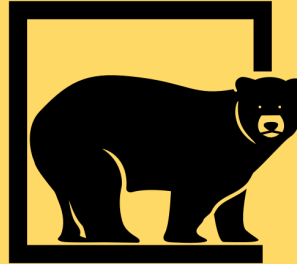


Welcome to Maranacook Community Middle School's

Virtual Fifth Grade Transition Fair



Dear Families:

Welcome to Maranacook Community Middle School. We are so excited to have your child joining us next school year! We hope you find this information packet, and the links included in it, helpful as your fifth grader transitions into middle school. The faculty at MCMS is proud of our school and our students. Over the past 20 years, we have developed a middle school program that is focused on providing young adolescents in the community an outstanding education.

We are fortunate to be part of a community that values an educational experience that is responsive to the unique learning needs of this age group. The mission and philosophy of our school keeps us focused on this goal. Our mission is to create a culture that is safe, respectful, inclusive, tolerant and supportive, so that we are all empowered to: self-advocate, live passionately and creatively, empathize with others, form positive relationships, be our best self and gain skills and knowledge needed to navigate an ever-changing world.

We are very honored to be recognized nationally as an exemplary middle school by the National Middle School Association, The New England League of Middle Schools. Some of the highlights of our school include:

- *An integrative curriculum that is based on what students want to know about themselves and the world.
- *A well-established advisor/advisee program that supports the social and emotional growth of the students.
- *A world language program that exposes all students to a language of their choice; French, German or Spanish.
- *A fully developed Unified Arts program that includes physical education, health, music, and art.
- *Special education programs that promote inclusionary practices.
- *Integration of technology throughout the curriculum through one to one computer access for all students.
- *Team options and programs that support the diverse learning needs of all students.
- *Strong transition activities between schools.
- *Comprehensive health services, including access to mental health support, offered within the school.

We place a strong emphasis on literacy and math by supporting teachers as they provide opportunities for all students to be able to grow. If you are interested in learning more about how to be involved in the school, please contact us through our email system or by calling 685-3128.

Sincerely,

Kristen Levesque, Ed.D
Principal

Link to the MCMS Webpage: <https://mcms.maranacook.org/o/mcms>

Table of Contents

MCMS Welcomes the Class of 2029!

[Welcome to Maranacook from the Faculty and Staff!](#)

[Advisory System](#)

[Co-Curricular Clubs & Athletics](#)

[Gifted and Talented Program](#)

[Habits of Work](#)

[Integrated Curriculum](#)

[Lunch & Activity Time](#)

[Multiage Instruction](#)

[Response to Intervention](#)

[Restorative Practices](#)

[Special Education](#)

[Teams- including Team Page Links](#)

[Technology](#)

[Unified Arts including Music Program](#)

[World Language](#)

[Who to Go To When](#)

[We Answered! Fifth Grade Student Questions, with Answers!](#)

MARANACOOK COMMUNITY MIDDLE SCHOOL

Philosophy

In order for adolescents to become caring, informed, and involved citizens, they must learn ways to: earn and show respect, develop a sense of belonging, and build a sense of personal self worth. Adolescents must also be able to solve complex problems, use technical and analytical skills, adapt to rapid changes in society, and live respectfully in an increasingly diverse culture.

Mission

The Maranacook Community Middle School will guide students to make responsible decisions and develop the knowledge, skills, and understanding which will transition them to a successful life course.

Maranacook Community Middle School has developed a middle school program that is focused on providing young adolescents in the community an outstanding education. We are fortunate to be part of a community that values an educational experience that is responsive to the unique learning needs of this age group. The mission and philosophy of our school keeps us focused on this goal. Below are some highlights and aspects about MCMS that make us a great school!

School Welcome Videos

We cannot wait to have you here at MCMS!



Acadia Team: Mrs. Corrigan, Mr. Holman, and Mrs. Roesner
[Please see their Welcome Video HERE!](#)



Katahdin Team: Mr. Aspinall, Ms. Jewett, and Mrs. Pelletier
[Mr. Aspinall's Welcome](#); [Ms. Jewett's Welcome](#); [Mrs. Pelletier's Welcome](#)



Moose Team: Ms. Bickford, Mrs. Tucker, Mrs. Turcotte & Mr. Lajoie
[Please see their Welcome Video HERE!](#)



Response to Intervention: Mrs. Farrin, Mr. Radcliff, Ms. Satterfield
[Please see their Welcome Video HERE!](#)



Royal Team: Mrs. Jewell, Mrs. Reiter, Mrs. Tracy
Please see their Welcome Video:
[Mrs. Tracy's Welcome](#); [Mrs. Jewell's Welcome](#); [Mrs. Reiter's Welcome](#)



Sebago Team: Ms. Bonnevie, Ms. Jones, Mrs. Roddy, & Mr. Sirois
[Please see their Welcome Video HERE!](#)



Special Education: Mrs. Bor, Mrs. Davis, Mrs. Delavan, Ms. Durgin, Mrs. Fletcher, Mrs. Holland, Mr. ONeal, and Mrs. Padgett
[Mrs. Davis's Room](#); [Mrs. Holland's Room](#)



Unified Arts and World Language: Ms. Barley*, Mrs. Cote, Mrs. Gyorgy, Mrs. Lord, Mrs. Magnusson, Mr. Scarpone, Mr. Watson
[Please see their Welcome Video HERE!](#)



Wellness: Mrs. Mohlar, Mrs. Palmer, and Mrs. Simmons
[Please see their Welcome Video HERE!](#)



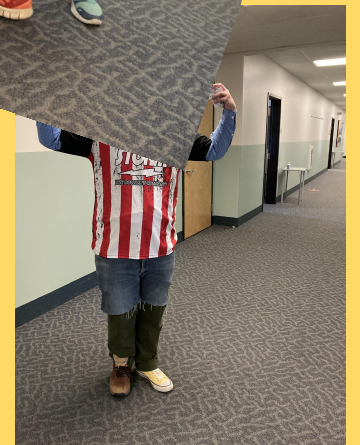
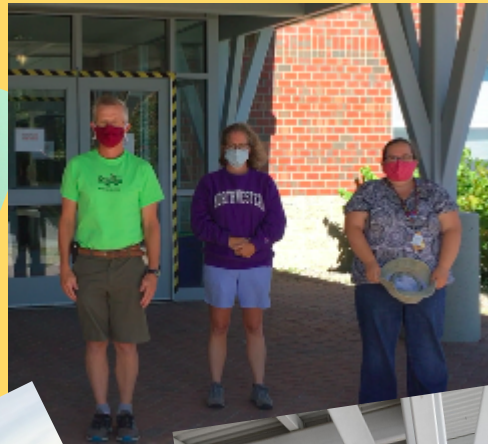
MCMS Front Office: Mrs. Cote and Dr. Levesque
[Please see their Welcome Video HERE!](#)



MCMS Virtual School Tour!

