

Frolio Middle School



*Work Hard, Play Hard
Always Be the Good
Value Learning and Respect
Effort Equals Success*

Program of Studies Grades 7 - 8 2016-2017

The Abington Public School System is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity or sexual orientation. The contents of all Abington Public Schools publications are available upon request in languages other than English.

Principal's Message

I would like to extend a welcome to all members of the Frolio Middle School community for the 2016-2017 school year. The Frolio staff is very excited about the offerings we are able to present to you in the Program of Studies document. Course offerings have been designed to provide our students with a challenging academic program. It is very important for our students to develop an understanding of their own learning style and learn study skills that will help them meet their educational goals now and in the future. The Frolio staff is committed to helping our students work through this process as well as to develop organizational skills critical for present and future academic success.

The Frolio Middle School Program of Studies includes a wide variety of courses, along with course descriptions. Students engage in academic courses, including English Language Arts, Mathematics, Science, Social Studies and Spanish, as well as explore and develop their abilities in the areas of technology, art, wellness, music and engineering. Frolio students also have the opportunity to participate in after school activities throughout the school year, including intramural sports, drama club, peer leadership, student council, art mural club and more.

Frolio's core academic subject teachers are structured into three interdisciplinary teams (Team Synergy, Team Endeavor and Team Odyssey), each team working with one third of the student population. Our fourth team, the Unified Science and Arts team (Team USA), includes courses in technology, art, wellness, music and engineering. This team approach is a key indicator of an effective middle level school model. The teachers on each team will coordinate assignments and assessments on a whole team basis, monitor student academic and behavioral progress, as well as work collaboratively together daily to offer students a challenging program. We will continue with our existing six day cycle in a three trimester school year. Parents and guardians, as always, are considered part of the team and are welcome to communicate and/or meet with your child's teachers when the need presents itself.

The faculty, staff and administration at Frolio are dedicated to meeting the unique needs of each middle school student. Working with the Abington community, we provide a program that is designed to prepare students for a smooth transition from middle school to high school. We believe it is important to provide a structured and nurturing school environment for all students. Adolescent development is rivaled only by the immense development experienced during infancy. As a result, we recognize the social and emotional milestones that our middle level students will face during their seventh and eighth grade experiences. Throughout the year, we will offer programs addressing the social and emotional development of middle level students, including anti-bullying and motivational programs, and we will engage all students in character education lessons and service learning projects.

The Frolio staff is honored to serve our community by offering an appropriate middle school education in a professional and responsive environment. Best of luck for a successful year!

Roseanne Kurposka
Principal

Kevin Atkinson
Assistant Principal

FROLIO MIDDLE SCHOOL
1071 WASHINGTON STREET, ABINGTON, MA 02351

PROGRAM OF STUDIES
2016-2017

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Jannette Leary, Secretary
Wendy Happel, Member
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Abington Public Schools Mission Statement

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

The Abington Public Schools reserves the right to limit the availability of programs due to limitations of facilities, staffing, enrollment or budget. If you have questions, please call our guidance office at 781-982-2172.

Guidance Department

Guidance services available at Frolio Middle School help students maximize their potential for academic and personal growth. Students and parents are encouraged to utilize services on an as needed basis in order to accomplish this goal. Conferences and telephone calls with parents are encouraged.

Educational Counseling

Educational counseling is typically done on an individual basis and focuses on helping students adjust to middle school and meet the increased academic demands. Students, teachers, counselors or parents can initiate educational counseling. Each student has a cumulative folder which contains current and past records of achievement and is maintained in the guidance department.

The guidance counselor explains all courses offered at Abington High School to eighth grade students. Teachers in major subject areas enter course level recommendations for each student. Course selections for high school are reviewed by the counselor and by parents.

Applications to private high schools and to South Shore Vocational Technical High School are processed and records are sent. The PCC Summer Enrichment Program is explained to all grade 8 students and applications to the program processed.

