

EASTON MIDDLE SCHOOL EASTON, MA

PROGRAM OF STUDIES 2026-2027

Please note that 26-27 middle school course offerings may be adjusted based on availability and resource allocation.



Easton Middle School

Core Values

Positive Attitude

Academic Excellence and Equity for All

Work Ethic and Perseverance

Promoting Community Engagement

Respecting and Valuing Diversity

Individuality

MAKE
YOUR MARK!

Non-discrimination

Teaming

Through the Easton Middle School's Core Values, we encourage students to leave their "paw print" of excellence within the school community.

EASTON MIDDLE SCHOOL

PROGRAM OF STUDIES 2026-2027

Vision Statement of Easton Public Schools

The Easton Public School System educates children to become motivated, lifelong learners who, as confident and creative individuals, function to their full potential, understand and value individual differences, and serve as contributing members of their community who are able to meet the challenges of a global society.

Easton Middle School Vision

The Easton Middle School through its administration, faculty, staff, and programs provides the opportunity and the means to prepare students to be positive, successful, and contributing members of a global society.

Easton Middle School Mission

Our mission is to create a community of learners in the middle school by achieving excellence in the intellectually challenging and developmentally appropriate education of our students.



EASTON MIDDLE SCHOOL

R. Luke Carroll
Principal

Nathan Crossman
Assistant Principal

Elizabeth Hunter
Assistant Principal

To Students and Parents:

The faculty, staff, and administration of Easton Middle School are totally committed to providing the best possible education for all of our students. As expressed in our Easton Middle School vision, we aim to “prepare students to be positive, successful and contributing members of a global society.”

Contained in the following pages are descriptions of the courses that we intend to offer at EMS during the 2026-2027 school year. The courses are rigorous, challenging, well designed and developmentally appropriate. They cover a wide spectrum of knowledge and serve as an exceptionally good preparation for high school and college.

All students at EMS are provided with a very full and meaningful school day and are encouraged to participate in some of our numerous co-curricular activities. Counseling opportunities are always available and serve to enhance the overall educational experience for each student.

It is extremely important that all members of the school community - students, parents, counselors, teachers, and administrators - become involved in the course selection process. In turn, the proper selection and placement of students heightens the possibility of each student's success. We urge you to read this Program of Studies booklet carefully as you plan for the future. In making your decisions, please do not hesitate to contact the school.

Sincerely,

R. Luke Carroll
Principal

PLEASE NOTE:

**COURSES LISTED IN THIS 2026-2027 PROGRAM OF STUDIES
WILL BE OFFERED SUBJECT TO ADEQUATE FUNDING
AND SUFFICIENT ENROLLMENT.**

TABLE OF CONTENTS

Introduction	5
Philosophy	5
Objectives	6
Focus Period	7
Art	7
Business/”Steam”	8
English	9
Family and Consumer Sciences	11
Health and Wellness / Physical Education	11
Mathematics	13
Music	15
Science	16
Social Studies	16
World Language	17
Other Programs	18

INTRODUCTION

All Grade 6 students will be enrolled in a comprehensive program which includes language arts, mathematics, science and social studies. The Grade 6 program is complemented by physical education and unified arts.

All Grade 7 and Grade 8 students are required to carry 5 subjects, English, Math, Science, Social Studies and World Language or Special Education services, in addition to Physical Education and Unified Arts. Unified arts may include band, chorus, orchestra, art, health, creative cooking, and technology. World language courses offered are French and Spanish.

Please keep these guidelines in mind as you read this booklet and become familiar with our program. This is your booklet, your program, and your school and we hope that as you move through Easton Middle School, your experience here will be successful both academically and personally.

We highly encourage consultation between students, parents, teachers, and guidance counselors in planning and selecting your courses.

PHILOSOPHY

Recognizing that each child is unique, the Easton Public Schools strives: to provide a coordinated and integrated instructional program; to nurture intellectual and academic capabilities; to promote physical development; to stimulate creativity and aesthetic awareness; to encourage participatory learning; to foster an understanding that learning is a lifelong process; and to develop positive attitudes which can lead to being a responsible member of a global society. Utilizing a variety of instructional approaches, each individual is encouraged to maximize his or her potential and thus develop a positive sense of his or her own self worth.

Recognizing the changing structure of family and society, the Easton Public Schools accepts its responsibility to create a safe, nurturing, educational environment. The school system views community support and involvement as an integral component of the educational process.

In all our programs and activities we adhere to the principles of Title IX, Chapter 622, and Section 504.

To achieve these general goals, we specifically aim:

1. To promote knowledge and develop skills that will enable students to perform to the best of their abilities.
2. To adapt the instructional process to address a rapidly growing body of knowledge.
3. To provide for individual needs and differences of students through varied educational experiences and teaching processes.
4. To develop reasoning, critical thinking, communication, and problem solving skills.
5. To provide technological skills and an awareness of the impact that technology has upon education and safety.
6. To establish an educational program that will assist students in their overall development.
7. To develop a sense of concern and respect for self and other human beings.
8. To foster a school/community partnership.
9. To promote knowledge, understanding, and appreciation of heritage, cultural diversity, traditions, and accomplishments.
10. To promote an understanding and appreciation of global society and world ecology.

