



2024-25 Middle School Guide

Curriculum and Information

Welcome

The Middle School years are an important time in a child's development. Bancroft's Middle School serves students in Grades 6-8. Balancing the Lower School commitment to nurturing the innate curiosity of the whole child and the Upper School commitment to a departmentalized, rigorous, self-discovery, the Middle School serves as a supportive transition between the two divisions. Bancroft Middle School provides a safe and nurturing environment where students are inquisitively engaged in their classes, enjoy collaboration with their classmates, and develop a variety of skills that will help propel them forward in the years to come.

In order to provide the greatest opportunity for learning to take place, our teachers consistently seek out the best ways to reach every student. Teachers in the middle school focus on building relationships and are responsive to the diverse individualized needs of each student. In addition, our staff have a passionate understanding of the unique developmental physical, emotional, and social behaviors associated with children in this age group.

The Middle School understands the importance of creating an environment in which each student can develop intellectually, emotionally, creatively, socially, and physically. Faculty serve as advisors and role models in each of these areas. Through commitment to our Values, it is our goal for everyone in our community to feel a sense of belonging. Our pillars of Excellence, Inquiry, Equity, Community, and Ethical Leadership are explicitly taught through The Middle School Mindset and embedded in daily classroom practices and advisory activities.

When experiencing the Middle School at Bancroft, students and families will see a balance of academic inquiry, students being encouraged to foster a growth mindset, and an individualized approach to social/emotional growth. We look forward to seeing our students develop and grow throughout their middle school years.



Hamilton Parks
Head of Middle School

Bancroft is a place where
students own their learning,
and faculty own their teaching.

Mission

Through active, inquiry-based learning and challenging experiences, Bancroft School empowers students with the skills, knowledge, and confidence to make a difference in their community and the world.

Vision

Bancroft School works to be the first choice for students and families seeking to own their journey to mastery and independence in the greater Worcester region. We continue to strengthen our diverse and supportive community and invest in people to provide a robust education for all students in PreK through grade 12. Guided by outstanding teachers, curious learners engage with one another and celebrate our strengths and lived experiences.

Values

Excellence: *Empowering one another to do and be our best.*

We believe in people and their dreams. Bancroft School strives to deliver the very best educational experience to all our students. We prepare our students to succeed and thrive in college and beyond. We want and support excellence for our educators, and we are dedicated to helping our students discover their passions and become their best selves.

Inquiry: *Inspiring innovation through active learning.*

We fuel curiosity. We ask questions, test insights, reflect, revise and develop solutions. We go outside to explore our campus and our community. We experiment to discover new tools, new technologies and new ways to learn. We collaborate and share our work, knowing the value of healthy debate and the exchange of diverse perspectives. We seek purpose in our learning.

Equity: *Ensuring everyone has a voice and opportunity to succeed.*

We work to create a diverse community where all people feel safe, respected and a deep sense of belonging. We celebrate the range of lived experiences in our community and affirm that differences make us stronger. We commit to creating equity in all our practices and to challenging and responding to bias, harassment and discrimination.

Community: *Caring for and supporting one another.*

We provide a safe environment and promote the emotional, intellectual and physical well-being of our students and staff. We guide students in recognizing their strengths and making meaningful choices about how and what they learn. We encourage educators to explore innovative ways of teaching. We invite families to be part of the student journey. Together, we confront challenges and celebrate success.

Ethical Leadership: *Putting our values into action.*

We hold ourselves accountable and support one another as we live out these values on our campus, in our local community and throughout the world. We work hard to do better every day, and we own and learn from our experiences.

Portrait of a Bancroft Graduate

BANCROFT GRADUATES ARE...

CRITICAL THINKERS who...

Ask questions about how or why things happen. They obtain, evaluate, and analyze information from a variety of sources. They communicate using evidence-based argumentation. They make reasoned judgments and reach informed conclusions.

COLLABORATIVE LEARNERS who...

Work productively with a group to meet common goals. They respectfully and supportively respond to the input, strengths, and talents of others. They identify questions, complete tasks, and solve problems together. They both teach and learn from their peers with supportive attitudes and an openness to new ideas.

EFFECTIVE COMMUNICATORS who...

Listen to, engage in, and learn from conversations with others. They appreciate and understand diverse, intercultural perspectives. They seek out and are receptive to feedback. They are confident in their ability to voice their opinions and share expertise. They use sophisticated methods to connect with a variety of audiences.

CREATIVE DESIGNERS AND PROBLEM SOLVERS who...

Use their knowledge and skills to create something new and imaginative. They look for ways to use resources to solve problems. They seek connections between ideas and new questions to ask. They explore their passions and express themselves through art, music, writing, design, and scientific pursuits.

ENGAGED CITIZENS who...

Seek to understand and impact their communities. They recognize, respect, and embrace the common humanity of all people. They increase their empathy through knowledge, observation, inquiry, and practice. They address issues, participate, and take action, both within and outside of Bancroft.

SELF ADVOCATES who...

Know themselves as students and people. They make informed decisions and choices. They demonstrate resilience, maintain balance and take risks to

challenge themselves. They seek out and access resources for self-care. They use a growth mindset to become better versions of themselves.

Academics

Departmental Skills

History

1. Students can read and comprehend a variety of text styles (textbook, primary sources, articles)
2. Students can construct relevant historical questions
3. Students can identify, evaluate, and use relevant and credible resources from diverse perspectives
4. Students can interpret a variety of audio and visual materials
5. Students can write synthesized, analytical arguments, supporting a thesis with evidence
6. Students can communicate researched information in an engaging, accurate manner, using a variety of written, audio, and visual formats
7. Students can apply historical knowledge to challenges of American and global citizenship
8. Students can understand historical cause and effect relationships.

English

- Through creative risk-taking, students will be able to reach original conclusions about complex texts that reflects the student's ability to hold diverse perspectives
- Students will have a variety of strategies to approach complex texts from diverse perspectives, across genres
- The technical skills of reading and writing support students in appreciating and taking joy in both, so they will be lifelong readers and writers
- Students recognize how reading and writing inform each other, and how building skills in one will support skills in the other
- Students will understand, analyze, and respond to a variety of rhetorical situations in order to make change in the world
- Students will be able to use language inclusively as a result of understanding their own identity as well as other perspectives
- As a result of deep familiarity with their writing processes, students will be able to generate, develop, and polish their writing for a chosen audience

World Language

The World Language Department graduation requirement is completion of Level 3 in one language, or Level 2 in two different languages. Upon completion of Level 3 of a World Language with a target proficiency goal of ACTFL Intermediate-Mid, students can:

- **participate in conversations** on familiar topics using sentences and strings of sentences. (Interpersonal Communication)
- **handle short social interactions** in everyday situations by asking and answering a variety of questions about myself and my everyday life. (Interpersonal Communication)
- **speak and write on a wide variety of familiar topics** using connected sentences. (Presentational Speaking and Writing)
- **understand the main ideas** in messages, presentations, and conversations on a variety of topics related to everyday life and personal interests and studies. (Interpretive Listening)
- **understand the main ideas** of texts related to everyday life and personal interests or studies. (Interpretive Reading)
- **investigate, explain and reflect** on:
 - how culture affects identity
 - the nature of culture through comparisons of the cultures studied and my own
 - the nature of language through comparisons of the language studied and my own

