

Braintree Public Schools



Middle School Program of Studies 2019-2020

**Braintree Middle Schools
Program of Studies
Braintree, Massachusetts**

2019 - 2020

East Middle School

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Superintendent of Schools

Dr. Frank Hackett

All courses described in this Program of Studies will be offered contingent upon sufficient student enrollment, available funds and teaching personnel.

Braintree Public Schools Mission Statement

The mission of the Braintree Schools, in partnership with parents and the community, is to prepare all students to become responsible and contributing members of a diverse and global society. We motivate and enable each student to develop intellectually, physically, socially, and emotionally through a rigorous and supportive educational program within an inclusive and safe environment that nurtures creative and critical thinking, the development of values, and the pursuit of lifelong learning.

Beliefs

Since excellence in instruction and student achievement is our primary objective, we are committed to the following beliefs:

- Students should acquire a rigorous core of knowledge by thinking critically and creatively and making wise judgments in an environment that promotes higher level thinking skills across the curriculum.
- All students can achieve academic proficiency and strive for excellence.
- All students possess unique talents and gifts and should be encouraged to reach their maximum individual potential.
- Students should be able to collaborate and communicate effectively through reading, writing, speaking, computing, the arts, and technology.
- Students should acquire the knowledge, skills, and motivation necessary to achieve and maintain optimum health and lifelong fitness.
- Students should develop a sense of self-discipline, self-respect, and self-reliance and demonstrate social, civic, and environmental responsibility.
- Students should acquire skills to adapt to an evolving and technologically advancing society.
- Students should understand, respect, and appreciate the racial, ethnic, and cultural diversity of our society and the democratic principles upon which this nation was built.
- A safe and orderly environment, free of prejudice, drugs, violence, bullying, hazing and harassment of any kind, is essential to promote student learning.
- Ongoing opportunities for the professional growth and development of staff are essential for improving teaching and learning.
- Parents, guardians and caregivers, in partnership with schools, are an integral part of their child's learning.
- Community involvement should be actively solicited, encouraged, and developed.

Middle School Statement of Philosophy

The purpose of our school is to provide an environment which focuses on intellectual development while remaining cognizant of the social, physical and emotional needs of the developing adolescents.

The educational experience takes into account individual abilities in order to achieve mastery of learning, a sense of achievement, and a realization of potential.

The staff is committed to a variety of teaching methods which are student-centered, and involve students in active learning experiences. It is the process of learning that is emphasized as the content is taught.

The diverse abilities, interests and needs of the students are also met through a variety of programs and activities which promote their physical and social development.

Finally, our aim is to produce students who recognize their own self-worth, the worth of others and the value of good citizenship.

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Grade 6

English

The sixth grade English course continues to emphasize the language arts skills of reading, writing, speaking and listening. Reading includes vocabulary development, comprehension skills, and literary selections. Grammar is included as part of the writing program. Book reports, projects, and oral reports are also given as English assignments as well as the usual homework in reading and composition.

Literacy Block

Literacy block is offered to general education students who have been identified as performing below grade level on literacy assessments. The course is designed to improve literacy skills by developing the strengths and addressing the weaknesses of each student according to his or her needs. Throughout the course, progress will be monitored as students work towards meeting the grade-level standards in reading and writing.

Social Studies

“Ancient & Classical Civilizations”

After an opening unit on Early Man, grade six students build upon their prior knowledge as they revisit Mesopotamia, Egypt, and Ancient China. They then focus on in-depth studies of the people and cultures of Greece, Rome, and Ancient India. Hands-on projects and cooperative activities immerse students in ancient and medieval history. Interdisciplinary team activities help students make connections. Concurrently, students continue to develop basic study skills and research skills as an integral component of the curriculum.

Science

Grade 6 students take an integrated science course that addresses topics in earth and space science, physical science, life science, and technology/engineering that are aligned with the 2016 Massachusetts Science and Technology/Engineering Standards. Students actively engage in investigations to experience the concepts they are learning and to develop skill in the practices used by scientists and engineers. The areas addressed in grade 6 are physical science, including properties of matter, waves and their applications in technologies for information transfer, and forces and gravity; earth and space science, including Earth’s place in the universe, and Earth’s systems; life science, including biological evolution, the structure and function of cells, and energy and living things, and the physiology of the major human body systems; and technology/engineering including engineering design, materials, tools, and manufacturing, and communication systems.