The guidance program for grade six students centers around the transition to middle school with an emphasis on providing information about what to expect and addressing any student concerns about middle school. Activities include counselor presentation of Frolio Middle School, presentations by Frolio students, a tour of Frolio and a parent orientation evening for parents of sixth graders.

Personal Counseling

Short-term personal counseling is provided on an as-needed basis. Counseling can be initiated by student, parent, teacher or administrator request. The counselor assists with problems that fall within the normal adolescent range. When a problem of greater magnitude occurs, counselors attempt to make appropriate referrals as soon as possible. Outside professionals are recommended.

Career Exploration

Career exploration is accomplished by a series of group presentations, integrated into the student's academic program. Students complete a Career Cruisers Program where they take a career interest test and research their highest scoring careers. Career discussions and goal-setting sessions with the guidance counselor are available to all students. In addition, the Department of Elementary and Secondary Education (DESE) sets application deadlines so that the Superintendents will know the amount of nonresident tuition the city or town must pay prior to final preparation of the budget for the next school year. This includes nonresident tuition applications for secondary and post-secondary Chapter 74 vocational technical education programs. The nonresident applications must be presented to the Superintendent of Schools in the city or town of residence by April 1, of the year preceding enrollment. Therefore, parents and students should notify the guidance department by March 15, of their Chapter 74 vocational nonresident application so that the submission will be ready for April 1.

STUDENT GROUPINGS

GRADE 7

Grade 7 students are placed in heterogeneous grouping, or classes including students with a range of instructional levels, for the following classes: Art, Computers, Critical Thinking and Design, English, Geography, Math Applications, Music, Science and Wellness. The majority of grade 7 students will place into the Math 7 Course. In alignment with the Massachusetts Common Core, a group of students will place into the Accelerated Math 7 Course based on a math placement test, the grade 5 mathematics MCAS score, grade 6 grades and teacher recommendation.

GRADE 8

Grade 8 students are placed in either level one or level two classes. Generally, level one or two designates the expectation of requirements of the students unless otherwise stated in the course descriptions that follow. The Massachusetts Common Core guides the instruction in all academic areas. Level one and two classes follow the exact same curriculum. The levels are interpreted as follows:

Level 1: Same curriculum as Level 2 courses. The class is designed to meet the needs of the more independent learner who has consistently demonstrated outstanding ability and motivation, coupled with strong organizational skills.

Level 2: Same curriculum as Level 1 courses. This class is designed to meet the needs of students through the use of additional instructional supports. In addition, students will benefit from teaching techniques which improve independence and organization.

Frolio Middle School WAVE Motto

Work hard, play hard

Always be the good...

Value learning and respect

Effort equals success



COURSE DESCRIPTIONS

(In alphabetical order)

Computers

This course is designed to learn to use the computer as a tool to aid the student's academic studies. Topics will be covered over a two year period (60 classes each year) and include Keyboarding and applications from the Office Suite.

All concepts taught can fall into three categories: entering data, synthesizing data, and presenting data. These concepts will be taught with an integration of the information students encounter each day in their other classes.

Entering Data - Students learn to "Touch Type" in order to quickly and efficiently enter text into the computer.

Synthesizing data - Students learn to manipulate information in order to solve problems, create new questions and learn more about their subject matter. Excel and Access are used for this purpose.

Presenting data - Students learn to present their findings in order to show concept knowledge, convince viewers or to allow viewers to use their information at will. Power Point and Word are used for this purpose.

Grade 7 – Computers

Basic Keyboarding, PowerPoint, Graphics and Word will be covered.

Grade 8 – Computers

Advanced Keyboarding, Excel and Access will be covered.

Critical Thinking and Design (STEAM)

The STEAM Program provides students with exciting hands-on creative experiences and applications in the foundations of science, technology, engineering, art and math. This inquiry driven model makes strong supportive connections to the *Massachusetts Curriculum Frameworks for Science, Technology and Engineering* in both seventh and eighth grade courses. The students work independently and in teams to complete tangible projects and explore technological systems that have relevant real world connections. Computer models, engineering questions, 3-dimensional models and Internet research assist students through the problem-solving and design process. Students also acquire basic skills in the safe handling of materials and tools.