[Please see our School Tour Here!](#)

Welcome to
Maranacook from
the Faculty and
Staff!



Advisory System at Maranacook Community Middle School

Our advisor/ advisee program is the foundation of the school. Research shows when students have at least one adult at school whom they feel will support and advocate for them, they have a more successful school experience. The advisee groups teach children how to be positive members of a group as well as how to advocate for themselves and others. When students enter MCMS, they are placed in an advisee group. Advisee groups are organized by grade level and students will stay in their advisee group until they finish their 8th grade year. Advisors and advisee groups change when the students reach high school. Students entering the 6th grade will find out who their advisor is at Step-Up Day in June.

Advisor System Individual Goals

Through the Maranacook Advisor/Advisee System students are encouraged to attain the following objectives:

- To understand themselves and others better
- To develop positive self-images
- To identify their interests, values, needs, and abilities
- To participate in academic programs which address their individual needs and goals
- To reinforce their values of honesty, integrity, responsibility, and respect
- To develop social skills focusing on communication, relationship-building, and problem-solving

Advisor System Group Goals

All grade levels will work towards accomplishing the following objectives:

- To encourage and assist individual students in developing comprehensive listening and communication skills
- To encourage students to increase their awareness of self and others
- To encourage students to understand the concept of individuality as well as the value and responsibility of group membership
- To encourage students to better understand the concept of responsibility as it relates to both personal and academic growth
- To encourage students to be a positive influence on both school and their community



Co- Curricular Clubs & Athletics

Athletics

We offer a large variety of athletic programming to students:

Fall

Girls A and B Team Soccer
Boys A and B Team Soccer
Girls Field Hockey
Boys/Girls Cross Country

Winter

Boys/Girls 6th-8th Nordic Skiing
Boys/Girls 6th-8th Alpine Skiing
Girls A and B Team Basketball (6th invited to join if space permits)
Boys A and B Team Basketball (6th invited to join if space permits)
Unified Basketball (co-ed)

Spring

Boys 7th/8th Baseball (6th invited to join if space permits)
Girls 7th/8th Softball (6th invited to join if space permits)
Boys/Girls 6th-8th Track & Field
Girls Lacrosse



 MCMS School Clubs

Maranacook Community Middle School

School Clubs

**GET INFORMED
EINSPIRED
TOUTOUCH
INVOLVED**

**Interested in participating
in a club?**

Clubs are available to all MCMS students. Please a few minutes to review our club offerings and reach out to the supervisor if you would like to sign up or have any questions!

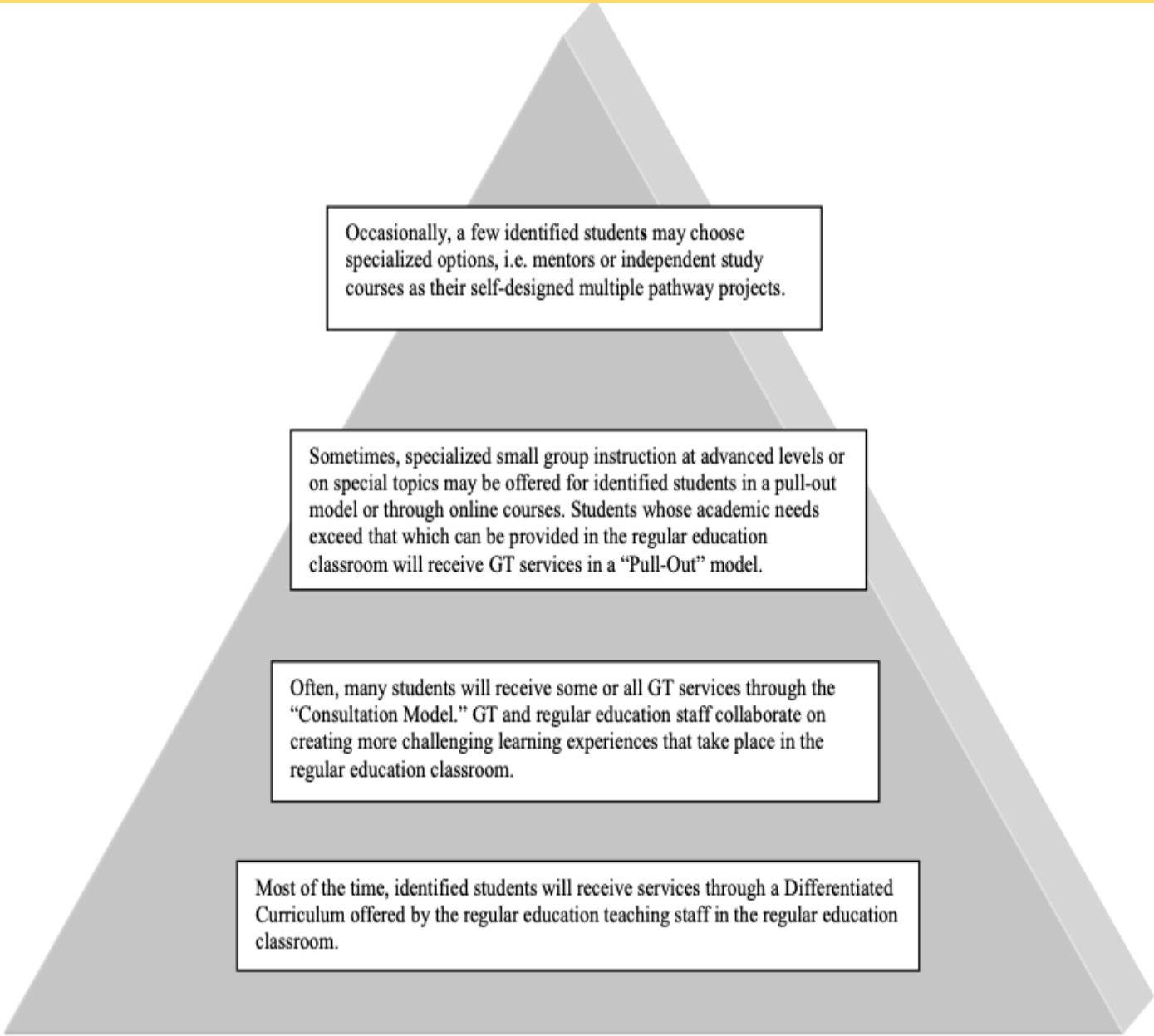
MCMS also offers many clubs that are available to students!

To check them out, please go to our [Club website, HERE.](#)

Gifted and Talented Program

Who is in the Gifted Program? Students who are identified for gifted services often grasp concepts at a much faster rate than their peers; may process information at a more comprehensive level (perceiving different perspectives); and often have a need for precision. They focus intensely on subject matter, have more intellectual curiosity, and usually reason more abstractly than their same age peers. They have a high level of metacognitive knowledge and awareness. They often have an early moral concern for others and society.