Ongoing Responsibility: The Easton Public Schools views this statement of philosophy as a dynamic document which

serves as a foundation for the support, evaluation, and advancement of all programs and services.

OBJECTIVES

To provide for the individual differences, desires, and needs of Easton's youth, courses are designed to prepare some individuals for further education and to provide others with vocational skills in areas such as business and industrial technology.

To provide students with an opportunity to integrate theoretical knowledge with practical experience and to prepare them for employment after graduation, vocational feeder programs have been implemented.

To allow the student with academic limitations to learn at a pace commensurate with his abilities, appropriate courses in the academic areas have been included in the curriculum.

To acquaint our youth with the ideals, philosophy, traditions, and institutions of American Democracy, courses are offered in the humanities and social sciences which will develop habits of good citizenship via a thorough understanding and true appreciation of the Democratic process.

To provide maximum interaction among class members and deepest possible examination of subject areas in an attempt to stimulate those students of exceptional ability or interest, honor courses are offered in each academic area.

To develop an awareness of and an appreciation for the values of cultures other than his own, the student is offered relevant courses within the departments of English, Foreign Language, social studies, science, physical education, art, music, and family and consumer sciences.

To provide immediate practical and relevant knowledge, students are encouraged to participate in programs of industrial technology, family and consumer sciences, and athletics, which are designed to provide an awareness of the principles of good health and safety.

To develop the abilities of critical thinking and evaluation, constant personal interaction between student and teacher is encouraged as well as classroom participation. In addition, independent study assignments under the supervision of the teacher, with the aid of the library staff, aim for personal development of the individual student.

To develop aesthetic values and to provide viable experiences, students are encouraged to use the library and audiovisual aides, and community resources. Also, student participation in such activities as field trips, dramatic and musical productions, and the publication of a school literary magazine is encouraged.

To implement the theories of self-discipline, honesty, loyalty, personal responsibility and accountability as taught in the classroom to actual practice, student government in its many facets (e.g., Student-Council, Student-Advisory Council, National Junior Honor Society and other clubs) organizes and holds various types of activities. In addition, students have the availability of the library for academic work.

To assist each student in achieving greater self-understanding and better academic and personal adjustment and to aid him in effective problem-solving, decision-making and educational and vocational planning, the counseling staff provides individual and group counseling, college and career conferences, testing, faculty and parental consultations, and referrals to other agencies. In addition each teacher is encouraged to interact with individual students.

To ensure that basic and relevant educational experiences are commensurate with the abilities and needs of Easton's youth, the staff, at regular intervals, evaluates, expands, and updates the educational programs offered.

FOCUS PERIOD

Fostering Opportunities to Create Unlimited Success

500 - 6 (grade 6)	25 min. / daily
500 - 7 (grade 7)	25 min. / daily
500 - 8 (grade 8)	25 min. / daily

FOCUS period is an extension of the classroom that is used for standards-based remediation and enrichment for students. This also includes occasional programming that is also important to the success of students such as executive functioning, study skills, social emotional learning, and team building activities. FOCUS also prioritizes intervention, special services, remediation, and enrichment.

ART

The Middle School art program is designed to expose students to many different concepts, materials, and techniques in order to develop an appreciation of the art world and to encourage each student to discover their own individual style. The program is project based, but assignments are related to art history whenever possible. Students who complete the art courses leave with a basic understanding of many aspects of art and are well qualified to go on to more advanced classes.

GRADE 6

610 VISUAL ART EXPLORATION 1

36 Day Session/Every Day

This sixth grade art program emphasizes good craftsmanship, creativity, organization, and discussion about art and artists. A wide variety of materials and techniques are used, and students are encouraged to observe, share, and discuss their work. Students keep a portfolio of their projects throughout the course, which enables them to look back and monitor their own growth and development in art.

GRADE 7

716 VISUAL ART EXPLORATION 2

90 Day Session/Every Day

The seventh grade art program builds upon skills and concepts acquired in sixth grade art. Students may review and develop painting skills, explore drawing, create personal symbols, explore 3D methods, and design a relief print from start to finish. Creativity and craftsmanship are emphasized. Much of the work is displayed, and the students keep a portfolio of their work which they take home at the end of the course.

GRADE 8

885 FOUNDATIONAL PREP - Art 8

60 Day Session/Every Day

This project-based course seeks to develop an appreciation for art and artists by exploring several types of drawing, painting, and sculpture. Skill-building and creativity is emphasized. The elements and principles of design are introduced through projects which cover shape, color, texture, line, value, balance and proportion. Student artwork is discussed and displayed whenever possible.