In addition and in accord with ACTFL's 5 C's – communication, culture, connection, comparison, community - we agreed that students will also **develop**:

- **Self-awareness**: a greater understanding of self and community based on comparison with other cultures' literature, customs and perspectives
- **Passion for language** – joy at reading and learning in another language – developing confidence and appreciation of their own progress and hard work
- **Their role as global citizens**: being able to interact appropriately and with appreciation with other cultures; using critical thinking skills to understand the world at large.
- **The ability to tolerate ambiguity**: being comfortable with the unknown and the process of discovery; willingness to step outside comfort zone in class, community, and the world at large; taking risks; developing resilience

Science

[Next Generation Science Standards](#)

Science and Engineering Practices (Actionable skills)

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Performing Arts

- Develop your own creative expression
 - Develop habits and set goals
- Express creative ideas clearly, consciously, and purposefully
 - Use of body and voice as instruments of communication
- Grow artistically as an individual within an ensemble
- Critique and evaluate artistic expression
- Take creative risks
- Receive and incorporate other perspectives and ideas into your creative expression
- Engage in individual and group problem solving with discipline and perseverance

Physical Education

- Understand the importance of being physically active for daily life
- Be open minded and willing to try and experience/learn new skills and activities
- Communicate positively with classmates and teachers
- Be able to work with classmates of different abilities
- Develop problem solving skills
- Work independently (in an individual workout) or within the group
- Work through challenges with perseverance and determination, if something is hard, don't give up
- Demonstrate good sportsmanship
- Experience and practice different movement forms
- Demonstrate respect

Mathematics

- Conceptual understanding
 - Comprehend mathematical concepts, operations, and relations
 - Recognize connections between concepts
 - Build new knowledge from experience and prior knowledge
- Procedural fluency
 - Apply multiple procedures accurately, efficiently, and flexibly
 - Transfer or modify procedures for different problems and contexts
 - Recognize when one strategy or procedure is more appropriate to apply than another
- Strategic competence
 - Model and solve authentic problems
 - Create models with context
 - Evaluate appropriate procedures
 - Determine viable solutions
 - Provide explanations with appropriate context
- Adaptive reasoning:
 - Reason logically about relationships between concepts and situations
 - Justify strategies and explain solutions to problems
 - Identify patterns, make predictions, and provide proof or counterexamples
- Productive disposition:
 - Practice sense-making in mathematics
 - Perceive math as useful and worthwhile
 - Believe effort will lead to success
 - View oneself as an effective learner and doer of mathematics

Visual Art

Skills

1. Inspiration and enthusiasm for art-making, self-expression, and creative design
2. Careful observation, an open-minded approach to art appreciation informed by a variety of perspectives, and the ability to reflect on, discuss, and critique artwork with fluency
3. Creating in an authentic and respectful voice from idea to completion
4. Creative individual and collaborative problem solving, embracing challenge, and mindfulness of limitations around time and resources
5. Experience and understand the historical and contemporary role(s) of art in society, such as in Therapy, Politics, Society, Beauty, Documentation and Communication

Values

- Mastery
- Joy
- Multiculturalism
- Collaboration

Computer Science and Engineering

[ISTE Student Standards](#)

Digital Learner

- Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, and are able to transfer their knowledge to explore new technologies.

Digital Citizen

- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, and ethical.
- Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Knowledge Constructor

- Students curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, and other resources.

Digital Designer

- Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, and creative solutions.
- Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- Students select and use digital tools to plan and manage a design process that considers design constraints.
- Students develop, test, and refine prototypes as part of a cyclical design process.
- Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

Computational Thinker

- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.
- Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- Students understand how computer programs work and use algorithmic thinking to develop a sequence of steps to create and test programmed solutions.

Creative Communicator

- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- Students create original works or responsibly repurpose or remix digital resources into new creations.
- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- Students publish or present content that customizes the message and medium for their intended audiences.
- Students understand how to cite the works of others used in their own work and appropriately cite others' works in all of the artifacts of their own work.

Global Collaborator

- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Guiding Principles





Learning principles are a set of statements that define the most enduring and foundational truths adopted by a learning community. Creating and adopting shared learning principles clarifies both a compelling vision and shared values of teaching and learning, brings coherence to instructional improvement efforts, and empowers individuals and teams with the tools to consistently self-direct and measure their growth. The following are the fundamental norms and philosophies that guide Bancroft’s academic program. These values help to provide a clear framework for how to approach our service to students and families consistently.

1. Inquiry:

Inquiry involves seeking knowledge, asking questions, and engaging in critical thinking to deepen understanding. Curriculum is fueled by curiosity; it invites students to ask questions, test insights, reflect, revise, and develop solutions.

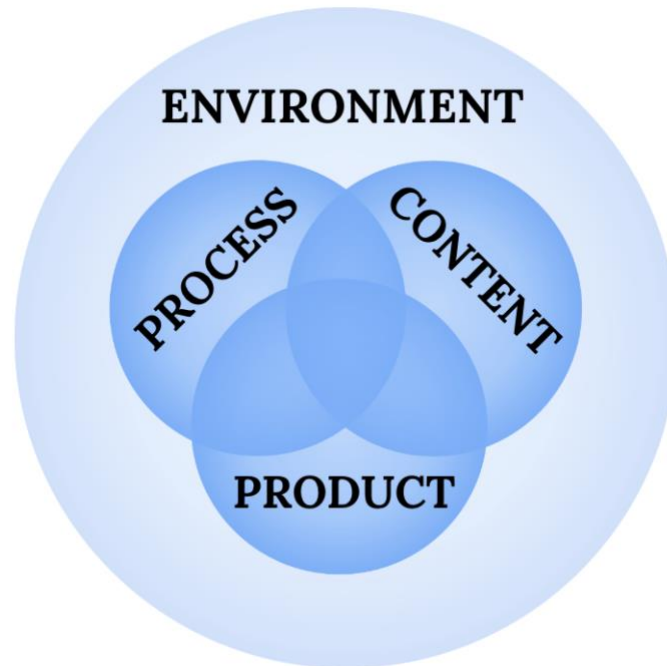
| Components of Inquiry | |
|-----------------------------|--|
| Generate Questions | Concepts are introduced with an essential question. Could be fueled by teacher presented phenomena or student-generated passion, goal, curiosity or challenge. |
| Select Resources | Resources are collected and evaluated to assess for gaps or weaknesses. Could be teacher selected, guided research, lecture or student driven research. |
| Actively Engage | Students attempt to answer a guiding question by generating a mode of analysis. This could look like a scientific experiment, art piece, engineering design, original writing etc... |
| Demonstrate Learning | Students exhibit learning by showcasing predetermined skills and concepts outlined by course and discipline. |