For these characteristic reasons, GT instruction is delivered through multi-tiered levels of service; differentiation, consultation, pull-out and specialized programs. The level of services is often fluid throughout the school year, depending on the individual student and the curriculum being taught.



Occasionally, a few identified students may choose specialized options, i.e. mentors or independent study courses as their self-designed multiple pathway projects.

Sometimes, specialized small group instruction at advanced levels or on special topics may be offered for identified students in a pull-out model or through online courses. Students whose academic needs exceed that which can be provided in the regular education classroom will receive GT services in a "Pull-Out" model.

Often, many students will receive some or all GT services through the "Consultation Model." GT and regular education staff collaborate on creating more challenging learning experiences that take place in the regular education classroom.

Most of the time, identified students will receive services through a Differentiated Curriculum offered by the regular education teaching staff in the regular education classroom.

Identification The identification process, consistent with current state guidelines, is outlined on the district website. Students from grades 2, 5, and 8 are screened each year for identification as GT in Academics and students from grades 3,6, and 9 are screened each year for identification as GT in art or music. A team of professionals from our district review screening data, and select the top 5% of students in the academic “talent pool” and the top 5% of students in the visual and performing arts “talent pool.” Academic screening is done through blind review (no names) and visual and performing arts screening involves scoring student performance submissions on a standard rubric. Both screening processes are K-12, and include staff members from multiple grade spans. Students who are identified are in the program for the following three years.

Academic Services for Students identified as Gifted in Grades 6-8

We are very fortunate to have a full-time teacher of the Gifted, Rachel Smith, who divides her time between the middle school and the high school. The advantage is she knows a lot about classes at the high school and can skillfully support students at the middle school who wish to accelerate in math or language arts. She also provides consultation and support for differentiation and enrichment to teachers on the teams serving students identified as GT.

This year at the middle school, most identified students for ELA and Math have been served through classes taught by the GT teacher. The GT math classes follow an accelerated curriculum. By the time they enter 8th grade, they will have met and/or exceeded the middle school standards and are fortunate to have the opportunity to move on to high school algebra. The ELA students continue to develop their reading and writing skills, exploring rich themes and making connections, preparing for honors or accelerated work at the high school. Smaller pull-out classes can provide a personalized environment which offers time to: be with their intellectual peers, challenge themselves, work at their own pace, and feel free to display their divergent thinking. Opportunities to learn with their classmates on- team provide ...

Gifted and Talented Services in Art and Music Hope Lord, Art Teacher for 6-8 and Adam Scarpone, Music Teacher for 6-8 provide many opportunities within the General Art and General Music program for students to further develop their skills and knowledge in the arts. In addition, they set aside times to meet with identified students to work on special projects and prepare for performances. The middle school also offers many clubs and enrichment activities through which students can develop their creativity and explore the design process.



Habits of Work

MCMS believes that, in addition to learning academic skills in school, students must also develop strong habits of work to help them achieve their goals, both in school and beyond. All students at MCMS receive Habits of Work scores that are separate from their academic grades. Students will have opportunities to reflect on their habits of work, while also receiving feedback about these habits. Our goal is to help every one of our students develop into healthy, happy, and productive members of society.

Maranacook Community Middle School Habits of Work
RESPECT
I communicate politely and kindly
I work cooperatively with others
I take care of resources and materials while acting as a steward of our community.
RESPONSIBILITY
I arrive for each class on time and prepared.
I participate mindfully in class and use my time wisely.
I thoughtfully complete all assignments in a timely manner.
PERSEVERANCE
I demonstrate diligence when overcoming challenges and setbacks.
I use assessment tools and feedback to improve my work.
I improve my learning by seeking help when needed and by asking questions.

Integrated Curriculum & Theming

All students at MCMS will experience integrated curricula. Integrated curriculum is defined as “student generated thematic units of study which cut across disciplines and focus on essential questions in order to connect to students’ lives.” The thematic units are determined through the Beane Process.

A summary of the Beane Process:

- *Themes based on issues identified by young people who are experiencing the curriculum*
- *Knowledge and skills that are integrated in the context of a theme and drawn from a variety of sources*
- *Themes based on real life issues faced by young people or major social problems*

Backwards planning to develop integrated curricula:

- Teachers look at student questions to see what common ideas pop out
- Questions are asked of thematic units broken into 3 core classes to divide the labor
- Each core has a scope and sequence with assessments to track student learning tied to standards
- Scales help to track student learning as they increase complexity of understanding from tasks such as “identify” to “analyze” or “create”

Integration as seen through school day:

- Core classes are developed based on the questions and how they can attach to the standards. Health standards are integrated into the curriculum. Some health classes may be separated, and done age-specific, as appropriate.
- Reading classes often include books based on the themes, and are tied to standards
- Writing classes have projects based on the themes, and are tied to standards
- Math classes are based on grade-level standards. Math classes are tied to the standards
- Health standards are also integrated into team core courses, and taught by the health teacher. This integration increases student’s health literacy; allows students to apply health concepts to other academic areas; and provides opportunities for students to practice academic skills in real life situations.
- Tutorial time is used to support students in completing all assigned work, in all subject areas. *(Some students will have Band or Chorus during a tutorial. Band is generally on Monday and Wednesday and Chorus is on Tuesday and Thursday)*
- Quiet study is also available as an additional time for students to have support from teachers. This occurs during an activity time and students may self-select to go here, or teachers may sign students up for it.

Lunch and Activity Time

In previous years (prior to COVID), all students at the middle school have 50 minutes for lunch and activity every day. Within this time, 25 minutes is dedicated for lunch and the other 25 minutes is for activity. Half of the student body eats lunch during the first half of this block (“Lunch A”) while the other half is in activity, and vice versa for the second half of the period (“Lunch B”).

Students may request which lunch period they want to eat, as well as their activity. Each lunch period is limited to 150 students, which is what the cafeteria holds. Students may also sign up to have a quiet lunch, in a teacher’s classroom.

Some of the activities available to students include:

Indoor/Outdoor Social, Outdoor Active, Indoor Active, Tech Exploration, Bike Club, Quiet Study, Magic, Dungeon & Dragons and More, and Indoor Games.

Some clubs and ensembles also meet during this time as well, once a week. Students may either attend the club meeting, instead of activity, or they may bring their lunch to the club. Some of these clubs and ensembles include: Jazz Band, Chamber Singers, Civil Rights Team, GSA, Book Club, Geography Club, and Student Government.



Multiage Instruction

Because all teams are multiage, most classes are taught multiage. Math is an exception, but students who show proficiency can move to grade level standards to best support their individual learning needs. All students should be appropriately challenged each year. There are multiple different options to help ensure this, including:

- RTI Intervention for math, writing and reading
- Special Education services and instruction for eligible students
- Gifted/ Talented Instruction for eligible students
- Ability to take more challenging math - either in a math “grade” above, Gifted & Talented, or at the high school for students who have met the appropriate standards.