Mathematics

The sixth grade Common Core mathematics curriculum focuses on (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Pre-Algebra

Meeting three days per cycle, this course complements Common Core Mathematics Grade 6 by concentrating on the use of variables in mathematical expressions. Students write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step and two-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations to describe relationships between quantities.

Math Connections

Math Connections class meets three times per cycle. It is designed to provide support for students who are having difficulty in their proficient math class by previewing and reinforcing concepts taught in the proficient math class. Students are recommended for this course by their math teacher.

Digital Literacy

In this course, students will develop skills and knowledge in support of the four strands of the Massachusetts Curriculum Frameworks for Digital Literacy and Computer Science: Computing and Society; Digital Tools and Collaboration; Computing Systems; and Computational Thinking. Digital Literacy meets three times per cycle for the full year.

Visual Arts

The Visual Arts program at the middle school gives all students an opportunity to explore new ideas and materials, to develop skills and techniques, and to express visual and sensory experiences. The curriculum emphasizes perception and imaginative thinking and supports experimentation as the students are encouraged to develop their individuality. In the sixth, seventh and eighth grades, the students have multiple opportunities to be creative, to practice problem solving and to develop an awareness and appreciation of art forms past and present. In grade six the focus of the visual arts program is the familiar world. This course meets three times per cycle for half the year. Students are encouraged to reflect upon what they see and feel by using their developing creativity in combination with technical skills basic to creating art. The curriculum is consistent and aligned with the National Visual Arts Standards and the Massachusetts State Visual Arts Frameworks.

Music

The middle school music program provides sixth grade students with the opportunity to continue their development of general musicianship, musical understanding, achievement, and personal expression through the performing arts electives of band, chorus, and orchestra.

Instrumental/Choral

Topics covered include basic rehearsal techniques, introduction to music theory, music history, sight-reading, and vocal development.

Instrumental/Choral Concerts

Chorus, band, and orchestra are performance-based classes. The concerts students perform are the culmination of techniques and information learned. The students' learning is incomplete without this component. Therefore, as a Music Department, it is our belief that students enrolled in performance-based music classes must attend all scheduled concert events.

Physical Education

One of the beliefs of the Braintree Public Schools is that all students should have the opportunity, knowledge, and skills to achieve a physically active lifestyle. When students enter middle school it is our goal for them to become competent movers in numerous activities. Our curriculum is aligned with the National Physical Education Standards and the Massachusetts Health Curriculum Framework, which focuses on team, dual, and individual activities that not only promote wellness, but sportsmanship, leadership, and citizenship. We understand that along with exercise, proper nutrition is very important in maintaining a healthy lifestyle. It is hoped that as a result of the middle school physical education experience, students will be able to demonstrate skills and knowledge that support a healthy lifestyle, which includes physical education and health. Physical education is required for all three years of middle school.

Health Education

The sixth grade health education course meets three times per cycle for half the year. This course is aligned with the National Health Standards and the Massachusetts Health Curriculum Framework and is taught using a skills based approach. When skills are combined with functional health information, students have both the knowledge and the ability to apply this knowledge, to making healthy choices in all areas of their lives (physical, mental/emotional, and social). Throughout this course, the following skills, which are based on the National Health Education Standards, will be discussed: Accessing Valid Information, Analyzing Influences, Interpersonal Communication, Decision Making, Goal Setting, Self-Management and Advocacy. The health content areas include personal health, self-esteem, body systems, nutrition, fitness, positive peer relationships, and tobacco, alcohol and other drugs. Parents/guardians who do not wish to have their student(s) enrolled in health education must notify the Principal's office in writing during the programming cycle.

MCAS Testing

Grade six students are tested in English Language Arts and Literature and Mathematics.

Grade 7

English

The seventh grade English course encourages creativity and proficiency in oral and written composition and emphasizes the skills needed for communication. In the study of grammar, the focus is on appropriate usage and paragraph development. The formal study of literature is introduced in the seventh grade. The reading selections include fiction, nonfiction, prose and poetry. Vocabulary and spelling are also part of the English curriculum.

Writing I

Meeting three times per cycle, students are encouraged to become independent learners and to see relationships between subjects. The interdisciplinary approach reinforces strategies used to access text across a variety of genres. Activities and projects foster the development of writing skills and lead to the organization, assessment, and presentation of information.

Literacy Block

Literacy block is offered to general education students who have been identified as performing below grade level on literacy assessments. The course is designed to improve literacy skills by developing the strengths and addressing the weaknesses of each student according to his or her needs. Throughout the course, progress will be monitored as students work towards meeting the grade-level standards in reading and writing.