Grade 7 - STEAM

Students explore the evolution of technology and gain an understanding of its impact on society. Additionally, the "system model" is introduced and the five areas of technology are reviewed. Students complete several hands-on projects focusing their learning on the "Engineering Design Process", Construction Technology, Manufacturing Technology, Transportation Technology and

creative problem solving. Balsa wood towers, balsa wood and paper gliders, paper shoes and catapults are just some of the hands-on projects the students will complete.

GRADE 8 - STEAM

Students will begin the term exploring the "Problem Solving Process" and will complete lessons utilizing the "Engineering Design Process". Independent and group research projects will aid in the completion of several hands-on activities that will explore Construction, Transportation, Communication and Manufacturing systems. Additionally, students are assigned two long-term homework projects. Balsa wood bridges, package design, mechanical drawing and tetrahedral kites are just some of the hands-on projects that the students will complete.

English

Our goal is to instruct middle school students so that they attain proficiency in the skills of reading, writing, listening, and speaking.

All English courses in Abington Public Schools will evolve in conformity with guidelines recommended by the *Massachusetts Curriculum Framework for English Language Arts and Literacy*, incorporating the *Common Core State Standards* [CCSS]. This document directs us to prepare all students for career and college readiness, both for the near future and for life-long learning. Students who are proficient in English can:

- Demonstrate independence in reading and writing;
- Build strong content knowledge;
- Respond in writing and speaking to the varying demands of audience, task, purpose and discipline;
- Comprehend as well as critique a variety of texts as readers and listeners;
- Value evidence in a variety of communication situations;
- Use technology and digital media strategically and capably, and
- Come to understand other perspectives and cultures.

Our goal for writing is to promote student achievement in creating a variety of text types for a wide range of audiences and purposes including: narratives, informative/explanatory essays, and arguments. They will continue to pre-write, draft, revise, edit, publish and reflectively self-assess their written work. Writing instruction will target specific skills relating to mechanics, grammar, organization and style. Students will write routinely over extended periods with time for research, reflection, and revision as well as shorter periods for a wide range of tasks.

Our goal for reading is to promote student achievement in reading and comprehension of complex literary and informational texts, independently and proficiently. Students in middle school learn to read more closely for key ideas and details as well as authors' choices in craft and structure of texts; they develop reading comprehension skills at both literal and inferential levels. Vocabulary study will emerge from reading literary and informational texts as well as crafting texts for a variety of purposes.

All English courses will emphasize development of the speaking and listening skills necessary for participation in discussions. It is important for students to learn to answer questions and support their observations with evidence; however, it is as important for them to learn to ask clarifying questions in order to increase their understanding and independence as learners.

Grade 7 – English Language Arts

Students will read complex texts including a range of fiction, non-fiction, poetry, and drama that explore topics of identity, adolescence, and emerging adulthood. Teachers will use a variety of strategies to differentiate instruction for students within a class. All students will read full-length novels, as a class and independently.

Students will learn to write about their own experiences and the texts they read. The composition strand of this course focuses on writing the persuasive essay, the MCAS task for testing at Grade 7. All students will complete projects using the research process, including MLA documentation.

Grade 8 – English Language Arts

There are two levels of instruction at Grade 8. Students at both levels will read the same texts and participate in many of the same writing tasks, but with different levels of teacher support and organization. Students will continue to read from a range of complex texts, including fiction, non-fiction, poetry, and drama that continue to explore topics of identity, adolescence and emerging adulthood. All students will read full-length novels, both young adult and classic selections. Since students complete an MCAS reading comprehension test in grade 8, they will work to improve independent reading comprehension of literary, informative, and persuasive texts at both literal and inferential levels.

Students will learn to write about their own experiences and the variety of texts that they read. The composition strand of this course focuses on independent analysis of the craft and structure of narrative, informative, and persuasive texts. This type of assignment begins preparation for the long composition in the Grade 10 MCAS English Language Arts assessment.