Individualized instruction for higher order thinking

For More information, Click on Any Link:

NMSA Research Summary on Multiage Grouping

http://www.amle.org/portals/0/pdf/research_summaries/Multiage_Grouping.pdf

Looping

<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/311/ Looping.aspx>

Inside a Multiage Classroom (The Atlantic Article)

<https://www.theatlantic.com/education/archive/2017/05/inside-a-multiage-classroom/525624/>

Unique Benefits of a Multiage Classroom

<https://www.theschoolinrosevalley.org/benefits-of-the-multi-age-classroom/>



Response to Intervention

School transition is not a “one size fits all” approach, but a framework that includes strategies as well as policies and procedures tailored to meet the needs of students, schools and communities. Making the transition into middle school is the first and most significant step to ensuring a successful middle school experience. A well-planned transition program helps families and students have a greater peace of mind by providing the groundwork for a successful beginning of the middle school adventure.

A comprehensive middle school transition program includes supports designed to:

- Help students form realistic expectations of what middle school will be like;
- Provide a positive and successful first impression;
- Respond to the needs and concerns of students;
- Support school-initiated family and community partnerships;
- Demonstrate an inviting, supportive, and safe environment;
- Have multi-faceted guidance and support structures;
- Build a sense of community by supporting meaningful relationships and learning;
- Ensure a successful introduction to the middle school experience.

In middle school, teachers often work together in teams. These teams are able to focus on a specific group of students in that grade level. This approach enables the teacher team to consider the whole middle-school experience for their group of students. By being organized around a specific group of students (rather than a specific subject-area) these faculty teams can plan together, coordinate schedules and activities, stagger testing opportunities, and make other coordinated adjustments. The approach also allows teachers to incorporate non-academic areas of focus into the school day because each student on a team will rotate through the same teachers.

Sometimes in middle school, the “process” is emphasized just as much as the end result. Students are learning about themselves and how to be strategic in academic settings. High school, college and/or work are right around the corner. The grades students earn during freshman and sophomore years can weigh heavily in consideration of college admission, scholarships, and other opportunities. Once in high school, there is not much time for a learning curve.

If as a student, you have not been quite as concerned about grades in the past, you will want to become more focused on them!

Response to Intervention (RTI) is a three-tiered process to help students become more successful in the areas of academics and/or behavior.

RTI allows schools to:

- Identify students at risk for not meeting grade level outcomes
- Monitor progress towards those outcomes
- Provide evidence -based interventions
- Adjust the intensity and nature of those interventions based on how a student responds to instruction and intervention

RTI is intended to be an instructional adjustment (intervention). It encompasses continuous reflection for delivery and content of instruction (planning), delivery of instruction (doing), checking student performance/data (checking) and adjustment.

Academic interventions are further broken down into mathematics and literacy instruction. Students meet in small groups or individually to discuss and learn strategies that will enable them to become more successful.

Progress of all students is screened two times a year (fall and winter) using the NWEA MAP assessment (Northwest Evaluation Association's Measure of Academic Progress). Students who demonstrate a pattern of falling below the 30%ile or are struggling in the regular academic classroom are recommended for interventions. These students may be given a secondary assessment to further identify what support is needed.

RTI Team

The RTI team meets weekly to discuss interventions and create individual plans for students who receive RTI services. This team is composed of core team teachers, unified arts teachers, special education staff, academic coaches, interventionists, principal, and the RTI coordinators.

Website Resource:

[A Parent's Guide to RTI](#)

LA Workshop

This class is for remediation of reading and writing. This class is a No Credit course. The students will use computer programs that work on the sequence and reading speed. Programs used will include: Reading Plus, Lexia Powerup, Words Their Way, Step-Up to Writing, Timed Readings and others.

Using a whole-student lens, while efforts target building comprehension, fluency, stamina and precision of written and verbal expression, intervention efforts will also integrate skills that foster time/task management skills, building executive functions, fostering a growth mind-set, skills for becoming a self-directed learner, life-long reader and learner.



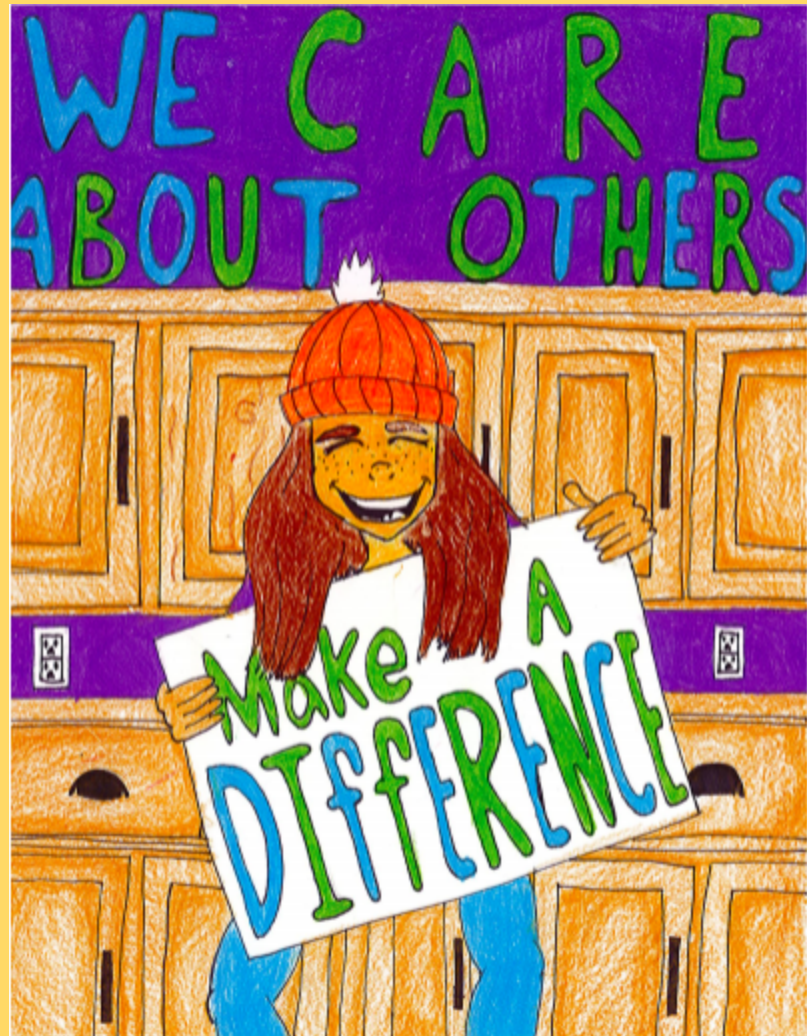
Link to the [MCMS RTI Page](#)

Restorative Practices at MCMS

Restorative Practices is “an approach that proactively builds positive school communities while dramatically reducing discipline referrals, suspensions and expulsions.”¹ The underlying premise of Restorative Practices is the belief that people will make positive changes when those in positions of authority do things with them rather than to them or for them. We feel strongly that the shift to these practices will have a very positive impact on our school community.

Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:

- Become aware of the impact of their behavior.
 - *To listen and respond to the needs of the person harmed and the person who harmed.*
- Understand the obligation to take responsibility for their actions.
 - *To encourage accountability and responsibility through personal reflection within a collaborative planning process.*
- Take steps toward making things right.
 - *To create caring climates to support healthy communities.*



We will continue to implement these practices in our classrooms and advisee groups to help our students foster a positive sense of community and responsibility for their own actions. Please do not hesitate to reach out to us if you have any questions about restorative practices.

¹ Costello, Bob. Wachtel, Joshua. Wachtel, Ted. *The restorative Practices Handbook: for Teachers, Disciplinarians and Administrators.* International Institute for Restorative Practices. 2009

Special Education

MCMS offers special education programming through the Resource Room (Learning Center) and the Day Treatment/ Life Skills Program. These are described more below.

RESOURCE ROOM PROGRAM: MCMS LEARNING CENTER

Who: Students with an identified disability and an active IEP

What: Small group direct instruction in language arts, mathematics, executive functioning, and work completion

When: Services are provided throughout the school day

Why: Student services are provided in accordance with students IEPs

*Reading: Decoding, encoding, fluency, and comprehension

*Writing: Prewriting, planning, drafting, editing, and revising skills

*Mathematics: Addition, subtraction, multiplication and division of whole numbers, fractions, and decimals, geometry, measurement, rounding and estimating whole numbers

*Executive Functioning Skills: Planning, organization, task initiation, time management, self-control, and perseverance

**Standards are chosen and taught based on individual student needs as outlined by their IEPs*

MCMS DAY TREATMENT PROGRAM & LIFE SKILLS

Who: Students with an identified disability and an active IEP

What: Small group direct instruction in reading, writing, mathematics, executive functioning, independent skills, and social skills

When: Services are provided throughout the school day based on service times determined at annual/triennial IEPs

Why: Student services are provided in accordance with students' IEPs

*Reading: Decoding, fluency, and comprehension

*Writing: Planning, drafting, editing, and revising skills

*Mathematics: Addition, subtraction, multiplication and division of whole numbers, time, money and measurement

*Executive Functioning Skills: Planning, organization, task initiation and time management

*Social Skills: Facilitating positive interaction and communication with others around social rules and relations

**Standards are chosen and taught based on individual student needs as outlined by their IEPs*

Click here to get to our Special Education Page: [Special Education](#)

Teams

What are the teams like at the middle school?

When students first come to the middle school they are placed on teams. Instead of having one teacher instructing in all subject areas, like many elementary schools, middle school students have a team of three teachers teaching all of the core subject area classes. Students are placed on their team in grade six and stay with the same group of teachers and students until the end of eighth grade. This is referred to as looping. *The team names are: Acadia, Katahdin, Moose Island, Royal River and Sebago*

Structure of Teaming at MCMS

- Four Regular Education Teams + One Alternative Education Team
- Each regular education team has approximately 70 students and 3 teachers
- Alternative Education has two teachers, two Ed Techs and approximately 20 students
- Teams are made of 6th, 7th, and 8th grade students

We follow district developed K-12 Curriculum in all content areas in the Maine Learning Results on all teams in all grades. So, regardless of the structure, all students are getting the same curriculum, and are expected to meet the same standards. This is done through common assessments.

MIDDLE SCHOOL TEAM LINKS

[Acadia Team](#)

[Katahdin Team](#)

[Moose Island Team](#)

[Sebago Lake Team](#)

[Royal River Team](#)



Technology at Maranacook Community Middle School

Learning to be safe, responsible and respectful information consumers and creators with technology is an important piece of a Maranacook Middle School experience. Each student is issued a MacBook Air and is given instruction on how to take care of and maintain their learning device. They are taught and expected to take responsibility for their laptop as well as develop personal strategies to improve organization, productivity, critical thinking, creativity, collaboration, and effective communication over the course of their time here. Teachers support them by designing lessons and projects where students continually apply and refine their tech skills while learning the required subject matter. Teachers and advisors assist them in making positive choices with technology in and out of school. Some may make poor choices along the way, but we have many safeguards in place here at school to protect them and help them learn from these mistakes. We try to work with parents as a team and look forward to working with you to help your son or daughter be a safe, respectful and responsible digital citizen.

Link to MCMS Technology Page: [Click Here](#)

Link to CommonSense Media: [Click Here](#)



Unified Arts

Students will take one trimester of Art, Music and Phys Ed.

These classes are held every other day for the entirety of the trimester. All students will also have health on-team for one trimester each year.

Link to the Unified Arts Page: [Unified Arts](#)



Music Program Ensemble Options

Chorus

Chorus is a unique course offered at Maranacook in that students are encouraged to participate all year for three years. In general, chorus is designed to strengthen vocal technique, build music reading skills, improve music vocabulary, and develop harmony/part singing and strengthen interpersonal skills while continuously promoting individual confidence. Chorus students will accurately perform music that includes changes of tempo, key and meter while demonstrating proper posture and technique. They will also apply accumulated knowledge of musical notation, symbols and terminology to a music performance. Students will analyze literature and compare elements of music including: pitch, rhythm, tempo, dynamics, form, timbre, texture and harmony.

Chamber Choir

Students who wish to participate in a more rigorous vocal experience are encouraged to audition for Chamber Choir. This is a select vocal ensemble that meets bi-weekly during lunch A. Through performing diverse repertoire, students in Chamber Choir develop solo performance skills and stylistic interpretation from a wide variety of genres.

Band

Band is a course offered where students are encouraged to participate all year for three years. It is designed to expand music reading skills, improve music vocabulary, strengthen interpersonal skills while continuously promoting individual confidence. Band members are introduced to quality literature to appropriately challenge their abilities. Student's practice establishing goals and building

individual confidence. Band students will accurately perform music that includes changes of tempo, key and meter while demonstrating proper posture and technique. They will also apply accumulated knowledge of musical notation, symbols and terminology to a music performance. Students will analyze literature and compare elements of music including: pitch, rhythm, tempo, dynamics, form, timbre, texture and harmony. Band meets twice each week for 45 minutes as an ensemble and they participate in bi-weekly sectionals.

Jazz Band

Students who wish to participate in a more rigorous instrumental experience are encouraged to perform in Jazz Band. This is a select instrumental ensemble that features a rhythm section (drum set, piano, guitar and bass) as well as the traditional band instruments. Jazz Band meets bi-weekly during lunch A. Through playing jazz standards, students also develop solo performance skills and stylistic interpretation.

If you have any questions about our music program, please reach out to Adam Scarpone at: adam_scarpone@maranacook.com



World Language

Students may choose to study Spanish, German, or French - we do our best to honor student preferences.

Yearlong World Language will...