BUSINESS/"STEAM"

(Science, Technology, Engineering, Arts and Mathematics)

Business and STEAM courses are designed to support the acquisition of 21st century skills which can not only be put to use immediately, but which will continue to be useful throughout life. These programs are intended to enhance the curiosity of middle school students through learning experiences that require our students to think creatively, to work collaboratively with others, to appreciate that some problems have multiple solutions and that learning emphasizes process as much (if not more) than product.

GRADE 6

612 TECH LITERACY I

36 Day Sessions/Everyday

This course will expose all students to the basic parts and function of a computer, troubleshooting techniques, binary language, and basic computer science concepts. In addition, students will program robots and will also be learning the *Scratch* computer language which they will use to write their own computer programs. This course will also address the importance of Online Safety and will give an overview of the Google Apps that they use in middle school. In addition, students will be given strategies for evaluating information and sources online. There is focus on looking for bias and utilizing multiple sources for evidence.

GRADE 7

715 TECH LITERACY II

90 Day Session/Every Day

This course will focus on Coding and Programming as well as Computer Science and Digital Literacy concepts. Students will be introduced to the programming languages while using programs like Scratch, Khan Academy and Code.org. Students will also be introduced to basic App Design, Game Design and Web Design. Digital Literacy is the ability to evaluate and search for multimedia sources as well as finding and using digital tools. In this class students will build on the knowledge gained in the grade 6 Digital Literacy class; developing more specific fact checking skills and look deeper into media bias. In addition, students will explore digital marketing and the influence that technology has on society.

711 ENGINEERING

30 day Session/Every other day

In this course students will pursue engineering questions and explore technological solutions by engaging in hands-on activities. They will work in small groups to complete the following project:

Bridge Building Project – Students will design and build the lightest bridge capable of supporting a given load. Before the actual construction, students will use a computer program that simulates a bridge supporting a load, draw blueprints and choose the appropriate type of wood and glue. They will learn about the different types of bridges, truss designs and basic construction terms.

Maglev Racer Technology Project – Students will build and race magnetic levitating vehicles powered by electric motors and supported above an aluminum track in a magnetic field.

GRADE 8

385 ENGINEERING AND ROBOTICS

45 Day Session/Every Day

In this course students will pursue engineering questions and explore technological solutions by engaging in hands-on activities. They will work in small groups to complete the following projects:

Cantilever Technology Project – Students will design and build the lightest cantilever capable of supporting a given load. A cantilever is a wooden structure that will be attached to a vertical wall at one end and will support a load at the other end.

Robotics Technology Project – Students will build and program a robot using Vex robotic kit materials. They will then compete with other students' robots.

887 CAD AND 3-D MODELING

30 day Session/Every other day

This course will introduce how technology has shaped design. Students will further explore the Engineering Design Process and apply it to projects involving problem solving. Some projects include architectural design, creating 3-D objects, and brainstorming and designing solutions to engineering challenges. Throughout the course, students will be combining their knowledge of technology, geometry, measurement and design to create objects using Computer Assisted Design (CAD) software and a 3-D printer.

ENGLISH

Through a wide variety of classroom learning experiences which are largely literature based, our goal is to teach children how to fully comprehend and respond to what they read and teach them how to use the English language most effectively in their writing and speaking.

The English curriculum draws on the four main literary genres: fiction, nonfiction, poetry, and drama. Selected age-appropriate readings within these genres are meant to expose students to a vibrant cross-section of viewpoints, cultures, and communities from around the world, past and present, and foster an appreciation of this diversity.

Along with gaining skills in comprehending text on a factual level, students also learn how to think critically while they read and are given the tools to respond analytically and personally. These responses include small group and whole-class discussions, written responses, and projects that tap students' strengths in visual and performing arts. Students are also encouraged to read independently outside of what is required in school by teachers who model for children a love of reading as a lifelong habit of mind.

GRADE 6

060 LANGUAGE ARTS

Sixth grade students will be engaged in the **Wit & Wisdom®** ELA program. This is knowledge-building curricula, aligned to the Massachusetts Curriculum Frameworks. The program is crafted to ensure that students build critical grade level ELA skills while also building knowledge of the world. Through a rigorous learning design based on current research (Science of Reading), students gain content knowledge and an awareness of how to read texts, write, speak, and listen. Students dig deep into each module's topic, exploring literacy, informational, and fine arts genres to create layers of knowledge that they will build on across lessons. Students engage with complex, grade-level books, from the classics to newer works of literature. These texts are used at every turn to help students master essential ELA skills.

616 English Language Arts- Tier 2 Interventions

***Recommendation Required**

The goal of the ELA intervention program is to accelerate the learning of students who are performing below grade level in Reading. These students are identified for services based on multi-criteria and on the greatest need. Eligibility is based on STAR screening data, MCAS achievement and growth, classroom performance, grade level assessments etc. The Interventionist teachers focus on phonics/decoding, vocabulary development, reading fluency, and comprehension skills/strategies for students struggling with the grade-level demands. Classes are held during the CORE block or scheduled during the school day depending on the deficit skill / need of the student(s).