Sharna Egin & Taryn Surabian, 2023

| Inquiry Levers | Teacher Directed | Student Directed |
|--|---|--|
| Creation of an Essential Question | <p>Teacher models the key components of an essential question. Topic is directly related to class objectives.</p>  | <p>Students generate their own essential questions. Could be fueled by teacher presented phenomena or by student-generated passion, goal, curiosity or challenge.</p> |
| Selection of Strong Resources | <p>Teacher provides content resources. This can take the form of selected articles or text or direct classroom instruction. Material is selected for student skill level.</p>  | <p>Students gathered information independently and assess for quality, gaps, and weaknesses</p> |
| Active Engagement of Topic | <p>Teacher models and scaffolds test and/or analysis of sources or original work, in attempt to answer the guiding question. The method is determined by the teacher and can be the same for the whole class.</p>  | <p>Students choose a way to test and/or analyze sources or original work, in attempt to answer the guiding question. Students can choose a variable to test, information to collect, or a design to build.</p> |
| Demonstration of Learning | <p>Teacher chooses the form the evidence of learning takes. Teacher also chooses audience and objectives. Teacher directly instructs the components of the outcome.</p>  | <p>Students design and execute a way to share information. Students choose appropriate form and audience. Students select objectives in partnership with teacher and expectations of the course.</p> |

2. Differentiated Instruction:

Differentiation is the practice of consistently providing multiple pathways for students to access short- and long-term learning objectives and demonstrate their knowledge and understanding. This is done both proactively (preparing ahead of time for expected variability in a classroom) and reactively (responding to student needs). Teachers can differentiate the learning environment, content, process, and product.



An ideal starting point for differentiation is the learning environment. A differentiated learning environment is one in which all students feel safe taking academic risks and can learn effectively. This includes classroom culture and physical space. Classroom culture includes the building of relationships with and among students, and valuing them both as individuals and as part of a learning community. Differentiated physical space can include designing a flexible classroom layout, providing access to anchor charts, and allowing space for physical movement. Educators who demonstrate flexibility and who are empathetic practitioners who can adapt to students' needs proactively create a safe environment that allows all students to perform at their best. This lays a foundation for the other three elements of differentiation:

Content is differentiated within the confines of the curriculum, assisting students in obtaining necessary prerequisite knowledge (i.e., [Bloom's Taxonomy](#)), accessing diverse resources (such as anchor charts), and allowing for student choice and enrichment when possible.

Differentiated **process** provides access to course content through multiple modalities (e.g., visual, auditory, kinesthetic, individual and group work, etc.). Frequent formative assessment (formal and informal) of learning allows teachers to adapt to the needs of the class. The **product** is what the student creates to demonstrate what they have learned (e.g., tests, projects, reports, etc.). This can include student choice of evaluation type or proactively offering multiple types of assessments in your course. While each area mentioned above is distinct, there may be overlap. For example there may be a relationship between learning environment and process, or process and product being intertwined to show mastery.

| What are Students Doing? | What are Teachers Doing? | What are Administrators doing? |
|--|---|---|
| <ul style="list-style-type: none"> • Reflecting on their performance/ learning and advocating for their needs • Exploring their interests and trying new modes of learning to find what works best for them • Learning strategies to gradually become more independent learners | <ul style="list-style-type: none"> • Developing content knowledge and a broad range of pedagogical and didactic skills • Collaborating with colleagues • Creating a safe learning environment • Designing differentiated materials (process) and assessments (product) • Providing differentiated feedback to students on both process and product | <ul style="list-style-type: none"> • Creating an environment in which teachers feel supported and safe to take risks • Providing time and resources for professional development • Providing feedback on individual teachers' differentiated teaching • Providing adequate preparation time, including common planning time |

3. Diversity, Equity, Inclusion, and Belonging:

Diversity, Equity, Inclusion, and Belonging (DEIB) is woven into the fabric of Bancroft and is not a stand-alone initiative. Our practice is thoughtful and intentional. Our community strives to embrace and engage one another in our differences. We seek to operate equitably to create an environment where individuals can express and celebrate their authentic selves. We leverage these values as a community to inspire individuals to make a positive impact locally and globally.

Diversity Statement

We believe that, in order to fulfill our mission, a healthy diversity must define Bancroft School.

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We believe in the dignity of the individual and the celebration of difference.

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We believe that our community must aspire to the best democratic ideals.

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We believe that a diverse and inclusive community is a better learning community.

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We believe that our sense of justice and inclusion will continue to evolve.

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We strive to create a diverse and inclusive community in which each individual is safe, known, and valued.

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We strive to create a school culture that affords each member the opportunity to construct a personal identity in an environment that is open, inviting, and accessible.

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We strive to forge a community devoid of all forms of prejudice and discrimination.

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We strive to build a community of families, faculty, and staff that reflects the diversity of the greater Worcester region.

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We strive for an inclusive community that gives voice to all members, encourages challenges to biases and assumptions, and promotes ongoing discussion of these important topics.

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4. Social/Emotional Learning (SEL):

Social and emotional learning focuses on developing students' abilities to understand and manage their emotions, establish and maintain positive relationships, set and achieve meaningful goals, and make responsible decisions. Social/Emotional Learning is integrated into the curriculum explicitly through Assembly and Advisory activities, however teachers strive to create a supportive learning environment that fosters emotional well-being and academic success within everyday instruction. This holistic approach emphasizes the importance of self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. Additionally, "The Middle School Mindset" supports SEL by providing language and frameworks that help students set expectations for themselves and navigate social situations with friends. SEL not only enhances students' social and emotional competencies but also promotes a positive school climate, supports positive behavior, and improves academic outcomes. By prioritizing

SEL, Bancroft prepares students to navigate the complexities of life with resilience, empathy, and confidence.

5. Assessment for Learning:

Assessment at Bancroft is a collaboration between students and teachers, and it is essential to learning. Effective assessment provides feedback on both standards-based skills and the acquisition of content. We seek to provide an equitable and reflective student-centered assessment process with an emphasis on ongoing formative feedback. Inquiry-based formative assessments drive the teaching and learning process, leading to summative assessments, which provide a snapshot for students of their demonstrated skills and content knowledge. We value transparency in establishing assessment criteria and student involvement in self-evaluation. Assessments should be authentic opportunities to demonstrate skills in ways that are true to the discipline and applicable to the real world.

Components of Effective Assessment

Standards-Based Skills and Content: As an independent school, we have some say and ability to determine the standards in our curriculum. We can use national or state standards as a reference but can adapt as needed to align with the mission, vision, and values of Bancroft. At a department level, standards should be properly scaffolded and explicitly written out (content, skills etc.) These standards of skills and content should inform instruction and assessment. This will vary within each department, and be guided by best practices within the field. All of these efforts will support vertical alignment at the school.

