

AMITY MIDDLE SCHOOL

Bethany Campus

Orange Campus



AMITY MIDDLE SCHOOL MISSION STATEMENT

“To provide a safe, healthy, and caring environment that maximizes the social, emotional, physical, and intellectual growth of the young adolescent.”

PROGRAM OF STUDIES 2022-2023

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SCHOOL OFFICE ADMINISTRATION

Amity Middle - Bethany Campus		Amity Middle - Orange Campus	
190 Luke Hill Road Bethany, CT 06524 (203) 393-3102		100 Ohman Avenue Orange, CT 06477 (203) 392-3200	
Dr. Jason Tracy	Principal	Kathy Burke	Principal
Thayer Doyle	Assistant Principal	Neil Holt	Assistant Principal
Counseling and Support Staff (203) 392-2058		Counseling and Support Staff (203) 392-2097	
Kara Lanziero	School Counselor	Suzanne Neubauer	School Counselor
Danielle Parillo	School Counselor	Sharon Remigio	School Counselor
Katherine Stavens	School Nurse	Patricia Masella	School Nurse
Noel McNamara	School Psychologist	Jennifer Zoppi	School Psychologist
Taylor Affinito	Speech Clinician	Taylor Affinito	Speech Clinician
Talia Marinaccio	Social Worker	Claire McVey	Social Worker



STATEMENT OF PURPOSE AND MISSION STATEMENTS

Amity Schools believe that education is a cooperative effort shared by the school, family, and community. We believe a creative and challenging academic program, strong support services, and varied opportunities in co-curricular activities will best serve our students. We encourage students to acquire knowledge and to think critically as they seek to achieve their potential. The mission of the Amity School District is to “enable every student to become a lifelong learner and a literate, caring, creative, and effective world citizen.” The mission of the Amity Middle School is to “provide a safe, healthy, and caring environment that maximizes the social, emotional, physical and intellectual growth of the young adolescent.”

EXPECTATIONS FOR STUDENT PERFORMANCE

The achievement of our mission will be realized when our students can demonstrate the following:

*** ACADEMIC EXPECTATIONS**

- Written and spoken language skills to summarize, interpret, and analyze information
- Critical reading skills by evaluating ideas and formulating conclusions
- Logical reasoning and creative thinking in their use of problem-solving strategies
- The skills necessary for productive use and application of available technology
- The ability to complete independent and cooperative learning tasks
- An awareness of the values, standards, and traditions of world cultures
- A knowledge of practical life skills and career opportunities

* Amity's curriculum benchmarks, developed within each department, will serve as indicators of success in reaching these academic expectations.

SOCIAL/PERSONAL EXPECTATIONS

- Awareness of the relationship between rights and responsibilities and acceptance of responsibility for their own actions
- Understanding of the importance of physical fitness, personal well-being, and participation in social activities
- An ability to use constructive strategies for problem-solving and conflict resolution
- Recognition of social and civic obligations and the value of service to the community
- Knowledge of personal strengths, weaknesses, talents, and interests to explore and identify personal goals and career options

EXPECTATIONS FOR SCHOOL PERFORMANCE

In order for students to achieve these expectations, Amity will:

- Provide an atmosphere of open communication and respect among all members of the school community
- Provide opportunity for staff to review curriculum, explore innovative approaches, and plan new courses and programs
- Encourage and facilitate interdisciplinary activities and team teaching
- Provide staff development necessary for improvement of teaching, learning, and school operation
- Acquire, implement, and integrate appropriate new technologies within the total school program
- Incorporate varied activities and assessments that reflect curricular goals and the learning styles of students
- Provide each student with a program which supports the student's individual needs and future plans
- Provide an atmosphere which promotes and supports the arts
- Encourage participation in the wide variety of school activities and services
- Recognize accomplishments of students and staff
- Provide a safe and healthful educational environment

STRUCTURE OF TEAMS – GRADE 7 & 8

The Amity Regional School District endorses a team structure for grades seven and eight. A team generally consists of those content area teachers who share a common group of students. A sense of belonging to the team, school, and community is fostered. The team creates an atmosphere of cooperation and mutual respect where students can grow academically, socially, and emotionally. Students have opportunities to explore their interests and potential by engaging with all teammates in a wide variety of activities and interdisciplinary experiences. Support for individual talents and special needs is provided by the team teachers, as well as remedial and special education personnel. Academic achievement and a view of learning as a life-long experience are developed through communicating high teacher expectations and increasing student responsibility. Placement on a team is decided by the school counselors after consideration of several factors designed to balance teams including gender, elementary school, standardized testing, and peer relationships.