GRADE 7

071 ENGLISH 7

910 ENGLISH MODIFIED

Seventh grade students will be engaged in the **Wit & Wisdom®** ELA program. This is knowledge-building curricula, aligned to the Massachusetts Curriculum Frameworks. The program is crafted to ensure that students build critical grade level ELA skills while also building knowledge of the world. Through a rigorous learning design based on current research (Science of Reading) , students gain content knowledge and an awareness of how to read texts, write, speak, and listen. Students dig deep into each module's topic, exploring literacy, informational, and fine arts genres to create layers of knowledge that they will build on across lessons. Students engage with complex, grade-level books, from the classics to newer works of literature. These texts are used at every turn to help students master essential ELA skills.

717 English Language Arts- Tier 2 Interventions

***Recommendation Required**

The goal of the ELA intervention program is to accelerate the learning of students who are performing below grade level in Reading. These students are identified for services based on multi-criteria and on the greatest need. Eligibility is based on STAR screening data, MCAS achievement and growth, classroom performance, grade level assessments etc. The Interventionist teachers focus on phonics/decoding, vocabulary development, reading fluency, and comprehension skills/strategies for students struggling with the grade-level demands. Classes are held during the FOCUS block or scheduled during the school day depending on the deficit skill / need of the student(s).

GRADE 8

081 ENGLISH 8

911 ENGLISH 8 MODIFIED

Eighth grade students will be engaged in the **Wit & Wisdom®** ELA program. This is knowledge-building curricula, aligned to the Massachusetts Curriculum Frameworks. The program is crafted to ensure that students build critical grade level ELA skills while also building knowledge of the world. Through a rigorous learning design based on current research (Science of Reading) , students gain content knowledge and an awareness of how to read texts, write, speak, and listen. Students dig deep into each module's topic, exploring literacy, informational, and fine arts genres to create layers of knowledge that they will build on across lessons. Students engage with complex, grade-level books, from the classics to newer works of literature. These texts are used at every turn to help students master essential ELA skills.

817 English Language Arts- Tier 2 Interventions

***Recommendation Required**

The goal of the ELA intervention program is to accelerate the learning of students who are performing below grade level in Reading. These students are identified for services based on multi-criteria and on the greatest need. Eligibility is based on STAR screening data, MCAS achievement and growth, classroom performance, grade level assessments etc. The Interventionist teachers focus on phonics/decoding, vocabulary development, reading fluency, and comprehension skills/strategies for students struggling with the grade-level demands. Classes are held during the FOCUS block or scheduled during the school day depending on the deficit skill / need of the student(s).

GRADE 6-8

960 Sheltered English Immersion (SEI)

***Recommendation Required**

SEI is the only program option that is offered in Easton Public Schools at this time. In this model of instruction, students are placed in a general education classroom with English as the primary mode of instruction taught by a certified SEI instructor who can make accommodations and modify the content depending on the student's language proficiency. Students will also receive services from a licensed EL Teacher. The amount of service time the student receives depends on their level of proficiency and current state guidelines. Parent or guardian approval is required for EL services. The EL content instruction is based on the Massachusetts English Curriculum Frameworks and the 2012 WIDA standards. The WIDA standards are aligned to the Common Core Standards. Parents are notified of their child's progress periodically throughout the year.

FAMILY AND CONSUMER SCIENCES

Students will improve their cooking skills and also have fun in “Creative Cooking”. Creativity in the kitchen is the focal point of this course. The students will prepare creative, appetizing, and nutritious snack foods and meal items. The curriculum includes a variety of nutrition games, activities, and food preparation contests. Recipes selected include a variety of foods from quesadillas and fruit muffins to pretzels and pizza. Students will use microwave ovens, conventional ovens, cooktops and electric appliances with supervision. Focus on making healthy food choices is reinforced.

GRADE 6

614 BEGINNING CHEFS

1 Session

In Beginning Chefs, students will learn basic cooking skills, measuring techniques and kitchen safety. While in class they will follow written recipes to prepare basic snack foods and meal type items. The curriculum includes a variety of nutritional games and activities in addition to cooking. Students will be introduced to the proper use of microwave ovens, conventional ovens, cooktop and electric appliances with supervision.

Through the 30 day class, students will also complete recipes that tie into their Science and Social Studies curriculum. The 30 days will end with Sugar Cookie Wars; a great way for students to show what they have learned!

GRADE 8

891 CREATIVE COOKING

1 Session

Students will improve skills learned in Beginning Chefs in grade 6. Throughout the course, skills will be tested and palates challenged! Some of the topics covered include but are not limited to: nutrition, knife skills, kitchen safety, sanitation and both simple and complex recipes. Students will be expected to participate in a few group projects. Possible topics include Superfoods, Superheros, Gingerbread House construction, International Food Truck Design and Cupcake Wars.