Equitable and Accessible: Assessment practices should reflect culturally responsive instruction and provide multiple pathways for success and the demonstration of learning. We aim to make our assessments equitable, transparent, fair, and accessible by including a variety of choices so that all students, including our ESL and LBLD students, are supported by appropriate accommodations. Equitable assessments are reflective of skills and content standards that have been explicitly taught or that allow students to apply skills and knowledge in a different context.

Inquiry-Based Formative Assessment: The purpose of formative assessment is to provide data on a student's progress and through instructional methods. Typically, formative assessments are low stakes and carry little or no point value. Formative assessment might include a concept map related to a student's understanding of a topic, quizzes, exit tickets, polls, and peer feedback. This type of assessment is frequent and ongoing. A curious mindset is essential. With the student at the center of this process, relevant data should be accessible to all stakeholders in a timely manner so that each student can be properly supported in their learning.

Summative Assessment: Summative assessments, which take place after an instructional unit, evaluate student learning by comparing it against some benchmark or standard. Summative assessments should build on prior formative assessments. Summative assessments help students to understand how far they have come and what they still need to work on. Summative assessments are typically high stakes and carry a high point value. Examples of summative assessments include a student-led panel discussion, a portfolio or process presentation, an exam, or final project. Summative assessments may also inform a student's choices regarding their future learning and coursework. Assessment criteria for summative assessment should be provided in advance in order to create transparency and consistency.

Reflective Student-Centered Process: Self-evaluation is a critical component of assessment. When students are involved in the process of assessment, they take ownership of their learning. Self-evaluation may entail a metacognitive component, reflection on learning, or a rubric that is developed with student involvement.

Authentic Assessment: Authentic assessments involve student demonstration of knowledge and skills in real-world situations, scenarios or problems. Authentic assessments offer student-centered opportunities for inquiry, problem-solving, or for project, scenario- or design-based learning. Assessments can be made more authentic by incorporating disciplinary norms and practices and focusing on transferable skills. Authentic assessment strengthens student engagement, recognizes diverse identities, and increases student confidence and self-efficacy.

6. Collaboration and Reflection:

Teamwork and reflective practice among both educators and students is paramount at Bancroft School. Collaboration involves working together to achieve common goals, fostering a sense of community and shared purpose. Reflection, on the other hand, involves critically analyzing experiences to enhance learning and personal growth. At Bancroft, this principle is applied by creating opportunities for collaborative projects and discussions, encouraging students and educators to engage in joint problem-solving and knowledge sharing. Additionally, reflective practices such as journaling, peer feedback, and self-assessment are promoted to ensure continuous improvement and deeper understanding. This dual focus on collaboration and reflection helps to build a supportive learning environment where everyone is encouraged to grow and succeed.

Middle School Courses – Sixth Grade

English Language Arts

English 6

In Grade 6 English, students will embark on a thoughtful exploration of communities and their significance in our lives. Through the following themes, students will engage in meaningful discussions and activities that deepen their understanding of the world around them.

Community: Students will investigate the concept of community, examining its characteristics and the diverse individuals who make it up. They will read texts that highlight various communities, allowing them to analyze the roles and responsibilities that come with being a part of these groups.

Belonging: Reflecting on their own experiences, students will explore the communities they belong to. Through personal narratives and reflective writing, they will express their connections and understand the importance of belonging in fostering a supportive environment.

Conflict: Understanding and managing conflict is essential for maintaining healthy relationships. Students will learn about perspective-taking through literature and discussions, developing strategies for resolving disagreements and building empathy with others.

Benefits: Students will explore how communities benefit individuals and society as a whole. They will read non-fiction texts and case studies to identify the various ways communities support their members and foster growth.

Contribution: Finally, students will reflect on their own contributions to their communities. Through writing assignments and group projects, they will learn how to positively impact those around them and understand the value of active participation. Throughout the course, students will focus on the four key areas of English language development:

Reading: Engaging with a variety of texts to enhance comprehension and critical thinking skills.

Writing: Crafting personal narratives, essays, and reflections that articulate their understanding of community themes.

Vocabulary: Expanding their vocabulary through context and word study, enabling clearer communication of ideas.

Grammar: Strengthening their grammar skills to improve writing clarity and effectiveness.

Join us in Grade 6 English as we cultivate compassionate, thoughtful individuals who understand their roles within their communities and are eager to contribute positively to the world around them!

Mathematics

Math 6

Grade 6 Math is all about operations, conversions, number manipulations, patterns, and having fun while crunching the numbers! YOU will work together and independently to model, analyze, discuss, calculate, and present to demonstrate your understanding in the following topics:

| | |
|---|---|
| <p>Unit 1 (Review): Number Sense <i>(Factors, Multiples, Divisibility Rules)</i></p> | <p>Unit 2 (Review): Decimals <i>(Place Value, Naming, Operations, Rounding, Repeating / Non-Repeating)</i></p> |
| <p>Unit 3 (Review+): Fractions <i>(Types, Simplifying, Equivalence, Operations, Conversions)</i></p> | <p>Unit 4: Ratios, Rates, Proportions, and Percents</p> |
| <p>Unit 5: Statistics <i>(Data Collection, Manipulation, Variability, Presentation of Data)</i></p> | <p>Unit 6: Exponents, Square Roots and Order of Operations</p> |
| <p>Unit 7: Integer Operations / Negative Numbers</p> | <p>Unit 8: Coordinate Geometry</p> |

History

Worcester-Based U.S. History 6

Welcome to Worcester-Based U.S. History! This course explores how Worcester has played a pivotal role in many significant events and trends in American history. Did you know that the Industrial Revolution began along the banks of the Blackstone River? The first National Women’s Rights Convention took place in Brinley Hall on Main Street, and renowned abolitionists like Frederick Douglass delivered powerful speeches here, capturing the attention of the nation. Additionally, a surge of immigrants has shaped Worcester into the vibrant city it is today.

With an abundance of local history and resources, this course aims to use the familiar landscape of Worcester as a backdrop for learning U.S. History. Students will also engage with regional and global geography while staying informed about current national events through **Jr. Scholastic**, a bi-weekly news magazine tailored for middle school students. Join us as we uncover the rich history of Worcester and its impact on the broader narrative of the United States!

Science

Science 6

Grade 6 Science is all about amusement parks! Throughout the year, we will use the lens of amusement parks to study different aspects of science. YOU will be work together and independently to read, investigate, discuss, model, and present different challenges. We will focus on the following topics:

| | |
|---|--|
| Unit 1: Create a Dream Amusement Park (Introduction to Science) Group Work, Graphing, Research, Attendance at Parks | Unit 5: Create a Cycling Ride (Earth Systems) Atmosphere, Hydrosphere, Geosphere, Biosphere |
| Unit 2: Create a Roller Coaster (Motion) Motion, Speed, Acceleration, and Introduction to Energy | Unit 6: Create an Informative Exhibit (Geology) National Parks, Types of Rocks, Land Features, Tectonic Plates, Ring of Fire, Cultural Connections |
| Unit 3: Create a Pedestal Ride (Newton's Laws) Forces, Inertia, Newton's Laws | Unit 7: Create a Living Exhibit (Biology) Characteristics of Life, Microscopes, Cells, Seeds, Perfect Flowers, Health Education |
| Unit 4: Create a Wave Experience (Waves) Waves, Transfer of Energy, Types of Waves | |

Language

Spanish 6

¡Bienvenidos! Welcome to sixth grade Spanish class and the beginning of your Middle School language journey. In this introductory course, students will begin to develop basic language skills and understand their strengths and challenges as a language learner. We will be utilizing the "Somos" curriculum, based on the Comprehensible Classroom, a language education method that focuses on language acquisition. The course materials are aligned with national standards for language learning and grading is proficiency based. In class, we will engage in communicative activities like storytelling, games, and reading, in the target language. The cultural focus of sixth grade Spanish is a general overview of the entire Spanish-speaking world, with an emphasis on specific countries in the seventh and eighth grade programs.