ABILITY GROUPING AT AMITY

Amity's educational program supports heterogeneous grouping, often supported by differentiated instruction, and some homogeneous grouping. A major responsibility of our educators is to offer appropriate level recommendations for each seventh to eighth and eighth to ninth grade student according to the criteria for grouping for homogeneous grouped classes. All level recommendations are based on ability, performance, and test scores. For incoming seventh graders we rely on grades, test scores, and evaluations from the elementary schools when available. The criteria below and on page 6 are used to determine initial placement for "leveled" or homogeneous classes on each team. Some classes may also be modified to meet the special needs of individual students. Listed below are the skills needed to meet with **Success** in our Math courses.

Grade 7 Math

This course is for students who are at grade level and are able to handle the content expectations for mathematics at the expected and normal pace for this age. This placement will be challenging for the majority of students while meeting the needs of those who require additional reinforcement.

Grade 7 Pre-Algebra

This course requires that students acquire math concepts easily and at a faster pace. This course covers all grade 7 and part of grade 8 Common Core Standards. A student must demonstrate a strong command of computation skills and outstanding problem-solving skills to be successful in this rigorous course.

Grade 8 Math

This course is for students who are at grade level and able to handle the content expectations for mathematics at the expected and normal pace for this age. This placement will be challenging for the majority of students while meeting the needs of those who require additional reinforcement.

Algebra I

This course requires that students acquire math concepts easily and at a faster pace. This course covers all of the Algebra I and the remaining grade 8 Common Core Standards. Students must demonstrate mastery of the prerequisite math concepts and have the ability to grasp, comprehend, and perform abstract mathematical tasks.

Geometry

This course follows successful completion of Amity's Algebra course. This course covers all of the Geometry Common Core Standards. Students must demonstrate mastery of the prerequisite math concepts and have the ability to grasp, comprehend and perform abstract mathematical tasks.

***Please refer to the link below for placement criteria for incoming 7th grade students.**

<https://www.amityregion5.org/departments/curriculum/mathplacement>

STRUCTURE OF TEAMS – GRADE 7 & 8

SCIENCE

Listed below are the skills needed to meet with **success** in our classes.

Comprehensive:

- A proficient mastery of basic skills in math and thinking skills.
- Developing an ability to think abstractly and work independently.
- Developing higher level thinking skills.
- Needs teacher support to make connections, organize and study materials, and apply learned concepts.
- More teacher-directed activities.

Advanced:

- An excellent mastery of math and thinking skills.
- Demonstrates the developmental maturity to be able to think abstractly and work independently.
- Uses higher level thinking skills.
- Demonstrates an ability to independently make connections.
- Displays an ability to organize and study materials independently.
- Demonstrates ability to make relevant applications of new concepts.
- Demonstrates critical thinking and abstract reasoning.

Textbooks and other materials for each level are selected based on the above criteria.

LANGUAGE ARTS/SOCIAL STUDIES/WORLD LANGUAGE

Listed below is the quantitative and qualitative data used to determine student placement

Comprehensive:

- A proficient mastery of skills in reading, writing, and thinking.
- Developing an ability to think abstractly and work independently.
- Developing higher level thinking skills and academic vocabulary.
- Needs teacher support to make connections, organize and study materials, and apply learned concepts.
- More teacher-directed activities.

Advanced:

- An excellent mastery of reading, writing, and thinking skills.
- Demonstrates the developmental maturity to be able to think abstractly and work independently.
- Uses higher level thinking skills and sophisticated vocabulary.
- Demonstrates an ability to independently make connections.
- Displays an ability to organize and study materials independently.
- Ability to make relevant applications of new concepts.

Parental Level Waivers: Amity recognizes the right of a parent/guardian to appeal a staff recommendation for student course placement. Should a parent/guardian have a concern, he/she should contact the student's school counselor, review the placement criteria and work together to determine the appropriate placement for their student. Contact the student's school counselor who will have the appropriate form to complete.

GENERAL EDUCATION REQUIREMENTS

English Grade 7

Students will study diverse texts and media, grammar, and the writing process as delineated in the Common Core Standards and the Readers Workshop model.