HEALTH AND WELLNESS / PHYSICAL EDUCATION

GRADE 6

611 HEALTH 6

36 day Session/ Every day

The 6th grade health curriculum consists of an introduction of the following topics: 8 dimensions of Health, Physical Health & Activity, Fire Safety, HIV and AIDS, Addictions, Puberty, Grief, Adolescence and the Reproductive Systems. These topics are aligned with the Massachusetts Comprehensive Health Curriculum Frameworks.

GRADE 7

712 HEALTH 7

30 day Session/Every other day

The 7th grade health curriculum consists of the following topics: The Health Triangle, Nutrition, Self Discipline, Awareness, Self-Confidence, Communication Skills, Goal Setting and Decision Making Skills, Peer Pressure, Positive Relationships, Coping and Stress, Bullying and Cyberbullying, Drugs, Setting Goals, Healthy Sleep Habits, and Fire Safety. These topics align with the Massachusetts Comprehensive Health Curriculum Frameworks.

GRADE 8

981 HEALTH 8

30 day Session/Every other day

The 8th grade health curriculum consists of the following topics: Nutrition, Healthy relationships, conflict resolution, mental health and wellness, Body Image, Eating Disorders, Use and Abuse of Steroids, Personal Safety, First Aid Skills, Fire Safety, Disease Prevention, Reproductive Health, Teen Pregnancy, Teen Parenting, Teen Dating Violence, Bullying and Cyberbullying. These topics align with the Massachusetts Comprehensive Health Curriculum Frameworks.

GRADE 6-8 PHYSICAL EDUCATION AND UNIFIED PHYSICAL EDUCATION

Full Year/Every other Day

In Physical Education, we strive to teach all students the long term value of fitness and play. Our standards based program focuses on both the health and skills related components of fitness.

Our classes give students a chance to focus on the core values of understanding human differences; we have fun while teaching respect, kindness, teamwork, and social awareness. We expect our students to give their best effort and participate.

Health Related Fitness Components:

- Cardiovascular Endurance
- Muscular Endurance
- Muscular Strength
- Flexibility
- Body Composition

Skills Related Fitness Components:

- Agility
- Balance
- Speed
- Coordination
- Power
- Reaction time

Activities and units change based on space, weather, and rotations.

OUTDOOR OFFERINGS

Nitroball
Cooperative Games
Ultimate Games
Team Sports
Tennis
Team Building
Pickleball
Cross Country and Track
Base games

INDOOR OFFERINGS

Basketball
Volleyball
Relay Races
Fitness Center Training
Badminton
Cooperative Games
Backyard Games
Yoga
Team Building
Base Games
Fitness workouts

MATHEMATICS

Through a variety of learning experiences, the middle school mathematics courses provide students with opportunities to apply the standards of mathematical practice to investigate, to make sense of, to reason, to model, and to apply appropriate tools and technology, working with a curricula that builds sequentially from ratios & proportional relationships to slope and linear equations, along with an expanded understanding of the number system. Students will be expected to do homework every day, study for tests and make up absentee work promptly. Success in mathematics depends upon keeping up with the assigned work. Parents are encouraged to monitor homework and to speak with teachers about concerns. Students are also encouraged to advocate and speak to teachers about concerns, should they arise.

CALCULATORS: Use of calculators is allowed when appropriate. However, arithmetic skills must be mastered and maintained. A student must be able to estimate answers so that the answer obtained using a calculator is verified as a reasonable answer.

GRADE 6

261 MATH

Grade six mathematics utilizes Open Up Resources to support the district's Understanding by Design Units that align with the Massachusetts Curriculum Frameworks for Mathematics. Sixth grade domains include Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. Concepts and skills addressed include: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) division of fractions; (3) extending the idea of a number to the system of rational numbers, which includes negative numbers; (4) interpreting, writing, and identifying expressions, equations, and equivalencies; (5) developing an understanding of statistical thinking; and (6) reasoning about geometric shapes and their measurements.

617 MATH - Tier 2 Interventions

*** Recommendation Required**

The goal of the Math intervention program is to accelerate the learning of students who are performing below grade level in Math. These students are identified for services based on multi-criteria and on the greatest need. Eligibility is based on STAR screening data, MCAS achievement and growth, classroom performance, grade level assessments etc. The Interventionist teachers reinforce and remediate fundamental math skills that students may have struggled with in their previous year(s) of mathematics. Students will review concepts previously taught as well as current concepts from the grade level curriculum.

GRADE 7

District, state, and national assessments will be used to inform EMS on each child's Math placement for grade 7. These assessments are given throughout the 6th grade year to obtain an overall picture of how a student is performing compared to grade level standards. Students are automatically placed into grade 7 Math, a foundational course in Pre-Algebra skills. The next course in the middle school math sequence. Those students who meet the prerequisite criteria for grade 7 Accelerated Math will be placed into this course, which moves at an accelerated pace, covering the grade 7 curriculum in addition to those students who meet the prerequisite criteria for Grade 7 Accelerated Math will be placed into this course, which moves at an accelerated pace, covering the grade 7 curriculum in addition to some of the grade 8 standards.