Hope Graham Program

HGP English 6

In Grade 6 English, students will embark on a thoughtful exploration of communities and their significance in our lives. Through the following themes, students will engage in meaningful discussions and activities that deepen their understanding of the world around them.

Community: Students will investigate the concept of community, examining its characteristics and the diverse individuals who make it up. They will read texts that highlight various communities, allowing them to analyze the roles and responsibilities that come with being a part of these groups.

Belonging: Reflecting on their own experiences, students will explore the communities they belong to. Through personal narratives and reflective writing, they will express their connections and understand the importance of belonging in fostering a supportive environment.

Conflict: Understanding and managing conflict is essential for maintaining healthy relationships. Students will learn about perspective-taking through literature and discussions, developing strategies for resolving disagreements and building empathy with others.

Benefits: Students will explore how communities benefit individuals and society as a whole. They will read non-fiction texts and case studies to identify the various ways communities support their members and foster growth.

Contribution: Finally, students will reflect on their own contributions to their communities. Through writing assignments and group projects, they will learn how to positively impact those around them and understand the value of active participation.

Throughout the course, students will focus on the four key areas of English language development:

Reading: Engaging with a variety of texts to enhance comprehension and critical thinking skills.

Writing: Crafting personal narratives, essays, and reflections that articulate their understanding of community themes.

Vocabulary: Expanding their vocabulary through context and word study, enabling clearer communication of ideas.

Grammar: Strengthening their grammar skills to improve writing clarity and effectiveness.

Join us in Grade 6 English as we cultivate compassionate, thoughtful individuals who understand their roles within their communities and are eager to contribute positively to the world around them!

Worcester-Based U.S. History 6

Welcome to Worcester-Based U.S. History! This course explores how Worcester has played a pivotal role in many significant events and trends in American history. Did you know that the Industrial Revolution began along the banks of the Blackstone River? The first National Women's Rights Convention took place in Brinley Hall on Main Street, and renowned abolitionists like Frederick Douglass delivered powerful speeches here, capturing the attention of the nation. Additionally, a surge of immigrants has shaped Worcester into the vibrant city it is today.

With an abundance of local history and resources, this course aims to use the familiar landscape of Worcester as a backdrop for learning U.S. History. Students will also engage with regional and global geography while staying informed about current national events through **Jr. Scholastic**, a bi-weekly news magazine tailored for middle school students. Join us as we uncover the rich history of Worcester and its impact on the broader narrative of the United States!

HGP Skills 6

Welcome to 6th Grade HGP Skills, a multifaceted course combining personalized Orton-Gillingham (OG) tutorials and comprehensive Skills class activities. In this course, students will receive individualized support through OG sessions, either in pairs or one-on-one, to enhance their reading and language skills. The remaining class time will focus on building fluency, working on morphology, improving comprehension, and developing writing skills, all while exploring the concept of neurodiversity and understanding various learning differences.

Course Objectives:

Orton-Gillingham Tutorial: Personalized instruction in pairs or one-on-one to address individual reading and language needs using a structured, multisensory approach that supports diverse learning styles.

Introduction to Neurodiversity: Students will gain an understanding of neurodiversity and learn why it is essential to recognize and appreciate different ways of thinking and learning.

Exploring Learning Differences: The course will cover various learning differences such as ADHD, dyslexia, and autism spectrum disorders, highlighting their characteristics, strengths, and challenges.

Fluency Practice: Students will engage in activities designed to improve reading fluency, enabling them to read smoothly and with confidence.

Morphology and Comprehension: The course will focus on developing an understanding of word structures (morphology) and enhancing reading

comprehension skills, helping students grasp and retain information more effectively.

Writing Skills: Students will work on various aspects of writing, including structure, grammar, and expression, to improve their overall writing proficiency.

Empathy and Respect: Through interactive activities and discussions, students will build empathy and respect for peers with diverse learning needs, fostering a supportive and inclusive environment.

Self-Discovery and Advocacy: The course encourages students to reflect on their own learning styles and needs, develop self-awareness, and learn how to advocate for their own learning preferences while supporting their peers.

Course Format:

The class will be divided into Orton-Gillingham tutorials for individualized support and Skills class sessions for fluency, morphology, comprehension, and writing practice. Interactive activities, group discussions, multimedia resources, and real-life scenarios will be used to enhance learning. Guest speakers with personal experiences of neurodiversity may also be featured to provide diverse perspectives.

By the end of this course, students will have a solid understanding of neurodiversity and the skills needed to support themselves and others in their educational journey. Join us in exploring diverse learning styles and developing a more inclusive approach to education!

Seventh Grade

English Language Arts

English 7

In seventh-grade English, students engage in a comprehensive exploration of literacy skills. Through a diverse selection of texts, including short stories, poetry, novels, and more, students work to improve their understanding of literary elements and devices. By analyzing texts, participating in discussions, completing various writing assignments, and creating projects students will cultivate their ability to communicate effectively and think critically. Students practice formal and informal writing, including three-paragraph analysis essays, personal poems, descriptive writing, and persuasive pieces. Throughout the course, students will be encouraged to reflect on their learning and self-evaluate their written work. The ultimate goal of the seventh-grade English Language Arts curriculum is to cultivate students as critical thinkers, effective communicators, and engaged members of the classroom community.

The 7th-grade English Language Arts curriculum is anchored by the central theme of "Building Your Foundation: Identity, Growth, and Navigating the World." This theme serves as a guiding lens, shaping the selection of texts and learning activities throughout the year. The curated collection of literary works intentionally reflects the theme's core concepts while ensuring instruction in essential grade-level skills.

Building Your Foundation: Identity, Growth, and Navigating the World

Identity: Who am I? How do experiences shape my identity? How do I navigate different identities within myself and the world?

Growth: How do we change as we move through life? What challenges and triumphs shape personal growth?

Navigation: How do we make decisions, navigate challenges, and learn from experiences as we journey through the world?

Mathematics

Math 7

How do integers help us predict the results of catastrophic storms? How do proportions help us understand the bigger world around us? How do percentages explain human behavior? By using inquiry and curiosity, we can answer these and so many other questions.