- Help students develop 21st Century learning skills: global awareness, critical thinking, collaboration, communication, and social skills.
- Offer students the time to learn how to USE another language to communicate, rather than simply memorizing vocabulary sets (as they have in short Unified Arts units).
- Improve students' understanding of their own language by reinforcing basic reading and writing skills.

Students who demonstrate successful performance on the AAPPL Test may earn a high school credit in world language (usually after at least two years of world language instruction in middle school).

Link to the MCMS World Language Page: [World Languages](#)



MaranacookCommunity Middle School

"Who to Go To When"

Family Quick Sheet

<i>TOPIC</i>	<i>DESCRIPTION</i>	<i>CONTACT INFORMATION</i>
<i>Academic Support</i>	<i>If your child is struggling in a class, subject or work completion, we have different options to help your child, including: after school study (Wed & Thur until 4:30), Team Based Quiet Study (during Activity time), Tutorial and other intervention supports.</i>	<i>* your child's Advisor first name_last name@maranacook.com</i>
<i>Advisor Program</i>	<i>Advisee groups are done by grade level and have approximately 11 students for each advisor. Students stay in this group through 8th grade. Advisor & group will change when students enter 9th grade. Incoming 6th graders find out who their middle school advisor is on step-up day in June.</i>	<i>*Your child's Advisor first name_last name@maranacook.com</i> <i>*Advisor Coordinators Gwen Mohlar 685-3128 x1140 gwen_mohlar@maranacook.com</i> <i>Anna Satterfield 685-3128 x1133 anna_satterfield@maranacook.com</i>
<i>Anxiety, Depression, Counseling Referral</i>	<i>If you have concerns regarding your child's mental health and you would like additional support for school.</i>	<i>* your child's Advisor first name_last name@maranacook.com</i> <i>*School Counselor Gwen Mohlar 685-3128 x1140 gwen_mohlar@maranacook.com</i>
<i>Attendance Tardy Early Dismissal</i>	<i>Please notify the school office if your child is going to be absent, tardy or dismissed early. Illness needs to be coded by symptoms so please specify: Fever, Gastro-intestinal or Respiratory.</i>	<i>*Front Office Phyllis Cote 685-3128 x1114 phyllis_cote@maranacook.com</i>
<i>Bus/ Transportation Bus Change Bus Questions</i>	<i>If you need to change your child's drop off location. If you have questions about your child's transportation route, bus number, bus driver, etc.</i>	<i>*Front Office Phyllis Cote 685-3128 x1114 phyllis_cote@maranacoo.com</i> <i>*Transportation Office Julie Greenleaf 685-3621 x1 julie_greenleaf@maranacook.com</i>

<i>Grades</i>	<i>Parents can sign into powerschool anytime and check on grades for their child. We also send Trimester reports 3 times per year. Progress Reports are emailed 3 times per year. Warning Notices are mailed 3 times per year if needed.</i>	<i>PowerSchool login information is shared at the start of each school year. You can also contact your child's Advisor or the Front Office for assistance.</i>
<i>CoCurricular and Extracurricular Activities</i>	<i>We strive to offer many co and extracurricular activities.</i>	<i>*Check the Daily Announcements</i> <i>*contact your child's Advisor</i> <i>*Individual Coach</i> <i>*Student Services Admin. Assistant</i> <i>Andie Smith</i> <i>685-3128 x1023</i> <i>andie_smith@maranacook.com</i> <i>*Student Services Director</i> <i>Brant Remington</i> <i>685-3128 x 1045</i> <i>brant_remington@maranacook.com</i>
<i>Food Services</i>	Maranacook Food Services program operates on a debit system. Each account should have a positive balance in order to purchase food. PowerLunch is the lunch/breakfast management portion of PowerSchool and parents are able to monitor meals sold as well as account balances by signing in through our website: mcms.maranacook.org, parent/student, powerschool student & parent access - use your individual ID & password. Please make checks payable to MCMS Lunch and turn in to the cafeteria. You can also pay by credit card through our website: mcms.maranacook.org, parent/student, lunch menu, AndroPay lunch.	<i>*Food Services Director</i> <i>Jen Hall</i> <i>685-3128 x1085</i>
<i>Intervention Services</i>	We offer extensive intervention services, including behavioral reading, writing and math remedial intervention programs. We also offer a strong Gifted & Talented Program.	<i>*Your child's advisor</i> first name_last name@maranacook.com <i>*Intervention Coordinators</i> Anna Satterfield Anna_satterfield@maranacook.com 685-3128 x1133 Kathy Farrin kathy_farrin@maranacook.com 685-3128 x1117 <i>*GT Coordinator</i> Rachel Smith rachel_smith@maranacook.com 685-3128 x1130

<i>Medical needs and/or Emotional support</i>	<i>We have a full time Nurse and a full time Guidance Counselor. We also have a Nurse Practitioner & a Physical Therapist available by appointment for students that sign up for extended health care services (parents can sign up at the beginning of each school year).</i>	<p><i>*Nurse Angela Palmer angela_palmer@maranacook.com 685-3128 x 1120</i></p> <p><i>*School Guidance Counselor Gwen Mohlar gwen_mohlar@maranacook.com 685-3128 x 1140</i></p>
<i>Music Program</i>	<i>We offer an extensive music program. Music is part of the Unified Arts cycle that each student participates in. We also have many ensembles available for students to join: Band, Jazz Band, Chorus, Chamber Singers.</i>	<p><i>*Music Director Adam Scarpone adam_scarpone@maranacook.com 685-3128 x 1115</i></p>
<i>Social Groups</i>	<i>We offer social skills groups, Executive Functioning groups and Project Adventure groups that run for 6 week sessions.</i>	<p><i>*Dean of Students Rick Sirois rick_sirois@maranacook.com 685-3128 x 1155</i></p> <p><i>*School Counselor Gwen Mohlar gwen_mohlar@maranacook.com 685-3128 x 1140</i></p>
<i>Special Education and 504</i>	<p>Special Education: We offer a continuum of services to meet the needs of individual students. Students are included in regular classrooms with additional support from the learning center. Specialized instruction in reading, writing, organizational skills and life skills are provided on an individual basis. Participation in these programs is determined through the special education process.</p> <p>504: If there is a reason to believe that a child has a handicap as defined under Section 504, a student may need a special accommodation/related service in the regular classroom setting in order to participate in the school program. The district must evaluate the student to assess needs. If the student is determined to be a student with a disability under Section 504, the district must develop and implement a plan for the delivery of all needed services.</p>	<p><i>Special Education: Please refer to the district's website for Special Ed Rights & Process Policies. www.maranacook.org</i></p> <p><i>Special Ed Admin. Assistant Nicole Fyfe nicole_fyfe@maranacook.com 685-3336 x 6</i></p> <p><i>504: Please contact Principal Kristen Levesque kristen_levesque@maranacook.com 685-3128 x 1128</i></p>