271 Grade 7 Math

Grade 7 Math focuses on four critical areas: (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.

270 Accelerated Grade 7 Math (prerequisites: recommendation required)

This accelerated course covers all of the grade 7 standards in addition to a portion of the grade 8 standards. This course will develop in detail the concepts needed before beginning the study of Algebra. The course is heavily concentrated on fluency and application of concepts while developing algebra skills and logical reasoning. To meet with success students must have not only mastered the concepts of arithmetic (including fractions, decimals and percents), but must have retained this knowledge. Students taking this course must have excellent reading and analytical skills and be able to work cooperatively and independently.

***Recommendation Required**

916 MODIFIED MATH (prerequisites: recommendation of grade 6 teacher, guidance counselor, and special education teacher). This course reinforces basic mathematics concepts and skills and introduces students to the grade 7 standards for ratios and proportional relationships, the number system, expressions and equations, geometry, statistics and probability.

718 MATH - Tier 2 Interventions***Recommendation Required**

The goal of the Math intervention program is to accelerate the learning of students who are performing below grade level in Math. These students are identified for services based on multi-criteria and on the greatest need. Eligibility is based on STAR screening data, MCAS achievement and growth, classroom performance, grade level assessments etc. The Interventionist teachers reinforce and remediate fundamental math skills that students may have struggled with in their previous year(s) of mathematics. Students will review concepts previously taught as well as current concepts from the grade level curriculum.

GRADE 8**281 Grade 8 PRE-ALGEBRA**

Grade 8 math focuses on three critical areas: (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.

200 Algebra 1- Accelerated**5 Credits**

(prerequisites: B+ or better in 7th grade pre algebra and teacher recommendation)

This is the first mathematics course offered in preparation for more advanced mathematical concepts and courses and is essential for all successive mathematics courses. Grade 8 Algebra 1 focuses on four critical areas in addition to completing the grade eight standards: (1) deepen and extend student understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Students taking this course must have excellent reading and analytical skills and be able to work cooperatively and independently.

917 MODIFIED MATH***Recommendation Required**

This course reinforces basic mathematics concepts and skills and introduces students to the grade 8 standards for the number system, expressions and equations, functions, geometry, statistics & probability.

818 MATH - Tier 2 Interventions***Recommendation Required**

The goal of the Math intervention program is to accelerate the learning of students who are performing below grade level in Math. These students are identified for services based on multi-criteria and on the greatest need. Eligibility is based on STAR screening data, MCAS achievement and growth, classroom performance, grade level assessments etc. The Interventionist teachers reinforce and remediate fundamental math skills that students may have struggled with in their previous year(s) of mathematics. Students will review concepts previously taught as well as current concepts from the grade level curriculum.

MUSIC

The Music Department desires to make it possible for every student to sing, play or listen intelligently, to become a more knowledgeable consumer and producer of music according to his/her individual interest and ability, and to make music a pleasurable experience and vital force in the daily lives of our students.

GRADE 6

Full Year/Every other day

604 Chorus is open to any student who does not participate in Band, Orchestra or Core Music. It is offered 3 days per 6 day rotation, and no auditions are required. The class is structured to provide each student with knowledge and practice in safe vocal technique, music reading, unison singing and part-singing. Careful emphasis is placed on teamwork, and striving for excellence. Two evening performances are required activities for this class and grading is done on a semester schedule. Music choices range from traditional middle school choral literature, through more modern popular choices.

605 Band is available to any student who has previously studied a band instrument, and in special cases, those who wish to begin a band instrument. If the student is a beginner, private lessons should be strongly considered. Students that play piano may participate on keyboard and mallet instruments. It is a class that meets three out of every six day rotation. We use a team concept, and develop skills in proper technique, rehearsal skills, music reading, expression and all other band fundamentals. All skill levels are addressed and emphasis is placed on pride and accomplishment. Two evening performances are required activities for this class and a traditional grading system is used.

606 Orchestra is available to any student who has previously studied a string instrument, and in special cases, those who wish to begin a string instrument. If the student is a beginner, private lessons should be strongly considered. It is a class that meets three out of every six day rotation. We use a team concept, and develop skills in proper technique, rehearsal skills, music reading, expression and all other orchestra fundamentals. All skill levels are addressed and emphasis is placed on pride and accomplishment. Two evening performances are required activities for this class and a traditional grading system is used.

607 Core Music 6 is offered to grade 6 students who do not take Chorus, Band, or Orchestra. It is offered every other day, throughout the school year. Music fundamentals such as rhythm, melody, harmony, form and tone color are explored, as well as music appreciation, and history. All subjects are presented in an integrated curriculum drawing upon math, science, social studies, and language arts. The program is hands-on with experiences in singing, instrument playing and movement.