Social Studies

“World Geography”

The seventh grade program provides an opportunity to broaden the concept of humanity with a global context. The focus is on the world as the home of many different people who strive to deal with the forces that shape their lives. The content is international in scope (Asia, Africa, South America, Latin America, Europe, Australia) with major emphasis on the five themes of geography: location, place, human environment interaction, movement and region. The interpretation of maps, charts, tables, graphs, and data; problem solving through case studies; and research projects are among the development.

Science

Grade 7 students take an integrated science course that addresses topics in earth and space science, physical science, life science and technology/engineering that are aligned with the 2016 Massachusetts Science and Technology/Engineering Standards. Students actively engage in investigations to experience the concepts they are learning and to develop

skill in the practices used by scientists and engineers. The areas addressed in grade 7 are physical science, including electricity and magnetism, potential and kinetic energy, and heat transfer; earth and space science, including slow and rapid changes in the earth's surface and Earth and human activity; life science, including the interactions, energy, and dynamics of ecosystems; and technology/engineering including engineering design and technological systems.

Mathematics

The seventh grade Common Core mathematics curriculum focuses on (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Math Connections

Math Connections class meets three times per cycle. It is designed to provide support for students who are having difficulty in their proficient math class by previewing and reinforcing concepts taught in the proficient math class. Students are recommended for this course by their math teacher.

World Languages

French or Spanish

Students may select one of these introductory courses which meet three periods per six-day cycle (half-year of credit). This course provides students with an introduction to the competencies of listening, speaking, reading, and writing in the target language as well as an opportunity to learn about the cultures of Spanish or French speaking countries. Bilingual speakers should not select their native language as the course content is too elementary at this level. Once at the high school, these students may select their native language at an appropriate level of study. Students are required to continue with the same language through grade eight as the courses are sequential.

Visual Arts

The visual arts program at the middle school gives all students an opportunity to explore new ideas and materials, to develop skills and techniques, and to express visual and sensory experiences. The curriculum emphasizes perception and imaginative thinking, and encourages experimentation as the students are encouraged to develop their individuality. In the sixth, seventh and eighth grades, the students have multiple opportunities to be creative, to practice problem solving and to develop an awareness and appreciation of art forms past and present. In grade seven, students meet three out of the 6 day cycle for the full year. The focus of the visual arts program is the visual and aesthetic world. Students are encouraged to use a variety of methods to explore, to shape, and to communicate their perceptions. The curriculum is consistent and aligned with the National Visual Arts Standards and the Massachusetts State Visual Arts Frameworks.

Music

The middle school music program provides seventh grade students with the opportunity to continue their development of general musicianship, musical understanding, achievement, and personal expression through the performing arts electives of band, chorus, and orchestra.

Instrumental/Choral

Topics to be covered include intermediate music theory (scale studies, minor sol-fège, compound time signatures), music history (Classical Period), sight-reading, and the changing voice.

Instrumental/Choral Concerts

Chorus, band, and orchestra are performance-based classes. The concerts students perform are the culmination of techniques and information learned. The students' learning is incomplete without this component. Therefore, as a Music Department, it is our belief that students enrolled in performance-based music classes are to attend all scheduled concert events.

Physical Education

One of the beliefs of the Braintree Public Schools is that all students should have the opportunity, knowledge, and skills to achieve a physically active lifestyle. When students enter middle school it is our goal for them to become competent movers in numerous activities. Our curriculum is aligned with the National Physical Education Standards and the Massachusetts Health Curriculum Framework, which focuses on team, dual, and individual activities that not only promote wellness, but sportsmanship,

leadership, and citizenship. We understand that along with exercise, proper nutrition is very important in maintaining a healthy lifestyle. It is hoped that as a result of the middle school physical education experience, students will be able to demonstrate skills and knowledge that support a healthy lifestyle, which includes physical education and health. Physical education is required for all three years of middle school.

Health Education

The seventh grade health education course meets three times per cycle for half the year. The curriculum is aligned with the National Health Education Standards and the Massachusetts Health Curriculum Framework and is taught using a skills based approach. This course provides students with the knowledge and skills needed to make healthy choices, responsible decisions, maintain positive attitudes and healthy bodies. The health content areas include personal health, hygiene, nutrition and fitness, alcohol and other drugs, personal safety, mental and emotional wellness, disease prevention, violence prevention and conflict resolution. Parents/guardians who do not wish to have their student(s) enrolled in health education must notify the Principal's office in writing during the programming cycle.