<p><i>Student Discipline</i></p>	<p><i>We use Restorative Practices for discipline to help students learn from their behavior.</i></p>	<p><i>Disciplinary Write-Ups will be sent home through your child's advisor. In the case of major disciplinary actions, the Behavior Interventionist or the Principal will contact the parent.</i></p> <p><i>*Dean of Students</i> Rick Sirois rick_sirois@maranacook.com 685-3128 x 1155</p> <p><i>*Principal</i> Kristen Levesque kristen_levesque@maranacook.com 685-3128 x1128</p>
<p><i>Team Questions</i></p>	<p><i>We use a team based structure for student learning. If you have questions about what is happening on your child's team, you should contact the teacher and/or team leader.</i></p>	<p><i>*Teacher</i> first_name_last_name@maranacook.com</p> <p><i>*Team Leader</i> Acadia - Dan Holman dan_holman@maranacook.com 685-3128 x 1127</p> <p>Katahdin - Sherri Pelletier sherri_pelletier@maranacook.com 685-3128 x 1121 x1145</p> <p>Moose - Amy Tucker amy_tucker@maranacook.com 685-3128 x 1122</p> <p>Royal - Kelly Jewell kelly_jewell@maranacook.com 685-3128 x 1139</p> <p>Sebago - Rick Sirois rick_sirois@maranacook.com 685-3128 x 1155</p> <p>Unified Arts and World Language Classes - Margot Gyorgy margot_gyorgy@maranacook.com 685-3128 x 1168</p>
<p><i>Technology</i></p>	<p><i>For any help/guidance with school based technology (including adding parental controls) or with connecting with online educational programs used by your child.</i></p>	<p><i>*your child's advisor</i> first_name_last_name@maranacook.com</p> <p><i>*Technology Integrator - Denise Churchill</i> denise_churchill@maranacook.com 685-3128 x 1111</p>

We Answered! Fifth Grade Student Questions, with Answers!

5th Grade Questions About MCMS 2021

These questions are straight from this year's fifth graders!

Please see the answers provided to you by all the teachers and staff at MCMS.

Question	Comments
What is it like ?	Fun! You will have many opportunities to learn new things, try new things, and meet new people. Your school work will be more challenging than elementary school, but remember--you have completed elementary school, and you are ready for the challenges of a higher grade level. This is a great opportunity to try new things, meet new people and learn more about yourself!
Why are there teams?	There are teams so that your teachers and classmates get to know you and each other very well. This helps our students feel more comfortable with one another and helps our teachers find the best ways to support our students. Also, teams are multigrade, so that there are lots of different levels of academic challenges in each classroom. Your team and your peers in your classes become your middle school "family"!
What teams are we going to be on? When will we find out what team we are on?	That's not determined yet. Your fifth grade teachers and your parents will share information with our school, and then the decision will be made by the principal.
What group will I be in? Who will be with me?	You will learn which team and which advisee group you will be in this spring. Teams and advisee groups spend time building connections and getting to know each other. You may know people from before, but there will be many you do not know. There will be opportunities to get to know your fellow advisees and teammates. There are also opportunities (when it is safe to do so) to choose activities with people from other teams and advisee groups, and there are clubs and teams where you can make connections with like-minded people.
What new things are we going to learn?	You and your teammates will choose those topics! Through a really cool process, students at MCMS get to choose the topics covered. You will share the things you wonder about yourself and your community or the world around you and as a team, you will vote on the topics that interest you the most. Then, your team teachers will design classes to share knowledge about those topics.
Where are the classes for each team? Will we be learning the same stuff from elementary school in middle school?	If you watch the videos shared with you, you will get a virtual "tour" and once it is safe to do so, you will get to see the inside of the building. Team teachers have classrooms that are very close to one another, so your team classes won't be hard to find once you have their general location figured out. Royal River classrooms are near the Wellness Center, Katahdin classrooms are near World Language classrooms, Acadia classrooms are near the end of the first floor hallway on the right and Moose classrooms are at the end of the first floor hallway on the left and right.
Do they have an LGBTQ+	There is an LGBTQ+ Club available for students to join!

community?	There is also a Civil Rights Team, where we talk about issues about race and skin color, national origin and ancestry, gender (including gender identity and expression), sexuality, religion, and disability.
How does it work? How do you remember where everything is? How big is the school? How many people in each cohort?	If you are not sure where to go (or have ANY questions) go to the office to ask Mrs. Phyllis Cote. Your advisor and your team teachers will also be really helpful to you. They will make sure you get where you need to be :) Everyone is really helpful and friendly, so don't hesitate to ask questions from anyone you see!
Will we have a tour of the middle school?	Yes! In person tours will be available in late summer, and we will reach out to your parents to set this up.
Will we be with 7th and 8th graders with us?	Yes. For most classes, there are 6th, 7th, and 8th graders learning together. For math classes, you might be with mainly 6th graders, but generally other classes are all multi-age. You will likely find that there are familiar faces from your elementary schools! The 7th and 8th graders are really helpful.
And will we meet our teachers before the first day of school?	You will! There will be a virtual meeting later this spring!
Can we still do drama and keyboard? Also are we going to go on field trips.	We have a drama production most years that students can do if they would like to. We do not have keyboarding but you use your laptops a lot! And if you mean using a piano-type keyboard, as long as it is safe, I think the music teacher will do something of that nature.
What if I can't find my classes? Do we get schedules? What will I need? How long do we have from period to period?	Don't worry! No matter which team you are on, most of your classes will take place in just a few rooms that are located in one small area. For Unified Arts and World Language classes, you will be with other members of your team, and everyone at MCMS is helpful and will make sure you get where you need to go. Students get schedules at the beginning of the year, and teams and advisors will help to walk you through where you are supposed to go! Over the summer, your team will send you a letter to welcome you to the middle school, and it will include a supply list. General school supplies are needed. Wired earphones and a calculator may come in handy! Very Handy! Generally, we have an alternating Black Day and Gold Day schedule (which takes EVERYONE a while to get used to! You aren't alone!), with four periods each day. There is plenty of time between classes to get where you need to go (and usually, you are only going next door or across the hall).
Am I gonna have any classes with my friends? How many classes do we have? Are there any field trips?	You will have some students from your elementary school on your team; you may have close friends, but not always, and you'll make more friends on your team and in your advisee group. Even if you are not on the same team with friends, once Covid is over, you can see your current friends in activity/lunchtime and during after school clubs/sports, etc.