Essential Benchmarks

Students will:

- Analyze, discuss, and respond to diverse texts and media through class novels, detailed mini-lessons, and independent reading.
- Use close reading strategies to yield deeper understanding of author's purpose and theme.
- Cite textual evidence using salient details to support a claim.
- Engage in the writing process, which includes a variety of pre-writing, drafting, revising, and editing strategies in order to compose essays and written responses to text.
- Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.
- Develop recognition of vocabulary and language study.

English Grade 8

Students continue the curriculum sequence of grade 7 as delineated in the grade 8 Common Core Standards and the Readers Workshop model.

Essential Benchmarks

Students will:

- Analyze, discuss, and respond to diverse texts and media through class novels, detailed mini-lessons, and independent reading.
- Continue using close reading strategies to yield deeper understanding of the author's purpose, craft, and theme.
- Demonstrate increased skill in reader-response and literary analysis.
- Engage in the writing process, which includes a variety of pre-writing, drafting, revising, and editing strategies in order to compose essays and written responses to text.
- Further develop language convention skills and advanced sentence construction.
- Expand recognition of vocabulary and language study.
- Support and evaluate multiple interpretations of a text in order to synthesize and analyze the literature.



GENERAL EDUCATION REQUIREMENTS

Social Studies Grade 7

The seventh-grade social studies program focuses on world regional studies. The program begins with a review of basic geography skills and proceeds to study selected geographical regions of the world. Emphasis is placed on the study of key concepts such as the role of geography, economics, and politics in the development of modern cultures and the ancient civilizations that preceded them. Inquiry skill, non-fiction reading comprehension, research, debate, primary source analysis, notetaking skills, and application of technology are major areas of focus.

Essential Benchmarks Students will:

- Demonstrate an understanding of the geography, history, and current events of selected regions.
- Apply an understanding of ancient cultures, issues, and trends to examine modern ideals, beliefs, and institutions.
- Analyze cultural development, cultural diffusion, and global interdependence across time.
- Develop inquiry, research, and speaking and listening skills aligned with the College, Career, and Civic Life Framework for Social Studies Standards.
- Apply skills from the Common Core State Standards for Literacy in History/Social Studies.
- Use geographic tools and technology to explain the interactions of humans and the larger environment.

Social Studies Grade 8

The eighth-grade social studies program is an exploration of United States history from the foundation of our country through the period of Reconstruction. Students will develop an understanding of major social, cultural, political, and economic trends in nineteenth century United States history. Inquiry skills, non-fiction reading comprehension, research, primary source analysis, note-taking skills, and application of technology are major areas of focus.

Essential Benchmarks Students will:

- Develop writing skills and strategies for constructing informative and argumentative texts, including the narration of historical events.
- Demonstrate an in-depth understanding of selected events in United States history and explain the relationship between those events and major trends studied.
- Describe the function of the United States government.
- Develop 21st century research and writing skills aligned with College, Career, and Civic Life Framework for Social Studies.
- Make use of geographic tools and technology to explain the interactions of humans and the larger environment.
- Apply skills from the Common Core State Standards for Literacy in History/Social Studies.

GENERAL EDUCATION REQUIREMENTS

Math

The math courses at Amity Middle School are aligned with the Common Core Standards. (CCS). A detailed explanation of the Common Core Standards for Mathematical Practice can be found in the following [link](#).

Grade 7 Math

This course is for students who are at grade level and are able to handle the content expectations for mathematics at the expected and normal pace for this age. This course will be challenging for the majority of students while meeting the needs of those who require additional reinforcement.

It focuses on the following four critical areas of the Common Core State Standards:

- Developing understanding of and applying proportional relationships;
- Developing understanding of operations with rational numbers and working with expressions and linear equations;
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area and volume; and
- Drawing inferences about populations based on samples.

Grade 7 Pre-Algebra

This course requires that students acquire math concepts easily and at a faster pace. A student must demonstrate a strong command of computation skills and outstanding problem-solving skills to be successful in this rigorous course.

This course covers all of the grade 7 and the following grade 8 Common Core Standards:

- Analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence;
- Know that there are numbers that are not rational, and approximate them by rational numbers; and
- Work with radicals and integer exponents. A grade of a B or higher in this Grade 7 course along with teacher recommendation is required to take Grade 8 Algebra I.