Foreign Language

Spanish 1A

This course is the first half of Spanish 1. Spanish 1A is a full year course. Students will develop a basic competency in the foreign language skills of listening, speaking, reading, and writing. Additionally, students will develop an awareness and appreciation of the Hispanic world. Vocabulary and grammar lessons will be presented thematically.

Spanish 1B

This course is the second half of Spanish 1. Spanish 1B is a full year course. Students will build upon the skills acquired the previous year and continue to develop a basic competency in listening, speaking, reading, and writing. Additionally, students will develop an awareness and appreciation of the Hispanic world. Vocabulary and grammar lessons will be presented thematically.

Math Applications Course

This course is designed to help students with both math content and strategies for success on the Mathematics MCAS exam. The focus is on geometry and measurement as well as probability and statistics. The course is taught through investigations and experiments in which students discover relationships about mathematics. This course helps students to reason, communicate, and make connections about mathematics.

Mathematics

Both seventh and eighth grade math curricula engage students in the eight standards of mathematical practice as set forth by the Massachusetts Curriculum Framework for Mathematics. According to the Frameworks, all students should:

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

In promoting the standards of mathematical practice in the math program, we have incorporated various strategies in instruction at all levels. Writing responses to open ended questions, working with manipulatives, working in cooperative groups, assessing students' work authentically and enhancing discourse in the learning environment are all included in mathematical instruction. The focus in our mathematics program is to strengthen problem solving skills in an environment that is motivating and thus more effective.

There are two levels of instruction in both grade seven and grade eight.

Grade 7 Mathematics:

The main goal of grade seven mathematics is to provide a curriculum that prepares students to meet the challenges of the Mathematics Curriculum Standards. The program is designed to enhance the students' skills in problem solving with an emphasis on reasoning. The objective in the seventh grade is to create the fundamental blocks for Algebra and Geometry.

Students in grade seven can expect to encounter problems that will extend their knowledge about negative numbers and will perform the operations of addition, subtraction, multiplication and division within the system of rational numbers. In addition, students will grow in their ability to analyze proportional relationships. They will also begin creating the foundation for Geometry by solving a variety of problems involving angle measure, area, surface area and volume.

Accelerated Grade 7 Mathematics:

This course will not only cover the grade seven curriculum but will also cover a portion of the grade eight mathematics topics as well. Accelerated Grade 7 is designed to go at a fast pace with a strong emphasis on work done outside the classroom. Selection for this class is based on MCAS scores, the grade seven placement tests as well as grades. It is an extremely rigorous course and places a strong emphasis on homework.

Grade 8 Mathematics:

The grade eight program of studies reinforces and expands upon the curriculum development to meet the standards outlined in the Massachusetts Curriculum Frameworks. The main focus of grade 8 is to build on the fundamentals of Algebra and Geometry previously mastered in grade seven. Students will expand their knowledge of topics that were studied in grade seven.

Students in grade eight can expect to extend the work from proportional reasoning in grade seven and apply it to the world of algebra. This would involve connecting the concept of unit rate to slope and to the graphing of lines. Students will also work with equations that are not linear and apply them to such topics as the Pythagorean Theorem. A large portion of the course is devoted to solving linear equations, as well as defining, evaluating and comparing functions.

Accelerated Grade 8 Mathematics:

This course will not only cover the eighth grade curriculum but will also cover a portion of the Accelerated Algebra topics as well. Accelerated Grade 8 is designed to go at a fast, rigorous pace and places a strong emphasis on work done outside the classroom. *Prerequisite: 80% or better in Accelerated Grade 7 Math.*