Honor Roll

In the Braintree Middle Schools, an Honor Roll is announced in grades 7 and 8 only. A pupil is placed on the Honor Roll if he or she earns at least a grade of B- in all subjects. The Honor Roll is posted on the bulletin board outside of the main office.

MCAS Testing

Grade seven students are tested in the following subjects: English Language Arts and Literature and Mathematics.

Grade 8

English

The eighth grade English course builds on the literary study that was initiated in seventh grade. Students will read across genres and explore multiple themes that underscore the importance of literary engagement. In terms of language and composition, students will build upon previously covered skills and concepts with an emphasis being placed on effective usage and clear organization in writing development. Homework is a regular feature of this course and students are expected to read independently outside of class.

Writing II

Building off the skills learned in Writing I, Writing II is a grade eight writing course for all students. Meeting three times per cycle in a writing lab, the course focuses on the organization and presentation of ideas, the development of unified, coherent paragraphs, and the strategies useful in written assignments. The application of writing skills in all subjects is emphasized.

Literacy Block

Literacy block is offered to general education students who have been identified as performing below grade level on literacy assessments. The course is designed to improve literacy skills by developing the strengths and addressing the weaknesses of each student according to his or her needs. Throughout the course, progress will be monitored as students work towards meeting the grade-level standards in reading and writing.

Social Studies

“American Government & Civic Life”

The central focus of the eighth grade social studies program is United States and Massachusetts Government and Civic Life. Students will study the historical and philosophical foundations of American democracy, how and why it has developed over time, and the role of individuals in maintaining a strong and vibrant democracy. Students will explore guiding questions such as “How have concepts of liberty and justice affected the United States system of government?” and “How can authority be balanced in government?” Students will also study and learn the rights and responsibilities of citizens, Massachusetts and Braintree government, landmark Supreme Court decisions, and news and media literacy.

Science

Grade 8 students take an integrated science course that addresses topics in earth and space science, physical science, life science and technology/engineering that are aligned with the 2016 Massachusetts Science and Technology/Engineering Standards. Students actively engage in investigations to experience the concepts they are learning and to develop skill in the practices used by scientists and engineers. The areas addressed in grade 8 are physical science, including matter and its interactions and motion and forces; earth and space science, including Earth’s place in the universe, Earth’s systems, and Earth and human activity; life science, including structures and processes from molecules to organisms, heredity, and biological evolution; and technology/engineering including materials, tools, and manufacturing.

Mathematics

The eighth grade Common Core mathematics curriculum focuses on (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Math Connections

Math Connections class meets three times per cycle. It is designed to provide support for students who are having difficulty in their proficient math class by previewing and reinforcing concepts taught in the proficient math class. Students are recommended for this course by their math teacher.

World Languages

French or Spanish

Students are expected to continue the same language study from grade seven. These courses meet daily and continue to develop the four competencies of listening, speaking, reading, and writing in the target language. Students also continue to learn about the cultures of French or Spanish speaking countries.

Visual Arts

The Visual Arts program at the middle school gives all students an opportunity to explore new ideas and materials, to develop skills and techniques, and to express visual and sensory experiences. The curriculum emphasizes perception and imaginative thinking, and encourages experimentation as the students are encouraged to develop their individuality. In the sixth, seventh and eighth grades, the students will find multiple opportunities to be creative, to practice problem solving and to develop an awareness and appreciation of art forms past and present.

In grade eight, students meet three out of the 6 day cycle for the full year. The focus of the visual arts program is a continuation of reflection upon the visual and aesthetic world. Now able to elect studio art, students use a variety of methods to explore, shape, and communicate their perceptions. Students are coached in the development of imaginative and reflective thinking, which they then depict in art. The curriculum is consistent and aligned with the National Visual Arts Standards and the Massachusetts State Visual Arts Frameworks.

Music

The middle school music program provides eighth grade students with the opportunity to continue their development of general musicianship, musical understanding, achievement, and personal expression through the performing arts electives of band, chorus and orchestra.

Instrumental/Choral

Topics covered include advanced music theory (harmony, analysis, composition), music history (Non-Western music and jazz), improvisation, and sight-reading.

Instrumental/Choral Concerts

Chorus, band, and orchestra are performance-based classes. The concerts students perform are the culmination of techniques and information learned. The students' learning is incomplete without this component. Therefore, as a Music Department, it is our belief that students enrolled in performance-based music classes are to attend all scheduled concert events.

