

# 6<sup>th</sup> to 7<sup>th</sup> Grade

## Transition Meeting



# Who's Who

Stuart Horlacher - Principal

Jennifer Goldenberg - Assistant Principal

Tom Caldara, Ann Marie Winslow, and Lisa Zimbaldi - Guidance

Tom Fischer - Psychologist

Allison Mastrogiacomo - Student Assistance

Michael Ramponi\* - Athletic Director

Curriculum Leaders:

Kathleen Daigneault\* - World Language

Linda Nappi - Math


Enjoli Joseph - Science

Andrew Nappi - Social Studies

Betsy Henley - ELA

Marisa Galloway - Special Education

# The Basics

- More challenging curriculum;
  - World languages begin: French, Italian, or Spanish;
  - Modified sports begin;
  - Expectations.
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# Modified Sports

Mike Ramponi - Athletic Director

[Athletics Website](#)




# World Language


Kathleen Daigneault – Curriculum Leader



# Changes from 6<sup>th</sup> to 7<sup>th</sup>

- Complete adjustment to middle school life;
  - Greater sense of independence;
  - Better able to organize time and schedules;
  - Increased ability to problem solve and think critically.
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# Student Expectations

- Daily homework completion;
  - Social leader and peer model;
  - Responsibility;
  - Organization.
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# Family Support

- **Stay in contact with the school.** Guidance counselors, teachers, and administrators are available to you through email and by phone;
- **Plan a set time for homework each night.** Don't accept, "I don't have any homework." Every core teacher assigns at least 20 minutes per night. Check on Google Classroom for assignments;
- **Technology...the good the bad, and the ugly.** Monitor this closely;
- **Monitor friendships:** Friendships change often. Make sure they are involved in things outside of school to broaden their social circle;
- **Don't rescue your child from natural consequences.** Set boundaries, rules, and have expectations for behavior. Kids learn from consequences and if we take away accountability, they will never learn responsibility.



# Emotional Characteristics

- **Changing Emotions:** Swift mood changes. Happy one minute, moody the next;
- **Personal Identity:** Looking to see where they fit in with peers. Unstable sense of self. Changes in their bodies and appearance;
- **Peer Relationships:** Friendships become very important. Strongly influenced by their peers' beliefs and behaviors;
- **Independence and Testing Boundaries:** Rebellious behavior the result of their need to develop autonomy and independence. Need for parents to establish boundaries and rules;
- **Self-Centered Attitudes:** Become more focused on their own needs without considering how those needs affect other people.

# Questions