Grade 8 Math

This course is for students who are at grade level and are able to handle the content expectations for mathematics at the expected and normal pace for this age. This placement will be challenging for the majority of students while meeting the needs of those who require additional reinforcement.

It focuses on the following three critical areas:

- Formulating and reasoning about expressions and equations including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations;
- Grasping the concept of a function and using functions to describe quantitative relationships; and
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, congruence, and understanding and applying the Pythagorean Theorem.

GENERAL EDUCATION REQUIREMENTS

Algebra I

This course requires that students acquire math concepts easily and at a faster pace. Students ready for this course demonstrate mastery of the prerequisite math concepts and can grasp, comprehend, and perform abstract mathematical tasks.

Students will:

- cover the remaining 8th grade standards that were not covered in Grade 7 Pre-Algebra and all Algebra 1 Common Core Standards including:
 - Formulating and reasoning about expressions and equations including modeling an association in bivariate data with a linear equation and solving linear equations, systems of linear equations, and linear inequalities;
 - Grasping the concept of a function and using functions to describe quantitative relationships. (This includes linear, quadratic, polynomials, and exponential functions);
 - Extending the properties of exponents to rational exponents and using properties of rational and irrational numbers; and
 - Summarizing, representing, and interpreting data on a single count or measurement variable to create structure in expressions including two categorical and quantitative variables.

A grade of a B or higher in this course, along with teacher recommendation, is required to take Geometry.

Geometry

This course will introduce students to the concepts of Euclidean Geometry. The course topics include identifying and comparing geometric shapes, area and volume, ratio and proportion, logic, and transformations. Students will apply geometric concepts to real life problems. Students will also use counting principles and the rules of probability, including conditional probability, to solve real world problems.

Students will:

- Understand and apply the properties of points, lines and planes, including parallel and perpendicular lines and planes, and intersecting lines and planes and their angles of incidence
- Classify figures in terms of congruence and similarity and apply these relationships
- Write geometric proofs
- Calculate and apply the concepts of perimeter, area, and geometric solids.
- Develop, use, and explain applications of ratio, proportion and trigonometric ratio
- Calculate the circumference and area of a circle
- Evaluate angles and segments of circles formed by intersecting chords, secants, and tangents

****Due to the rigorous and sequential nature of Pre-Algebra Algebra I, and Geometry, students with grades in the D or F range at the end of marking period may be removed from this course and enrolled in the grade level math course. Students with grades in the C range will be evaluated on a case-by-case basis.****

GENERAL EDUCATION REQUIREMENTS

Grade 7 Science Comprehensive

Science Grade 7 organizes the Next Generation Science Standards performance expectations (PEs) into three bundles connected through a guiding question.

- The theme of the first bundle is understanding the rise in global temperatures with a focus on the water cycle, climates, and the relationship of humans to the environment.
- The second bundle focuses on the geologic changes that have taken place on earth.
- The third bundle looks at how earth has evolved over time. Cross Cutting Concepts (CCCs) such as patterns, systems, and cause and effect as well as Science and Engineering Practices (SEPs) like developing models and analyzing data are wrapped into the Disciplinary Core Ideas (DCIs) or content pieces to create a 3-dimensional learning experience.

Grade 7 Science Advanced

Advanced Physical Science deals with the basic concepts of physics and chemistry and explores the mathematical relationship of these concepts to their conceptual definitions, the application of these concepts in multiple interdisciplinary settings, and continues to expand on the development of inquiry and engineering skills.

This course is for students who are self-motivated independent learners with the ability to think skeptically and abstractly. Students should also have been recommended for Advanced Level 8th Grade Algebra 1. The curriculum adheres to the Next Generation Science Standards (NGSS) and completes the students' preparation for the Grade 6-8 band NGSS Assessment.

The Grade 8 disciplinary core ideas (DCIs) explored include: Properties of Matter, Forces and Energy, Energy in Waves, and Energy flow in Systems. In addition, Engineering, Technology and Application of Science performance expectations (PEs) will be incorporated, allowing students to develop their proficiency in the middle school-level Science and Engineering Practices (SEPs) and Cross Cutting Concepts (CCCs).

Grade 7 Science Units of Study:

- What is contributing to the rise in global temperature?
- How has the earth changed?
- What has the history of the earth looked like?



