electric piano, tone bells, percussion instruments, guitars, and ukuleles.
- An understanding of music elements.



Sixth Grade Science

All of the Commack Middle School science curricula are designed to cultivate inquiring minds about science and the natural world, encourage transferable thinking skills, and promote positive social relationships among all learners within the school community. Student-centered learning incorporates a hands-on approach where sixth graders engage in science and engineering practices to uncover science content through phenomena-based units of instruction.

In sixth grade, the content focus is on life science. Students begin the year with a study of plant and animal cells, both individually and as cell systems. Study progresses through increasing levels of complexity, culminating in studying the human body systems and their interactions. Further units of study are about the growth and development of organisms, ecosystem interrelationships, and genetics and evolution.



Sixth Grade Social Studies

The primary purpose of Social Studies is to introduce our young people to the Middle Years Program. Sixth grade Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. There is a strong literacy component to Grade 6 Social Studies that engages students in *utilizing historical thinking skills* such as: gathering and interpreting evidence, chronological reasoning, comparing and contextualizing regions and events, geographic reasoning, understanding economic systems, and analyzing different perspectives. For more detailed information about the Social Studies Standards, Themes, Conceptual Understandings, and Social Studies Practices, please refer to the: [New York State K-8 Social Studies Framework](#)

Topics at the sixth grade include:

- Present –Day Eastern Hemisphere Geography
- The First Humans Through the Neolithic Revolution
- Early River Valley Civilizations
- Comparative World Religions
- Comparative Classical Civilizations
- Feudal Western Europe, The Byzantine Empire, and the Islamic
- Caliphates
- Interactions Across the Eastern Hemisphere



Special Education Services



Special Education Services are a continuum of programs and services that are available to students with disabilities. Students with disabilities have been designated as such through a comprehensive referral process that includes cognitive, psychological, and academic testing. Determinations for special education services are made through the Committee on Special Education (CSE). The CSE may decide to recommend that a student participate in related services or special education programs, based on their specific strengths, needs, and goals.

Related Services

Many students with disabilities receive related services. These include, but are not limited to:

- Speech/Language services
- Counseling
- Occupational Therapy
- Physical Therapy
- Assistive Technology services
- Vision services
- Hearing services

These services are provided at school to assist the student in accessing the general education curriculum.

Resource Room

Resource Room provides specialized supplementary small group instruction. This supplementary instruction, delivered in a maximum of a 5:1 student to teacher ratio, is provided in addition to the general education or special education classroom instruction that the student receives. It is not provided in place of the student's regular instruction.

Integrated Co-Teaching

Integrated Co-Teaching services provide academic and specially designed instruction in the general education setting to an integrated group of students. These classes contain students with disabilities as well as general education students in an environment where collaborative teaching takes place between a general education teacher and a special education teacher.

Special Class

Special classes provide primary instruction that is specially designed to meet the similar needs of a group of students with disabilities in a smaller setting. These classes are taught by a special education teacher in conjunction with a teacher assistant.

Sixth Grade Technology

In sixth grade Technology, students will learn to:

- Understand the design process using the Middle Years Program (MYP) Design Cycle.
- Explore the technological systems approach to problem solving.
- Research the impact of using different materials while designing solutions.
- Use Solidworks, a computer aided program (CAD) program to design projects.
- Use Cura, a computer aided manufacturing (CAM) program, in conjunction with a 3D printer, to manufacture projects.
- Understand the manufacturing process through the use of various hand and power tools.
- Investigate modern design/manufacturing processes through computer simulation.
- Work cooperatively towards a common goal.

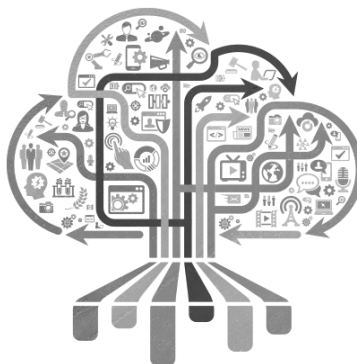
Students choose one of the two following classes for a 10-week sequence:

Design Technology

Come work with everything from rulers to basic hand and power tools while learning the fundamentals of design and manufacturing. You will work on projects ranging from designing a knock hockey board to collaboratively building and testing the strength of a small bridge using computer design and physical materials. One of our longest running CTE courses, Design Technology will offer you new challenges every day.

Innovation Through Technology

In this hands-on course where you will also have the opportunity to work in a virtual world, you will research, design, build prototypes and test ideas using a variety of formats and materials, including through computer simulations and the creation of products through the programming of 3-D printers.



SIXTH GRADE WORLD LANGUAGES



Commack Middle School's World Languages program is designed to promote success for all of our students, and to better prepare them for the changing demands of life in the 21st century, through the infusion of the philosophy of the International Baccalaureate's Middle Years Program. The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students develop the knowledge, attitudes and skills they need to participate actively in a changing and increasingly interrelated world.

Within each course of study, topical activities are aimed at supporting students' efforts to utilize a language other than English for communication. Through the presentation of varied topics, we nurture students' abilities to become independent learners who are proficient in a second language, and who possess an enhanced understanding of the perspectives of people from other cultures.

GRADE 6 - Language 6

One of the best parts of the CMS school day is learning a second language beginning in grade 6! Prior to entering the middle school, students in grade 5 select from the three languages we offer at the middle level: Italian, French and Spanish. Language study in grade 6 is scheduled every *other* day, and on a daily basis in all the years that follow.

Emphasis in our introductory Language 6 course is placed upon creating a positive learning environment in which students are confident to take risks to communicate about themselves and to interact with others. Student learning in the Language 6 course focuses on skills and concepts at the NYS Checkpoint A level and the Novice Low level on the National World Readiness Standards for Learning Languages scale.

Below are listed the units of study in grade 6 World Languages:

Personal Identification, which includes the following samples of student learning experiences:

- Practicing Greetings and Introductions,
- Using Appropriate Expressions of Courtesy,
- Identifying Others' Nationalities, Flags and Cultural Norms,
- Describing Oneself and Others,
- Understanding Oneself in the Wider Society,
- Discussing Special Occasions,
- Recognizing and Appreciating Cultural Differences.

Leisure, Climate, and Weather, which includes the following samples of student learning experiences:

- Comparing and contrasting weather and seasons around the world
- Describing leisure activities
- Discussing how leisure activities change based on climate and culture,
- Recognizing and Appreciating Cultural Differences.

Family, which includes the following samples of student learning experiences:

- Identifying and Describing Family Members, Their Roles, Relationships to and Responsibilities to one Another,
- Exploring the Diverse Concepts of Family, Here and Across the Globe,
- Comparing Family Traditions,
- Discussing Personal Preferences and the Preferences of Others.

Middle School Clubs

6th Grade Math Olympiad
24 Math Club
Art Club
Art & Literary Magazine
Beekeeping Club
Best of Buddies
Boys and Girls Leaders' Club
Cause Four Paws
Chamber Orchestra
Chess Club
Digital Media Club
Fashion, Sewing and Crafts Club
The Fitness Club
Flip-It!
Geography Club
The History and Research Club
International Cooking Club
Jazz Band
Kickline/Danceline
Lego Club
Lego Robotics Club
Math Counts
Mock Trial/Debate Team
Musical
Newspaper Club
National Junior Honor Society
Nature, Explorers, and Earth Protectors
Pay It Forward
Pride Club
Rocket Club
School Store
Science Olympiad
The Scrapsters Club
Select Band
Select Chorus
Stage Band
Student Government
Treble Singers
Tri-M Music Honor Society
Yearbook
Yoga



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