FAQ's about MATH: Why don't I see Algebra I in Grade 8 like *I have in the past? Without taking Algebra in grade 8, is it possible to take Advanced Placement Calculus in high school?* *The Massachusetts Curriculum Frameworks for Mathematics that were published in 2011 are more rigorous than the previous frameworks. With the previous frameworks, many of the grade 7 and grade 8 topics overlapped. Grade 8 would be many of the same topics as grade 7, but grade 8 would require more depth. This would allow a student who was strong in grade 7 to skip grade 8 math and take Algebra in grade 8. That is no longer the case with the new frameworks. Now each grade level covers different topics in greater depth. For example, in grade 7 a major focus is proportional reasoning and in grade 8 a major focus is linear functions. The topics no longer overlap. To get to AP Calculus we had create a new pathway...it is our accelerated pathway. Students on an Accelerated pathway will go at a faster pace than their peers. The accelerated course at each grade level will cover two additional units. So Accelerated grade 7 will cover two grade 8 units, Accelerated grade 8 will already have 2 units done, so can cover 4 additional units from grade 9 Accelerated Algebra, with this continuing through Accelerated Geometry, Accelerated Algebra II and Trigonometry. This accelerated track allows an additional course to be covered by the junior year of high school. So, by the time a junior is finished with accelerated Algebra II and Trigonometry, they have covered enough Pre-Calculus topics to be placed directly in AP Calculus in their senior year.*

Music

All students study music at Frolio Middle School. Students choose a music class elective at the end of sixth grade and will study music either by playing an instrument, singing in the chorus, or studying music through active listening and participation in music class. In all classes, students will study music of different styles, music from different cultures, important composers and important compositional forms. There is an emphasis on creativity and creative thinking.

Band

Instrumental students have the opportunity to build on skills previously learned, including music reading, articulation and tone quality, as well as more advanced concepts of interpretation, balance, blend, and intonation. Students study and perform music of different cultures, different historical periods, patriotic and popular music. Students will gain the skills to become independent musicians, and to be creative in their musicianship. Curriculum for this course is based on the Massachusetts Curriculum Frameworks, the National Standards of the National Association for Music Education, and National Core Arts Standards.

Performance is a requirement for this course.

Chorus

Vocal students will have the opportunity to learn music reading and proper vocal technique. Students study and perform music of different cultures, different historical periods, patriotic music, spirituals, and popular music. Students will develop the skills to become independent and creative musicians. Curriculum for this course is based on the Massachusetts Curriculum Frameworks Music, the National Standards of the National Association for Music Education, and National Core Arts Standards.

There is a performance requirement for this class.

Grade 7 – Music

Students in music class will study the history of western music from the medieval period to the Romantic Era. Students will study music through active listening, analysis, reading, class discussions, projects and assignments. Important composers, innovations, and forms are highlighted. Curriculum for this course is based on the Massachusetts Curriculum Frameworks, the National Standards of the National Association for Music Education, and National Core Arts Standards.

Grade 8 – Music

Students in this course will study the History of American Music from the late 1800's to present. Students will study music through active listening, analysis, reading, class discussions, and projects. There is also an opportunity for creating music and song lyrics. Important musical traditions, styles and artists are highlighted in this course. Curriculum for this course is based on the Massachusetts Curriculum Frameworks and the National Standards of the National Association for Music Education.

Science Science / Technology / Engineering

Using the modules from the Pearson Science Explorer Series, the middle school science program continues to offer an integrated approach in the earth, physical, life sciences and technology / engineering. This integrated approach will help the students prepare for the 8th grade science MCAS based on the concepts previously learned in grades 6-8. The Science Explorer Series presents concepts that are discovered through inquiry, exploration and scientific literacy through STEM education. STEM education is an interdisciplinary approach to learning where academic concepts are coupled with real world lessons as students apply science, technology, engineering, and mathematics to real world applications. Emphasis is placed on further developing a foundation of understanding that can be connected between related science concepts and also enables the students to make connections from the science content presented in class to the relationship of the world around them.

The seventh and eighth grade science program is based upon the *Massachusetts Curriculum Frameworks, 21st Century Learning Skills* as well as applicable *Common Core Standards* that reinforces STEM. There is one level of instruction in grade seven and two levels of instruction (Level 1 and Level 2) in grade eight.