This Pre-Algebra course is designed to provide a strong foundation in basic mathematical concepts, preparing students for more advanced topics in algebra. The course will focus on developing problem-solving skills and mathematical reasoning, introducing key topics essential for success in higher-level math courses. Major topics include: percents, rational numbers, ratios and proportions, geometry, expressions and equations, the coordinate plane, and probability and statistics.

By the end of the course, students will have gained confidence in fundamental math skills, preparing them for the study of Algebra I and beyond.

History

American History 7

This course can easily be summarized in a single sentence: It is the exploration into the creation, development and current struggles of the United States. We'll build on some of the things you have learned in the past and explore new topics and time periods as well. Keep in mind that the most important part of this course is - **you**. How do **you** fit into our democratic system? What are **your** rights? What are **your** responsibilities? What are **your** opinions about past and present events? Let's try to answer those questions along the way!

Science

Science 7

In 7th grade science, students begin the year exploring Ecology and the important role the biosphere plays in supporting life as we know it. Next we examine our impacts as human beings on Earth through a look at population and resource consumption. In Unit 2 we zoom out to learn about solar system formation and the different conditions present on the various planets closest to us, particularly Mars. We will analyze and debate the likelihood of colonization on Mars by comparing factors such as gravity, atmospheric composition and pressure, and resource availability of Earth versus Mars. In Unit 3 students are challenged with designing and launching a model rocket to better understand how we could get humans to other planets. Students learn and apply Newton's 2nd and 3rd Laws of Motion to hands-on investigations around rocketry and how parachutes work. This unit connects to our trip to the Christa McAuliffe Center where students engage in a simulated mission to Mars! Lastly we will learn about several human body systems and how differences in gravity, air pressure and other factors would affect them during space travel. Students will work independently and collaboratively to explore these topics throughout the year during projects and investigations. They will engage in the scientific process through asking questions, researching, and designing and carrying out experiments in each unit.

Language

Mandarin 7

Middle School 7th Grade Mandarin provides students with an introduction to Mandarin Chinese and Chinese traditions and culture. Through proficiency-based activities, students will develop basic listening and speaking skills. They will also be instructed in basic reading and writing of characters. Students acquire knowledge of greetings, numbers, names for family members, pets, nationalities, sports, friends and food. Each topic reflects upon students' interests and their practical usage of the language. Various interactive activities are integrated to make language learning meaningful and fun. Cultural elements are included in all topics to deepen students' cultural understanding and to generate an appreciation of Chinese culture.

Spanish 7

¡Bienvenidos a la clase de español! This course aims to develop speaking, writing, reading and listening skills in Spanish while gaining an understanding and an appreciation of the various cultures of the Spanish speaking world. We will be utilizing the "Somos" curriculum, based on the Comprehensible Classroom, a language education method that focuses on language acquisition. The course materials are aligned with national standards for language learning and grading is proficiency based. In class, we will engage in communicative activities like storytelling, games, and reading, in the target language. The cultural focus of 7th grade Spanish is an introduction to the geography and cultures of the

diverse Spanish speaking world, with specific units and projects covering Spain and Costa Rica. Class will be conducted primarily in Spanish, so prepárense!

Hope Graham Program

HGP English 7

HGP English is an accessible course for students with language-based learning differences in the HGP program. Students will engage with grade-level content and skills, with research-supported teaching methodologies that are intended to support this learning profile. In this course, fiction reading comprehension and writing instruction is integrated with literary concepts and genres. Students will receive instruction in the elements of fiction writing, which will support them in both reading and writing fiction. They will learn strategies to understand unfamiliar vocabulary when reading a text. When responding to comprehension questions, they will practice using evidence from the text to support their response. Genres studied in this course will include short stories, graphic novels, poetry, drama, historical fiction, dystopian fiction. Students will learn strategies to write fiction, as well as write about fiction texts. Close reading strategies will be used to support comprehension and ultimately provide students with a greater understanding of literature.

HGP History 7

HGP History is an accessible course for students with language-based learning differences in the HGP program. Students will engage with grade-level content and skills, with research-supported teaching methodologies that are intended to support this learning profile. In this course, nonfiction reading comprehension and writing instruction is integrated with history content. Students receive instruction in the Writing Revolution where they learn skills such as writing complex sentences, paragraph writing, essay writing, revising and editing, and note taking. Embedding this instruction into our history curriculum supports their comprehension of the content. Throughout our American History units, students will discuss topics such as Early America, The American Revolution, The Constitution, Westward Expansion, The Civil War, World War II, and Civil Rights. Students will gain a greater understanding of American History and our government in order to become more engaged members of our community.

HGP Skills 7

This course is intended to meet the individual needs of students with language-based learning differences in our HGP program. Students are individually assessed in the beginning, middle, and end of the school year to determine an intervention program that best meets their needs. Evidence based interventions in literacy will be provided. Students will receive instruction in areas such as phonics, morphology, vocabulary, fluency, or comprehension. Students will also be introduced to skills, such as executive functioning skills, study skills, organizational skills, social emotional skills, and self-advocacy. In addition, students will have the opportunity to discuss neurodiversity, and research prominent change makers who have achieved excellency in their field and continue to advocate for the neurodiverse community.

Eighth Grade

English Language Arts

English 8

In eighth-grade English, students will expand upon their literacy skills through a variety of complex texts, focusing on historical fiction and non-fiction. They will develop their critical thinking skills by constructing more sophisticated arguments, considering diverse viewpoints, and articulating their own beliefs with evidence. Students practice formal and informal writing, including five-paragraph essays, personal poems, descriptive writing, and persuasive pieces. Collaborative learning will remain a crucial component of the curriculum, fostering teamwork, communication, and respectful exchange of ideas. Targeted vocabulary development and advanced grammar instruction will equip students to navigate complex texts and express themselves effectively. Ultimately, the goal of the eighth-grade English Language Arts curriculum is to cultivate students as critical thinkers, articulate communicators, and responsible members of their communities.

The 8th grade English Language Arts curriculum is anchored by the central theme of "From Me to We: Identity, Values, and Making a Difference." This theme serves as a guiding lens, shaping the selection of texts and learning activities throughout the year. The curated collection of literary works intentionally reflects the theme's core concepts while ensuring instruction in essential grade-level skills.

8th Grade ELA Theme: From Me to We: Identity, Values, and Making a Difference

Identity: How does examining the past, shape our understanding of ourselves and our values?

Values: What do I believe in? What matters most to me?

Voice: How can I use my voice to make a difference?

Mathematics

Math 8

What is the value of x and why (or is it y)?

Bad math teacher puns aside, Algebra I is an essential mathematics course that introduces students to the fundamental principles of algebra. This course focuses on the use of variables and functions to solve real-world problems, laying the groundwork for more advanced math courses. Students will develop critical thinking and problem-solving skills by exploring mathematical relationships and manipulating expressions and equations. Major topics will include: variables, expressions and equations, functions and graphs, linear equations and inequalities, polynomials, exponents and exponential functions, radicals and square roots, quadratic functions and equations*, and data analysis and probability*.