GENERAL EDUCATION REQUIREMENTS

Grade 8 Science Comprehensive

Comprehensive Physical Science deals with the basic concepts of physics and chemistry, explores the application of these concepts in multiple settings, and continues the development of inquiry and engineering skills. The curriculum adheres to the Next Generation Science Standards (NGSS) and completes the students' preparation for the Grade 6-8 band NGSS Assessment.

The Grade 8 disciplinary core ideas (DCIs) explored include: Properties of Matter, Forces and Energy, Energy in Waves, and Energy flow in Systems. In addition, Engineering, Technology and Application of Science performance expectations (PEs) will be incorporated, allowing students to develop their proficiency in the middle school-level Science and Engineering Practices (SEPs) and Cross Cutting Concepts (CCCs).

Grade 8 Science Advanced

Advanced Physical Science deals with the basic concepts of physics and chemistry and explores the mathematical relationship of these concepts to their conceptual definitions, the application of these concepts in multiple interdisciplinary settings, and continues to expand on the development of inquiry and engineering skills.

This course is for students who are self-motivated independent learners with the ability to think skeptically and abstractly. Students should also have been recommended for Advanced Level 8th Grade Algebra 1. The curriculum adheres to the Next Generation Science Standards (NGSS) and completes the students' preparation for the Grade 6-8 band NGSS Assessment.

The Grade 8 disciplinary core ideas (DCIs) explored include: Properties of Matter, Forces and Energy, Energy in Waves, and Energy flow in Systems. In addition, Engineering, Technology and Application of Science performance expectations (PEs) will be incorporated, allowing students to develop their proficiency in the middle school-level Science and Engineering Practices (SEPs) and Cross Cutting Concepts (CCCs).

Grade 8 Science Units of Study:

- What causes changes in matter?
- Forces and Energy: How do objects affect each other?
- Energy in Waves: How do waves transfer energy and information?
- How can we measure the flow of energy in a system?

WORLD LANGUAGE PROGRAM

Spanish Grade 7

The middle school World Language program strives to develop a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Spanish material is sequenced and programmed so as to make the acquisition of language as logical as possible. Students begin their study of the culture of Spain and major Latin American countries.

Essential Benchmarks Students will:

Communicate

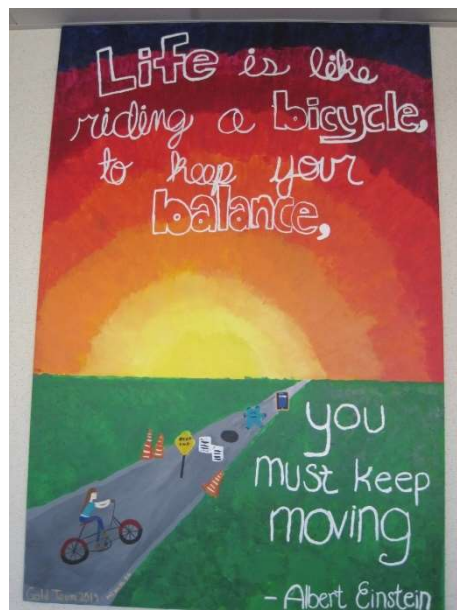
- Ask and answer questions and make statements in order to satisfy personal needs.
- Understand the spoken target language relating to familiar situations when spoken at a moderate tempo with standard intonation (she/he communicates effectively on departmental/teacher-designed oral assessments).

Read

- Make meaningful connections between the oral and written representation of the target language (she/he reads aloud with acceptable pronunciation and intonation).
- Read selected material that has been presented in class within the context of acquired vocabulary and grammar.

Write

- Write basic sentences, short program-based paragraphs or dialogues in the present tense (she/he demonstrates writing proficiency according to departmental/teacher-designed rubrics).
- Be aware of basic aspects of the Hispanic culture including, but not limited to, holidays, customs, common foods, and leisure-time activities (she/he uses new information and perspectives to demonstrate said knowledge).
- Compare and contrast aspects of cultures of Spanish-speaking people with the culture in the United States (She/he uses new information and perspectives to demonstrate said knowledge in class discussions or projects).



WORLD LANGUAGE PROGRAM

Spanish Grade 8

Students continue the study of the language begun in seventh grade. The basic skills of listening, speaking, reading, and writing are further developed with increasing emphasis on reading and writing. Cultural aspects of the language are also studied in more detail.