GRADES 7 & 8

851 CHORUS (every day) **852 CHORUS** (every other day)

Chorus is open to students in Grades 7 and 8 who are interested in singing or learning to sing. The members of the chorus learn rudiments of vocal production, choral technique, sight reading, and music theory through class rehearsal and performance in school and community programs. The skill of sight singing is also taught, using a basic workbook and through a diverse selection of choral literature, both classical and popular. Motivated students will be given the opportunity to audition for special music festivals such as SEMSBA and Southeast Districts sponsored by the Massachusetts Music Educators Association. Students who participate in the Show Choir must become members of the EMS chorus.

854 BAND (every day) **855 BAND** (every other day)

Band is open to students in Grades 7 and 8 who have the ability to read notated music at an intermediate level and play a wind or percussion instrument at an age appropriate level. Members of the band learn to sight read, improve instrumental techniques and learn to perform in a large ensemble setting for school and community programs. Motivated students will have the opportunity to audition for special music festivals such as SEMSBA and Southeast Districts sponsored by the Massachusetts Music Educators Association. Students that are members of the EMS Jazz Band must be scheduled in the Band Class. Auditions for the EMS Jazz Band take place in November. It is highly recommended that all band members consider taking private lessons.

857 ORCHESTRA (every day) **858 ORCHESTRA** (every other day)

Orchestra is open to students in Grades 7 and 8 who have the ability to read notated music at an intermediate level and play a string instrument (violin, viola, cello, or string bass) at an age appropriate level. Members of the orchestra learn to sight read, improve instrumental techniques and learn to perform in a large ensemble setting for school and community programs. Motivated students will have an opportunity to audition for special music festivals such as SEMSBA and Southeast Districts sponsored by the Massachusetts Music Educators Association. Students that are members of the EMS Chamber Orchestra must be scheduled in the Orchestra Class. Auditions for Chamber Orchestra take place in November. It is highly recommended that all orchestra members consider taking private lessons.

SCIENCE

GRADE 6

361 SCIENCE 6

In Grade 6, science encompasses standards from all three science disciplines: Life, Earth and Space, and Physical science. The topics covered include: Earth's place in the universe, Earth's systems, structures and processes of organisms, biological evolution, gravitational force and waves and their applications. These disciplines will be investigated through various inquiry based approaches. The focus of sixth grade science is on the structure and function of the world.

GRADE 7

371 SCIENCE 7

In Grade 7, students will take the next step in their study of science and begin to build the solid foundation towards science literacy necessary for their future. All learning standards have been aligned with the Massachusetts Curriculum Frameworks. Seventh grade focuses on topics in physical science, earth, space, life science and technology. Massachusetts Framework Standards studied include: heat transfer through the earth system, forms of energy, electricity, magnetism, changes in ecosystems over time by human activity, energy within an ecosystem and systems in living things. Emphasis is put on cooperative learning, class discussions, demonstrations and a variety of other hands-on activities. The focus of seventh grade science is on systems and cycles.

GRADE 8

381 SCIENCE

In Grade 8, students will revisit the areas of physical, earth, space, life science and technology, continuing to build on these concepts. Massachusetts Framework Standards studied include: properties of matter, elements, compounds and mixtures, motion of objects, heat transfer through the earth system, the earth in the solar system, reproduction and heredity, evolution and biodiversity and changes in ecosystems over time by human activity. Students develop concepts using a combination of activities, investigations, hypothesizing, and questioning. Through this, the students will learn skills that will help solve problems scientifically, both in the classroom and in their lives. The focus of eighth grade science is on cause and effect.

SOCIAL STUDIES

The Social Studies offerings attempt to further in each student an interest in and an appreciation of our basic democratic heritage, as well as, to develop the skills and understandings necessary to enable each person to enjoy his/her inherent rights and to fulfill his/her responsibilities. In addition, these courses explore the complex economic, social, political, and religious forces that have influenced world societies past and present.

GRADE 6

161 WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS I

Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical

geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Regions for grade 6 are: Western Asia, North Africa, and the MiddleEast; Sub-Saharan Africa; and Central America, the Caribbean, and South America. Students investigate guiding questions such as “How does geography affect how societies develop and interact?” and “How have human societies differed from one another across time and regions?”

GRADE 7

171 WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS II

Grade 7 continues the sequence from grade 6, studying the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, “How did the concept of self-government develop?” and “Why do empires rise and fall?”

GRADE 8

181 UNITED STATES AND MASSACHUSETTS GOVERNMENT AND CIVIC LIFE

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” All 8th grade students will also complete an action civics project as a part of this course.

WORLD LANGUAGE

World language courses are sequential, each level dependent upon the preceding one. Courses focus on the acquisition and development of language learning practices within the domains of Communication, Linguistic Cultures, and Lifelong Learning. In all levels a balanced approach is used, allowing students to express themselves at first in a controlled situation, and later providing opportunities for creativity and originality. As an integral part of each course, the culture and civilization of the areas that speak the target languages are studied. The value of world languages as a career choice, or an additional qualification for a career in another field, is stressed.