Through hands-on practice and real-world applications, students will build a solid understanding of algebraic concepts, preparing them for success in Geometry, Algebra II, and other higher-level mathematics courses.

**Enriched Algebra only*

History

Global Studies 8

In order to define this course it is best to revisit our school mission statement. The Bancroft school mission states that our goal is to help students “discover their passion in life and to learn to embrace confidently and responsibly the *moral* and *ethical* challenges of being lifelong learners, teachers of others, and citizens of an increasingly **complex global community**.” In our Global Studies class this year we will explore this “complex global community” that you find yourself in. We will look at *your* world through the lense of geography, history, economics and civics. We will focus on our skills of writing, reading, speaking, and collaboration. This class will be informative and fun - get ready!

Science

Grade 8 Science

In 8th grade science students come to understand how the Earth has changed over time, and how humans use the uneven distribution of Earth’s resources to settle, expand as a species, and survive. Throughout this year we will be imagining ourselves as early humans with the goal of designing a functional village based on specific ecosystems, climate, the availability and location of natural resources, and the knowledge of how energy and matter move through systems. Students will examine the role of genetic diversity through the study of inheritance and the evolutionary process. Specifically, topics include renewable and nonrenewable resources, weather & climate, the diversity of the biosphere, photosynthesis, atomic theory & the periodic table, molecules & bonding, chemical change, and inheritance and evolution. Students will work independently and collaboratively to explore these topics throughout the year during projects and investigations. They will participate in a Trout in the Classroom program to apply the scientific process through asking questions, taking observations, recording and analyzing long term data, researching, and designing and carrying out experiments. A trip to a local river to release the trout will be an exciting culminating event!

Language

Mandarin 8

Middle School 8th Grade Mandarin provides students with a deeper understanding of Mandarin and Chinese culture. The four foundational skills of listening, speaking, reading and writing are further developed. The objectives of this course are to enable students to have a comprehensive grounding in Mandarin and use the language in a variety of real-life, real-interest situations. Students will be able to

talk about celebrations such as birthdays and Chinese New Year Holiday. Real student life topics such as school subjects, daily routines, extracurricular & hobbies, shopping and going to restaurants are introduced. Cultural elements are reinforced through contents and texts and supplemented by crafts, documentaries, projects, videos and any other activities.

Spanish 8

¡Bienvenidos a la clase de español ! In 8th grade Spanish, students will continue to enhance and build upon their basic listening, speaking, reading and writing skills developed in seventh grade while gaining a greater awareness of the cultures of the Spanish-speaking world. Students will continue using the Somos curriculum based on the Comprehensible Classroom, a language education method that focuses on language acquisition. The course materials are aligned with national standards for language learning and grading is proficiency based. In class, we will engage in communicative activities like storytelling, games, and reading, in the target language. The cultural focus of eighth grade is Mexico, immigration, and Latinos in the United States. Class will be conducted almost exclusively in Spanish, so prepárense!

Hope Graham Program

HGP English 8

In eighth-grade, students will be challenged to grow as critical thinkers, articulate communicators, and responsible members of their communities. This year will reveal itself as a broad, interdisciplinary subject that connects deeply with literature, history, and current global issues. Students will explore the world through two lenses: literary and historical, diving into events and topics that affect not only distant regions but also their own lives and communities.

Students practice formal and informal writing, including five-paragraph essays, personal poems, descriptive writing, and persuasive pieces. Collaborative learning will remain a crucial component of the curriculum, fostering teamwork, communication, and respectful exchange of ideas.

HGP Global Studies 8

Sometimes we think of geography as a study of maps and locations, but it is in fact, a broad and highly interdisciplinary topic. Students will be delving into some fascinating issues and events that impact people all over the world. They will strengthen their receptive and expressive skills by reading current events, comparing and contrasting various countries and perspectives, and creating analytical projects that assess and evaluate their contributions as global citizens.

HGP Skills 8

A significant portion of the course will focus on building essential skills in expressive language and executive functioning skills. Students will refine their vocabulary through strategic approaches, strengthen their understanding of morphology, master OG spelling rules and syllable division, and develop executive functioning

strategies. Additionally, students will work to improve reading comprehension and fluency while gaining a better understanding of themselves as learners. This course is designed to empower students with the tools they need to become thoughtful, engaged individuals who can navigate both the complexities of literature, the world around them, and advocate for themselves and others.

Middle School Policies and Procedures

Attendance

We believe that regular class attendance is essential for achieving academic excellence. Students should be in school and on time every day to ensure the best academic outcomes. Absenteeism often leads to poorer performance and lower grades due to missed lessons and interactions. Additionally, frequent absences can negatively impact student wellness and their sense of belonging. However, students should not attend school when they are ill, especially if they are contagious. When absences occur, students are responsible for completing missed work promptly, as agreed upon with their teachers. We ask that parents and guardians schedule vacations, trips, doctor appointments, and other planned absences according to the published school calendar to avoid creating difficulties for themselves, their children, and the faculty.

Students are expected to be at school on time and to attend all classes. All attendance incidents (absence, tardiness, early dismissal) should be reported to the appropriate Middle School office either by email or telephone.

Middle School - msattendance@bancroftschool.org or 508-854-9209

Middle and Upper School teachers are scheduled to be in their rooms by 7:45 a.m. Middle School students who arrive before 7:45 a.m. wait at the main entrance of the McDonough Center.

Any students arriving after 8:00 a.m. must report to the division office before entering class. Late arrivals of Middle School students should be reported to msattendance@bancroftschool.org.

Absence Reporting

We take responsibility for students' whereabouts during the school day seriously. Parents or guardians must report all absences by phone or email to the appropriate division no later than 9:00 a.m. on the day of the absence. Messages can be left 24 hours a day. If students are unaccounted for at the start of school, we will promptly attempt to contact parents or guardians. For medical or dental appointments or long-term illnesses (longer than three consecutive school days), a note from the

medical provider must be submitted to the appropriate division office upon the student's return to school. All absences must be documented.

Middle School absences should be reported to the McDonough Center front office. (Phone: 508-853-2640 x240; Email: msattendance@bancroftschool.org)

Planned Absences

Except in case of illness or religious observation, students are expected to attend school regularly and to observe stated School hours. The School asks that all outside appointments, such as for doctors, dentists, music lessons, etc. be arranged for out-of-school hours so that early dismissal is unnecessary.

While the unexpected may occur occasionally, the school calendar is set well in advance to allow parents time to plan vacations accordingly. If for reasons of convenience, the family decides to take the student out of school, the School recognizes the authority of the parents to do so. The School strongly disapproves of this action. Written assignments and class notes cannot duplicate class participation or discussions. Any missed work due to extended vacations becomes the responsibility of the students and parents involved.

Extended or Excessive Absences

Student success in school relies significantly on consistent presence and engagement. The Middle School Head will notify parents or guardians after the fifth (5) and eighth (8) absences. If a student reaches ten (10) absences, a conference will be held with the school administration, the student, and the parents or guardians to discuss progress, barriers, supports, interventions, and next steps. Excessive absences can jeopardize a student's academic standing and may necessitate academic remediation or possible retention.