Physical Education

One of the beliefs of the Braintree Public Schools is that all students should have the opportunity, knowledge, and skills to achieve a physically active lifestyle. When students enter middle school it is our goal for them to become competent movers in numerous activities. Our curriculum is aligned with the National Physical Education Standards and the Massachusetts Health Curriculum Framework, which focuses on team, dual, and individual activities that not only promote wellness, but sportsmanship, leadership, and citizenship. We understand that along with exercise, proper nutrition is very important in maintaining a healthy lifestyle. It is hoped that as a result of the middle school physical education experience, students will be able to demonstrate skills and knowledge that support a healthy lifestyle, which includes physical education and health. Physical education is required for all three years of middle school.

Honor Roll

A pupil is placed on the Honor Roll if he or she earns at least a grade of B- in all subjects. The Honor Roll is posted on the bulletin board outside of the main office.

MCAS Testing

Grade 8 students are tested in the following subjects: English Language Arts and Literature, Mathematics, and Science and Technology/Engineering.

All Grades

Special Services

Resource rooms have been established at each of the middle schools. Special needs teachers are a part of the faculty at each of the middle schools. Services are provided to students who are found to have learning difficulties as related to their overall functioning in the middle schools. Special needs teachers provide direct remedial instruction to students who have been evaluated and found in need of services. In addition, special needs teachers assist subject matter teachers in adapting the instructional process to help meet the needs of these students in class.

Substantially separate programs are offered in areas of developmental delays, emotional growth and development, language-based programs, specialized reading instruction and occupational and physical therapy for students whose IEPs recommend these services for the student.

Guidance Counseling Services

Counseling services are provided to all students and parents to help in educational, vocational and personal matters.

Students are assigned to the same counselor for their duration in middle school, thus enhancing pupil-counseling opportunities for personal, social and educational growth and development.

Personal conferences are scheduled with each student to discuss such things as student interests, abilities, course selection, future educational and vocational opportunities, and personal or social concerns.

Students should feel free to talk with their counselor at any time. Parents are encouraged to make appointments to meet with counselors whenever necessary or desirable. Every effort is made to meet with each individual sixth grade student early in the year to promote a smooth transition to the middle school.

Other services provided by counselors include testing and evaluation, dissemination of occupational and vocational information, orientation programs and conferences with parents and referral agencies.

The middle school uses a three digit coding system for identification of courses offered. The first digit identifies the subject, the second digit identifies the grade level and the third digit identifies the program or grouping placement.

School Health Services

Optimal learning requires good health. For this reason, the school nurse is available to help facilitate and maximize your child's health and learning. Services include: acute and emergency care, health counseling, identification of potential health problems, providing preventative health measures, conducting mandated health screenings, medication administration and evaluation, immunization monitoring for adherence to state regulations, comprehensive and appropriate health education for students, parents and staff as needed, skilled nursing care and case management for children with special needs, individual health care planning, promoting a healthful and safe school environment, review and interpretation of medical records and linking families to community services as needed.

Homework Policy

Homework is a part of the learning process and is assigned in a thoughtful manner supportive of and consistent with the needs of the students and the curriculum. Homework at the middle school may be assigned daily in each major subject. The purposes of homework are to practice newly taught skills, review previously mastered skills, develop independent study habits, or to extend and enrich the curriculum.

Student Council

Student council members represent and serve their fellow students in the conduct of the various activities sponsored by the council and the school. The council meets regularly during the school year under the direction of a faculty member.

Early in the school year student council elections are held. The council elects its own officers. Standards of scholarship and citizenship must be maintained consistently if a student is to remain eligible for membership in the council.

Members of the student council profit immeasurably from their experiences while serving on the council. These experiences prepare them for future roles of leadership in school and community.

Family Vacations

If parents decide to go on a vacation of five days or less when school is in session, the pupil will be responsible to make up all work and will be allowed to make up examinations scheduled during this period. The time limit for completion of all work is the number of vacation days plus one.

If parents decide to take their son or daughter out of school for more than five days for an elective vacation, this absence cannot be treated in the same manner as the case above or as one for illness, a family emergency, or a unique educational experience. Such extended unapproved absences which cause a critical lack of learning may, in addition to placing the student in danger of failing, be in violation of the attendance laws of the Commonwealth of Massachusetts. Accordingly, the pupil will have the same loss of privileges as other pupils who are absent for unauthorized reasons. That is, he or she may be barred from participation in extracurricular and enrichment activities until all required work has been made up. Students may request work from their teachers in advance, but the entire instructional experience will not be achieved, so students should expect to be required to stay after school upon their return to cover any materials they missed.