GRADE 6

615 WORLD LANGUAGE EXPLORATORY

1 Session

This course is designed to introduce students to the different languages offered at both the middle school and high school levels. The objective of this course is NOT to develop proficiency in any one language, but it is to expose students to various languages, their cultures, and the process of learning a language. By the end of the course, students will be able to make a more informed decision as to which language they might like to pursue in the future. Beginning in seventh grade, students may elect to study French or Spanish.

GRADES 7&8

French 1 and Spanish 1 elected in Grade 7 will be a two-year sequence ending at the completion of Grade 8. This will ensure that at the end of Grade 8, the student has developed oral proficiency commensurate to his/her level of language learning.

471 FRENCH 1A or 472 SPANISH 1A

Grade 7

481 FRENCH 1B or 482 SPANISH 1B

Grade 8 > 5 Credits at the end of Grade 8

The fundamental skills of listening, speaking, reading and writing are developed by means of an oral proficiency based curriculum in line with both the state and national curriculum frameworks. These skills are developed by imitation, repetition, variation and application of authentic speech patterns. This course will be taught over a two-year period, grades seven and eight. Students will learn at a pace commensurate with their age. Much emphasis will be placed on oral proficiency appropriate to the level. At the end of the two years, the student will have a solid foundation in language learning. Students who earn a cumulative grade of C- shall be recommended to continue to level 2 of the language at the high school level.

400 SPANISH EXPLORERS (Grade 8):

The study of Spanish opens doors to a language spoken by 400 million people worldwide. This course introduces students to the rules of grammar and vocabulary crucial to conversational Spanish, and is designed for those with little or no background in Spanish. This course helps prepare students for further language study by supporting personal, social, and academic growth in a structured environment. While exploring the fundamentals of the language and through the study of the geography, and cultures of the Spanish-speaking world, students will develop and hone essential academic skills that lead to their success in the classroom.

431 SPANISH 1 (Grade 8):**5 credits**

This credit-bearing course is offered to 8th grade students who did not take Spanish in 7th grade, but wish to pursue the traditional course of study. The fundamental skills of listening, speaking, reading, writing, and cultural literacy are developed by means of an oral proficiency based curriculum in line with both the state and national curriculum frameworks. These skills are developed by imitation, repetition, variation and application of authentic speech patterns. Students will learn at a pace commensurate with their age. Much emphasis will be placed on oral proficiency appropriate to the level. Students who earn a cumulative grade of C- shall be recommended to continue to level 2 of the language at the high school level.

OTHER PROGRAMS

086 SPECIALIZED READING SKILLS 6

Teacher/Guidance Recommendation Required For students in grade 6- Direct instruction is provided with rule-based phonics programming. Students will be provided instruction and practice in phonics, fluency, spelling, and reading comprehension skills in order to better access the general education curriculum.

087 SPECIALIZED READING SKILLS 7

Teacher/Guidance Recommendation Required For students in grade 7- Direct instruction is provided with rule-based phonics programming. Students will be provided instruction and practice in phonics, fluency, spelling, and reading comprehension skills in order to better access the general education curriculum.

088 SPECIALIZED READING SKILLS 8

Teacher/Guidance Recommendation Required For students in grade 8- Direct instruction is provided with rule-based phonics programming. Students will be provided instruction and practice in phonics, fluency, spelling, and reading comprehension skills in order to better access the general education curriculum.

EASTON SCHOOL COMMITTEE

Jacqueline Weisman - Chair
Lauren Loomis - Vice Chair
Kelli Pircio
Colleen Proudler
James Hamilton, III

SUPERINTENDENT OF SCHOOLS

508-205-5900
Dr. Lisha Cabral

ASSISTANT SUPERINTENDENT

508-205-5900
Christine Pruitt

DIRECTOR OF SPECIAL EDUCATION

508-205-5900
Craig Davidson

EASTON MIDDLE SCHOOL ADMINISTRATION

508-230-3222
Luke Carroll, Principal
Nathan Crossman, Assistant Principal
Elizabeth Hunter, Assistant Principal

EASTON MIDDLE SCHOOL COUNSELING CENTER

508-230-3222, Ext. 3
Susan Mancuso, Director of Guidance (OAHS)
Amy Meehan, Counselor
Catherine Millett, Counselor
Abigail Boyd, Counselor
Dr. Teresa Davenport, Psychologist
Samson Goldstein, Special Education Coordinator
Heather Duquette, Adjustment Counselor
Renee Vasquez-Solis, Adjustment Counselor
Jessica McPeak, Adjustment Counselor

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Easton School District are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, religion, sexual orientation, veteran status or handicap in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Easton School District's compliance with the regulations implementing Title VI, Title IX, Section 504 or Chapter 622 is directed to contact the Superintendent's Office, 48 Spooner St. North Easton, MA 02356 or phone 508-205-5900. In addition, any person may write to: Office for Civil Rights/ED, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921.