Tardies

To help encourage students to be on time, The Middle School has adopted the following Tardiness Policy:

A student is recorded as tardy if they arrive after 8:00 am. (If a student has privileges and no 8:00 am class, they must sign in and be present and on time for their first on-campus commitment or no later than 9:15, whichever is earlier.) If a student is late to an on-campus commitment after 8:00 AM, it is noted in their official attendance record.

Once a student has been tardy five times, the MS Head will engage the student, their advisor, and the student's family to gain an understanding of what is occurring and how we can support our students in getting to and being timely at school

consistently. After five tardies, administration will support by employing further consequences.

We understand that life can be unpredictable at times. However, a parent or guardian will be limited to excusing a student's 8:00 AM tardies five times over the course of a semester. If there are individual circumstances that the family needs to communicate with the school, proactive communication is appreciated.

Students who take the bus will not be held accountable for a bus service running late. Further, factors important to safety such as weather or known large-scale accidents that change road conditions will always be considered for equity.

Excessive Tardies and Absences

Students are expected to attend school. Students who miss more than 10% of school days or of a particular class are considered chronically absent. Chronic absences, including tardies, in any course will lead to correspondence from the School in order to arrange a required meeting in order to discuss this situation, after which any further absences could affect the course grade and possibly jeopardize course credit.

Early Dismissals

Middle School students who need to leave campus must be excused by a parent (msattendance@bancroftschool.org). Students will be called from class when their parent/guardian arrives for pick-up. Students should talk to teachers ahead of time if they will be missing classes.

Homework

The purpose of homework in the Middle School is to provide opportunity for practice and remediation of skills taught in class. At times, homework may be assigned in order to prepare for a culminating activity or assessment. If time spent on daily assignments appears to be excessive, parents/guardians are encouraged to contact the student's advisor or classroom teacher.

Make-Up Work

All work for planned absences should be turned in before the absence occurs, when possible. Work for unplanned absences should be turned in as agreed upon by the student and teacher, usually allowing one make-up day per day of absence. Parents/Guardians or students should check with advisors for information about how to procure assignments during unplanned absences.

Conduct and Behavior

Bancroft Middle School students will be introduced to “The Middle School Mindset” and engage with it frequently and regularly. Developed using Bancroft’s Values these statements are behaviors students should strive for daily/Advisors and teachers all will reinforce these expectations during both instructional and non-instructional environments. Understanding that the adolescent years involve a rigorous amount of growth, we partner with families to embrace students as they grow and mature in their decision making and responsibility.

Administrative Philosophy

MIDDLE SCHOOL MATTERS

B BANCROFT SCHOOL

Administrative Philosophy

- 1 The Most Formative Years
- 2 Expect Questionable Choices
- 3 Love Them Through It
- 4 Relationships are Key
- 5 Foster Growth, Not Perfection
- 6 Restorative Practices
- 7 Parents as Partners



EXCELLENCE

- Challenge yourself as a learner
- Be present and focused each day
- Bring your best game
- Strive to make small improvements



INQUIRY



- Be curious
- Create solutions
- Seek understanding
- Try something new

EQUITY

- Know that you matter
- Value every voice
- Listen to understand
- Respect differences



COMMUNITY



- Care for one another
- Be welcoming
- Honor our shared spaces
- Offer help

ETHICAL LEADERSHIP

- Stand up for what is right
- Find ways to lead
- Empower those around you
- Set a positive tone



Consequences

The expectations supported by *The Middle School Mindset* should serve as a guideline for the behavior of all students. Consequences for violation of these rules or for other inappropriate behavior in part will be determined according to the severity of the violation, the age and expected maturity level of the student, whether it is a repeat violation, and the harm caused by the violation. **Whenever possible, an attempt to teach and restore is made with the offending student in order to support learning and growth.** Bancroft reserves the right to discipline students for inappropriate behavior not directly covered by these expectations and to determine the type of disciplinary action appropriate for the violation.

Consequential Referral

A teacher should refer a student to the Middle School Head in instances of repeated minor behaviors and more serious misconduct. All referrals will be investigated, and appropriate consequences will be determined if necessary. The Middle School Head will keep records of all referrals, and notify the referring teacher, student, and parents of the referral and possible consequences. A parent may be asked to come in and speak about the incident with his/her child.

The behaviors and consequences outlined are not meant to be an exhaustive list. Bancroft administration has the discretion to determine appropriate consequences for students who engage in inappropriate conduct on or off campus.

Actions that could prompt a referral include, but are not limited to:

- Repeated minor behaviors such as: cell phone violation, dress code violation, classroom disruptions, tardiness to class
- Disrespect for property, Acceptable Use Policy violation
- Disrespectful behavior, including inappropriate language, bullying others, insubordination

Cell Phones/Smartwatches

If students need to call home, they are permitted to use a phone in McDonough Center front office with permission. Many students attend after-school activities and need a cell phone/smartphone for that time of day. For this safety consideration only, cell phones/smartphones may be brought to school. However, students may not use cell phones/smartphones on the school campus during school hours (8:00 am until 3:30, Monday through Thursday; 8:00 am until 2:45 pm, Fridays); they must remain in a student's locker and be turned off during the school day. Parents wishing to communicate with their child should leave a message with the front office, not by texting their child's device. Similar electronic devices, including smartwatches, portable music players, video game gear, and other smart devices, also must be kept out of plain sight and powered off during school hours. If used

during the day, they will be taken and turned in to the front office until the end of the day. Repeated occurrences will result in required daily submission of cellular devices to the Middle School front office for the remainder of the quarter.

Cell phones are not permitted to be used at any time in ways that are detrimental, distracting, or otherwise harmful to our school community. Violation of this policy will result in a disciplinary referral and confiscation of the phone during school hours. Repeated instances of cell phone/smartphone/smartwatch violations for the same student will result in further disciplinary action.

Dress Code

The purpose of Bancroft's dress code is to help create a safe and positive learning environment for all of our students. To this end, we encourage students to consider the wide variety of activities they may undertake and the audiences they may be expected to interact with on a daily basis. The following regulations aim to cultivate a sense of appropriateness, and each student is expected to dress accordingly.

Families and students should also note that special school occasions, such as concerts, special ceremonies, or commencement, require dress-up clothing. On game days, Bancroft teams frequently commit to dressing up, and there are events for which teachers or club sponsors may ask students to dress up as well; conversely, Bancroft students and faculty sometimes sponsor spirit dress days.

Students may not wear:

- Clothing that has inappropriate writing or pictures on it
- Halter, tube, tank tops* (defined as a shirt whose bottom is more than one inch from the top of the pants/shorts/skirt/other bottom being worn.)
- Beach wear (bathing suits, cover-ups)

On special dress days, students should wear dress pants, shirts, jackets, ties, dresses, skirts, blouses or any other clothing the student feels is appropriate for a special event. Sneakers or flip-flops are not permitted for anyone.