**Grade Level Modules in Alignment with
Massachusetts Frameworks for Science, Technology and Engineering**

STRAND	GRADE 7	GRADE 8
EARTH AND SPACE SCIENCE	INSIDE EARTH EARTH'S CHANGING SURFACE	ASTRONOMY
LIFE SCIENCE	ENVIRONMENTAL SCIENCE HUMAN BIOLOGY AND HEALTH	CELLS AND HEREDITY
PHYSICAL SCIENCE		CHEMICAL BUILDING BLOCKS CHEMICAL INTERACTIONS
TECHNOLOGY AND ENGINEERING	NATURE OF SCIENCE AND TECHNOLOGY	NATURE OF SCIENCE AND TECHNOLOGY

Social Studies

The Social Studies Curriculum reflects the guidelines established by the *Massachusetts Curriculum Frameworks for History and Social Science*. Social Studies programs integrate knowledge, skills and attitudes within and across disciplines in order to provide students with citizenship skills, an appreciation for democratic values and the awareness of cultural differences that they need in order to make informed and reasonable decisions as citizens of a democratic society.

Social Studies teachers utilize a wide variety of instructional methods intended to reinforce fundamental Social Studies skills such as primary source document analysis, chronological reasoning, and historical synthesis. Students are expected to demonstrate mastery of content through both formal and informal assessments including analytical writing, map interpretations and active discussion. Social Studies classes are student-centered and engaging, challenging students to actively contribute to their schools, community and society.

Grade 7 - Geography

Students entering the Frolio Middle School will follow a course of study focusing on World Geography as outlined in the *Massachusetts Curriculum Frameworks for History and Social Science*. That course of study includes physical geography, the climates, the cultures and brief histories of countries around the globe. The World Geography course is a political and cultural geography course organized around the five themes of geography and the eight traits of culture: government, social groups, language, religion, daily life, history, economy and the arts.

Grade 8 – United States History

The eighth grade United States History course is unlevelled, however students may choose to opt into a more challenging enrichment program within the course referred to as the Honors Challenge. The eighth grade United States History course begins with a unit on civics in America where students will examine the functions of local, state, and federal governments. The students then study the initial exploration of America by Europeans in the 17th century through the creation of the American Constitution. Students will analyze the political, social, and economic trends that defined the early colonizers and eventual citizens of America. Emphasis is placed on primary source analysis as well

as writing skills in order to prepare all students for success at the high school level. Additionally, the critical thinking skills fostered will help all students become informed citizens.

Visual Arts Program

The aim of the art program at Frolio Middle School is to have students learn to think creatively and to further discover things about themselves and the worlds of ideas, humankind and nature. Building on the established base of knowledge and experience in the elementary art program, the middle school art program adds increasingly more complex learning encounters that address the interests and needs of a young adolescent. At this stage students become more deliberate in the making of art and their art works often progress through a series of developmental stages of review and refinement with, if desired, a greater sense of realism. Students are instructed to be perceptually sensitive and creative. They progress to use tools and materials which require more skill, knowledge and discipline and begin to explore approaches and techniques used by professional artists.

The project-based art curriculum explores a series of themes through a variety of art forms including drawing, colored drawing, painting, printmaking, collage and mixed media, sculpture, graphics and architecture. Different artists, styles, periods and cultures are studied as reference during art making assignments, and cross-disciplinary connections are made with other subjects. The curriculum addresses the visual arts learning standards set forth in the *Massachusetts Curriculum Frameworks for Art*. There are ten or more art making assignments scheduled each trimester.

All middle school students are required to take art for one trimester, three days in a six-day cycle for 49 minutes each period. Writing assignments, homework and outside assignments are given. There is an art room in the middle school. Art work is exhibited in the art room and also on the bulletin board in the cafeteria and various sites in the community. After completing the middle school art program students can continue to elect art classes at the high school.

Grade 7 – Visual Arts

Students in grade 7 work on individual and cooperative art projects designed to develop independent creative thinking and ideas, observational abilities, and the visual art language. A broad range of themes and subjects are explored using a variety of materials and approaches. A visual journal is also assigned for drawing and writing. A wide variety of artists and cultures are studied as references for art projects to provide students with a better understanding of the important role the visual arts play in our image-rich culture.