Essential Benchmarks

Students will:

Communicate

- Possess vocabulary and grammatical structures for comprehension and communication in the present or past tense (she/he answers and asks questions and makes statements in present or past).
- Distinguish selected sound patterns of the target language and understand the spoken language relating to familiar situations (she/he demonstrates comprehension on standardized or departmental/teacher assigned assessments).

Read

- Read selected passages within the context of his/her acquired vocabulary and grammar.
- Read highly contextual material with some unfamiliar vocabulary.
- Read simple authentic printed information, which may include announcements of public events, popular advertising, simple narration of events, newspaper headlines, and story titles (she/he demonstrates comprehension on standardized or departmental/teacher-designed assessments).

Write

- Write basic sentences and answer personal questions within the acquired vocabulary and grammar.
- Write guided paragraphs, letters, and dialogues in Spanish (she/he demonstrates writing proficiency according to departmental/teacher-designed rubrics).
- Possess knowledge of the similarities and differences between the United States culture and the target cultures (she/he demonstrates social competence in the target culture by showing comprehension of common rules of etiquette and customs).
- Compare and contrast aspects of cultures of Spanish-speaking people with the culture in the United States (she/he uses new information and perspectives to demonstrate said knowledge in class discussions or projects).

LIFE ARTS PROGRAM

Art

Grade 7 & 8

Seventh and eighth grade students are offered comprehensive art experiences with detailed explorations in the visual arts such as drawing, painting, and design. Our fine arts program fosters the creative potential in each student. A concentrated emphasis is on developing creative problem-solving and fostering students' personal expression and creativity. In addition to gaining confidence and proficiency working with a variety of art media, students learn about the history, art analysis, and interpretation of art. Students gain an understanding of the importance of the relationship of art with community art events.

Essential Benchmarks

Students will:

Use various art media, techniques, and processes to effectively communicate personal experiences and ideas.

- Learn to discuss, critique, and assess art of their own, their peers, and those of historical artists.
- Understand the visual arts in relation to history and cultures and be able to describe, analyze, and compare characteristics of artworks in various eras and cultures.
- Experiment with the elements of art and design.
- Identify their own artistic voice and translate that into visual expression.
- Demonstrate safe usage and maintenance of various art tools.

Engineering and Technology

Grade 7 & 8

The mission of the Engineering and Technology program is to provide an opportunity for all students to explore the ever-changing world of technology and the impact of technological innovations on society and individuals. Engineering and Technology is fundamentally the study of the human-made world. It encompasses all aspects involved when humans modify their world to meet their needs and wants or solve practical problems. Engineering and Technology develops technological literacy, which is becoming increasingly important for all students as they prepare for their future. Computer/information technology is infused throughout the curriculum. This is accomplished via student use of the computer and internet for project research, data analysis, and computer aided design (CAD). A comprehensive, dynamic unit on robotics is also included in the 8th grade curriculum.

Essential Benchmarks

Students will:

- Develop an appreciation for the importance of working safely in the shop/laboratory environment. Demonstrate accurate measurement.
- Apply the engineering design process to develop and refine conceptual design sketches and preliminary product layouts.
- Work in teams to develop collaboration and problem-solving skills in conjunction with the process and procedure of technological product design, testing, data collection, and results analysis.
- Understand the nature of technology, how it has evolved, and its influence on its own evolution.
- Understand the impact that technology has on the personal, social, cultural, economic, and environmental aspects of their lives.
- Know the origins, properties, and processing techniques associated with the materials of technology.
- Reinforce "school to career" concepts by providing examples of career paths in each of the five systems of technology.
- Develop an understanding of the importance of the relationships between technology and the other disciplines.

LIFE ARTS PROGRAM

Health Education

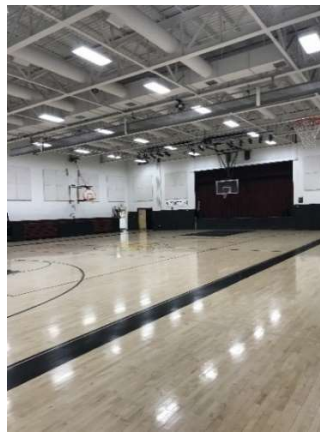
Grade 7 and 8 - 45 Days

The focus of Health is the emerging adolescents' physical, social, and emotional needs within contemporary society. Units of study include mental and social well-being, food and nutrition, substance use, and family life education.