	<p>We normally have 4 classes per day, four on black days and four on gold days. On your team, you will have classes like Math, ELA, Core (Integrated curriculum). You will also have Unified Arts (Art, Music, PE, Health) and foreign languages (German, French, Spanish, Coding).</p> <p>When we are able to, teams try to plan field trips that coincide with their themes, and there are also opportunities for field trips and activities with your advisee group.</p>
Will I see my friends if we are on different teams?	<p>There are two different lunch periods and activities where you are able to see friends on other teams.</p> <p>There are also clubs and teams where you can connect with familiar and new like-minded people!</p>
Are the bathrooms clean?	<p>Yes! Very clean. We have a clean school, and we appreciate having everyone do their part to keep our school clean!</p> <p>This is VERY TRUE!</p>
Are we gonna have lockers? Are there keys for the lockers?	<p>There are no lockers in the middle school. You may carry a backpack to your classes with things you will need, and you can leave items (jacket, sports equipment) in your advisee room during the day.</p>
What will happen to cohorts after COVID will they stay or will they leave?	<p>It will depend on what our safety protocols are. Everyone will still have their teams, but the cohort design may be changing!</p>
How long is a normal (non-Covid) day?	<p>8:00 - 2:30</p>
Is the caff big? If there is no recess are there anything else fun?	<p>Yes, the cafeteria is pretty big... it seats about 150 students at a time. There are usually several options to choose from, including soups and a salad bar. Students can also ask to have lunch in a smaller space if the cafeteria feels like too much.</p> <p>There is no recess, but we have activity period with options to go outside, play indoor games, play in the gym, quiet work time, walk and talk, technology exploration and more! Of course, this all depends on what restrictions might still exist due to COVID-19.</p>
What sports are available? How do I get involved? Can 6th graders play on the A level teams?	<p>There are many sports available and that will be shared with you every season. You will be able to tell your advisor you are interested and you can even sign up through your email. Reaching out to your advisor about your interests or even talking with Mrs. Magnusson, the P.E. Teacher, can help make sure you get signed up for sports. Our A and B teams I believe are for all 6-8 grade...there's no specific grade level for any team.</p>
How much homework should I expect?	<p>There will likely be more homework at the middle school than you've had at the elementary school. (Around 1 - 1 1/2 hr per night could be the average.) There is often work time at the end of some classes which can be a time to start your assignments, and ask questions, which will reduce the amount of work you will have to do in the evening.</p> <p>In non-Covid times, we have also had a daily tutorial that could be used for completing work, getting help from teachers, or music and art. You should plan on reading outside of school hours every night.</p>

What is the purpose of the advisor group?	Advisee groups have several goals but in 6th grade the most important is to provide a small group where each student belongs and learns to get along with a variety of students. The advisor provides lots of help and support to their advisees as they adjust to middle school. While you may not be with your best friends, this group is focused on making new friendships or connections. The advisor keeps you informed of events and helps support you in monitoring your grades. Your advisor is an advocate to help you succeed in middle school. There are several activities that happen in Advisee that target Advisee goals for each grade level.
Will any lessons take place outside?	Sometimes! We try to get students outside as much as possible!
Are there clubs that meet after school? How can I start a new club? Is there a robotics club? Is there an engineering club?	There is not an engineering club this year, but we could start one! Normally, clubs happen during the day but sometimes they can happen after school hours. There is a math team and a yearbook committee that meet after school in normal times. There has been an early-morning Minecraft club in recent years.
What electives are available? Is there a limit to how many you can do? Do you have to choose any of them?	Our classes are different from many other schools. We do our best to make sure that students have a lot of voice in core classes. We use what is called the Beane Process to plan what classes will look like. In the Beane Process, students ask questions they have about themselves, their community, and the world. These are grouped into different themes, and a theme is selected for each trimester. Classes are then planned around student questions and interests within that theme, and tied to science, social studies, reading, writing, math, and/or technology standards, which can be combined in these classes. So really... all of your classes could seem like an elective! Some themes that have been done over the past several years include <i>Survival</i> , <i>Sports</i> , <i>Earth and Space</i> , <i>Supernatural</i> , <i>Crime and Punishment</i> , <i>Adulthood</i> , and more! (It's important for you to participate in the Beane Process so that your voice is heard!) You will be able to have Art, Music, PE & Health every year while you are at the MS. After 6th grade, you will likely be able to pick which foreign language you want to continue to study in 7th grade, or you might choose to continue to explore all languages.
Are all the teams the same (homework, expectations, lessons, rules)	There are certain expectations that are the same on all teams. How you are graded, Habits of Work and rules about your behavior are the same. We have school-wide behavior expectations that you will be able to read in your Student Handbook. Lessons and in-class rules might be a bit different from teacher to teacher, depending on how they like to run their classroom.
Will there be any big, long-term projects?	Different teams may have different types of projects assigned throughout the year, depending on the theme, but teachers will make sure that you know what to do for all steps and will give you time in school to work on them or ask questions. Usually any long-term assignment is broken down into manageable pieces! Be sure to check in with your teacher any time you are confused about what to do!
Can we use electronics at lunch? How many lunch choices are there?	It is against the rules to use any personal electronic devices during the school day (including lunch) without direct permission from a teacher.

Do you get ice cream at lunch?	<p>There is usually one "main" option for lunch with a few other "a la carte" items.</p> <p>There is also usually a soup and salad bar. There is ice cream and cookies available on certain days, but not every day.</p>
Do we have any free choice time? Can you chew gum or eat candy?	Just like at the elementary schools, we follow the Let's Go 5-2-1-0 program which discourages sweet treats at school - candy and gum are included in this.
What do we learn in health class?	So much! You will take health class every year of middle school. Every year you will learn about three different health topics. Next year you will learn about nutrition, diseases and puberty (reproductive health), your 7th grade year you will learn about communication, mental health and tobacco and alcohol and when you are in 8th grade you will learn about stress, relationships and illegal drugs.
How do you get to talk to the guidance counselor if you need to? Is there a guidance counselor that we can talk to about our feelings?	You will have an advisor, and you can let them know you want to talk to our wonderful school counselor, Gwen. Or you are able to go into the wellness center and schedule a time! Students and parents can also email Gwen about setting up a time to talk.
Can you choose your team? What if you want to change teams?	Teams are chosen by administration and based on the entire incoming student body, with parent and fifth grade teacher feedback. We do not allow for teams to change unless there are extreme, extenuating circumstances.
What are teams like?	Teams are great! You will have three teachers for all three years so you and your parents will get to know them, get used to their expectations and know easily how to communicate with them. The students are in all three grades which is really helpful to 6th graders. When you join your team, the older students will help you a lot because they know their way around and they help a ton with your technology questions too.
How is school lunch similar/ different to our lunch at WES? And where do we eat?	Lunch will look a little different than it does at elementary schools. There will be more students in the cafeteria and more choices for lunch. There is juice and water for sale and a salad bar. You'll be able to sit with your friends and talk during lunch.
How are the middle school expectations similar to /different from my elementary school's?	Your advisor and team teachers will help you learn the expectations. Generally, expectations are similar in most schools. People should be kind and respectful. You are not allowed to use electronics without permission. There are definite guidelines for using laptops, and those will be explained clearly. There are procedures on teams for most things, like going to the bathroom, getting drinks, having a snack, listening to non-lyrical music, etc.

We cannot wait to have you here at Maranacook!