Grade 8 – Visual Arts

Students in grade 8 work on creative art projects that are more complex and take longer to complete. More advanced observational skills are emphasized depicting a variety of subjects requiring more personal interpretation. A visual journal is also assigned for drawing and writing. The connections between visual art and other subjects are explored. The history of art is introduced through the study of art work from many cultures of the past and present.

Wellness

Health

The Health Education courses at the middle school are designed to continue the efforts begun at the earlier grades to promote the health and well-being of all students. By acquiring the knowledge and

skills necessary for a healthy lifestyle, students will be able to reduce health risks by making wise and informed decisions during their teenage years and beyond.

Grade 7 – Health

Curriculum for grade seven students will include units dealing with the physical, social and emotional changes that occur during adolescence. Topics include conflict resolution, peer pressure, decision making skills, substance use and abuse, nutrition, and mental health. The mental health unit will include instruction and discussion on depression, anxiety and suicide. Adolescent growth and development, including changes occurring during puberty, as well as the male and female reproductive systems will also be discussed.

Grade 8 – Health

The eighth grade curriculum will further expand on the concepts introduced in grade seven. In addition, there will be units of instruction on media influences, eating disorders, relationships and dating, and sexually transmitted infections.

Physical Education

The middle school physical education program is designed to help students acquire and refine various manipulative, locomotor and non-locomotor skills through participation in a wide variety of health and fitness activities. Students will also learn principles of training and conditioning regarding the improvement of personal fitness. The goal is to help students understand the relationship between physical activity and its contribution to a healthy lifestyle.

Units of instruction for seventh and eighth grade students include activities such as basketball, lacrosse, team handball, badminton, ping pong, weight training, aerobics and circuit training.

Massachusetts state law requires all students to participate in Physical Education. A student may be excused from physical education with a note from a physician. This note must be on file with the school nurse and document the time span for which the student is to be excused.

Frolio Pillars

You can do it.

Effort makes a difference.

Your education is important.

We won't give up on you

(even if you give up on yourself).

Frolio Motto

Work hard, play hard

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FROLIO MIDDLE SCHOOL
TRIMESTER SCHEDULE W/ 6 DAY CYCLE

SUBJECT	Trimester
ENGLISH, MATHEMATICS, SOCIAL STUDIES, SCIENCE, SPANISH	Grade 7: 180 Classes – 6/6 (3 Trimesters) Grade 8: 180 Classes – 6/6 (3 Trimesters)
BAND, CHORUS, MUSIC CLASS	GRADE 7: 90 CLASSES – 3/6 (3 TRIMESTERS) GRADE 8: 90 CLASSES – 3/6 (3 TRIMESTERS)
WELLNESS	GRADE 7: 60 CLASSES PHYS ED – 6/6 (1 TRIMESTER) GRADE 7: 30 CLASSES HEALTH – 3/6 (1 TRIMESTER) GRADE 8: 60 CLASSES PHYS ED – 6/6 (1 TRIMESTER) GRADE 8: 30 CLASSES HEALTH – 3/6 (1 TRIMESTER)
COMPUTERS	GRADE 7: 60 CLASSES – 6/6 (1 TRIMESTER) GRADE 8: 60 CLASSES – 6/6 (1 TRIMESTER)
ART	GRADE 7: 30 CLASSES – 3/6 (1 TRIMESTER) GRADE 8: 30 CLASSES – 3/6 (1 TRIMESTER)
CRITICAL THINKING AND DESIGN	GRADE 7: 30 CLASSES – 3/6 (1 TRIMESTER) GRADE 8: 30 CLASSES – 3/6 (1 TRIMESTER)
MATH APPLICATIONS	GRADE 7: 30 CLASSES – 3/6 (1 TRIMESTER) GRADE 8: 30 CLASSES – 3/6 (1 TRIMESTER)
ACADEMIC LAB	GRADE 7: 90 CLASSES – 3/6 (3 TRIMESTERS) GRADE 8: 90 CLASSES – 3/6 (3 TRIMESTERS)

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