Parents in all of these circumstances should inform their child's guidance counselor well in advance of the intended absence, and pupils should inform their teachers at least two weeks in advance of the absence.

Report Cards

A, A-	Work of superior quality
B+, B, B-	Work of excellent quality
C+, C, C-	Work of average quality
D+, D, D-	Work of poor quality, but passing
F	Work of unsatisfactory quality-failing
I	Incomplete work
W	Withdrawn from the course
ME	Medically excused

Progress Reports

Progress reports are made available on Aspen four times during the school year: October, December, March and May. The purpose of these reports is to inform students and parents of their progress in their classes at the midpoint of the term. These reports include updated grades, student attendance, homework assignments and schedule. Guardians' attention to these reports is appreciated.

Presidential Awards

This prestigious award goes to students who have maintained a B average throughout middle school and made the honor roll for seven consecutive terms.

Academic Subject Groupings

Academic grouping exists to provide an opportunity for each student to learn at a rate and in an environment best suited to the student as an individual.

Properly placed, a student with a positive attitude and good study habits will achieve. Academic placements are reviewed each year by teachers and counselors to ensure that the student can experience both challenge and success. MCAS scores, student performance, and teacher recommendations are used to place students in the appropriate groups.

Students are divided into two Clusters—A (advanced) and P (proficient)—in the four core subjects. Grade 8 Spanish students are also grouped into advanced and proficient clusters.

Teaming

Middle School Teaming enables teachers to engage in collaborative lesson planning, defining common learning goals and developing interventions for struggling learners. Through this collaborative time, teachers will improve their ability to meet students' academic and social needs and positively impact student achievement.

Athletics

Interscholastic Athletics

Boys and girls basketball and soccer are currently the interscholastic sports offered at the middle school level in grades seven and eight.

Intramural Program

Students are encouraged to participate both before and after school in our intramural program. A wide range of activities are offered. Student interest determines the final activity selection. The intramural program is open to all interested students. As an outgrowth of the physical education program, the intramural program allows for further skill development in an environment structured to develop both good sportsmanship and positive self-esteem.

After-School Activities

The options for after-school activities and clubs depend on teacher and student interest. They are supported by a school-wide fundraiser.

Promotion Policy

Students will be promoted to the next grade upon completion of all required courses. In the event a student fails English or math for the year, they may be required to complete the course in summer school in order to prepare them for the next year's work. Students who fail two or more courses may be recommended for retention upon review by the building principal.

Directors

Department	Contact	Phone
		781-848-4000 + extension
Art	Heidi Hurley	7830
English	Rock Roberts	7856
Guidance	Anthony Garofalo	7820
Mathematics	Courtney Miller	7845
Music		7825
Nursing	Jean Afzali	7840
PE/Health	Melonie Bennett	7800
Science	Betsey Clifford	7805
Social Studies	Gorman Lee	7835
Special Services	Jeffrey Rubin	7620
Technology	Rebecca Kidwell	7815
World Languages	Gail Ward	7850

Program of Studies

Numbers indicate the time a class meets in a six day cycle

<u>Grade 6 Subjects</u>		<u>Grade 7 Subjects</u>		<u>Grade 8 Subjects</u>	
English	6	English	6	English	6
Social Studies	6	Social Studies	6	Social Studies	6
Science	6	Science	6	Science	6
Mathematics	6	Mathematics	6	Mathematics	6
Pre-Algebra	3	Writing I	3	World Language (cont. from grade 7)	
Digital Literacy	3	Physical Education	3	French	6
Physical Education	3	Health, 1/2 year	3	Spanish	6
Health, 1/2 year	3	Art	3	Writing II	3
Art, 1/2 year	3	Music (choice of 1)		Physical Education	3
Music (choice of 1)		Band	3	Fine Arts (choice of 1)	
Band	3	Orchestra	3	Art	3
Orchestra	3	Chorus	3	Band	3
Chorus	3	World Language (choice of 1)		Orchestra	3
By Recommendation Only		French	3	Chorus	3
Math Connections	3	Spanish	3	By Recommendation Only	
Literacy Block	3	By Recommendation Only		Math Connections	3
		Math Connections	3	Literacy Block	3
		Literacy Block	3		

Braintree Public Schools Nondiscrimination Policy

The Braintree Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, in its hiring or employment practices or in any aspect of its operations.