Essential Benchmarks

Students will:

- Demonstrate understanding of the influence of media on health-related topics.
- Understand the concept of tolerance to drugs and its eventual harmful effects on our body.
- Understand the importance of self-esteem in combatting negative peer pressure.



Physical Education - Grade 7 - Alternate Days

Physical Education/Health consists of selected individual and team sports with emphasis on team activities. Participation and effort are stressed through physical activity and athletics. Self-direction in group activities is stressed to foster positive group relationships. Special consideration is given to the development of good physical fitness habits, particularly cardiovascular fitness.

Essential Benchmarks

Students will:

- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Physical Education - Grade 8-Alternate Days

The second year of this program continues with selected individual and team sports and an emphasis on team activities. Participation and effort is stressed through the development of positive attitudes, utilizing group projects, and individual contract activities. The development of good physical fitness habits will continue to be one of the major thrusts of the program. Health-related fitness will be assessed in this grade.

Essential Benchmarks

Students will:

- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate responsible personal and social behavior in physical activity settings.

LIFE ARTS PROGRAM

General Music Grade 7

Through hands-on experience and with the aid of technology, students will immerse themselves in the elements of music. They will learn the basics of written and aural music while composing, performing, analyzing and connecting with various genres of music throughout the world.

Essential Benchmarks

Student will:

- Compose in a traditional style
- Utilize appropriate performance technique, with an emphasis on piano
- Respond to and analyze both original music and repertoire of the world
- Make musical connections with different cultures and disciplines

General Music Grade 8

Eighth grade general music builds on the seventh-grade musical foundations of hands-on and electronic music. With an added focus on the music of the United States, students will expand on their written and aural music knowledge through composition, performance, assessment and interdisciplinary connections. Various genres and time-periods of the U.S. and beyond are addressed in this course.

Essential Benchmarks

Students will:

- Compose in a modern style
- Utilize appropriate performance technique, with an emphasis on guitar
- Respond to and analyze both original music and standard repertoire, with an added focus on national literature
- Make musical connections with different cultures and disciplines including historical connections with U.S. music

ELECTIVE PROGRAM

Band Beginner Grade 7

(Bethany Campus Only)

Alternate Days

Band Beginner 7 is open to all students who wish to learn to play a brass, woodwind, or percussion instrument. Instruction includes note reading, proper tone production, fingering or slide positions, rhythm, and ensemble playing. Proper embouchure, body, and hand positions are stressed. Attendance is required for scheduled performances. Students are required to enroll in SmartMusic, a computer-based learning assessment aid.

Essential Benchmarks

Students will:

- Develop basic techniques on woodwinds, brass and percussion instruments.
- Interpret and perform music of various styles.
- Demonstrate professional musicianship.
- Develop good practice habits and self-assessment strategies.
- Develop problem-solving skills.

Band Advanced Grade 7 or 8

1 year or more of playing experience

Alternate Days

Band Advanced is available to all students who have previous experience on a band instrument. All band students attend class 3 days per cycle and a rotated pull-out group lesson once per cycle. Emphasis on correct technique is continued from their previous experience. Attendance is mandatory at all evening performances, school assemblies, and any special music activity. Students are required to enroll in SmartMusic, a computer-based learning assessment aid.

Essential Benchmarks

Students will:

- Continue and expand techniques learned on brass, woodwind, and percussion instruments.
- Continue a broader study of musical styles.
- Demonstrate professional musicianship.
- Continue to develop good practice habits and self-assessment strategies.
- Continue to develop problem-solving skills.



ELECTIVE PROGRAM

Strings Beginner Grade 7

(Bethany Campus Only)

Alternate Days

Strings Beginner is open to all students who have under 2 years or no previous experience playing the violin, viola, cello, or bass. Instruction includes note reading, fingerings, correct bow and playing positions, scales, rhythm, orchestral techniques, and becoming a part of an ensemble. It is expected that all students practice on a daily basis. Attendance is mandatory at all evening performances, school assemblies, and any special music activity. Students meet 3 times per cycle and 1 rotated pull-out lesson once per cycle. Students will perform with the orchestra in concerts.

Essential Benchmarks

Students will:

- Develop correct playing positions, note reading, fingerings, and orchestral techniques.
- Develop good practice habits and problem-solving skills.
- Interpret and perform music of various styles.
- Demonstrate professional musicianship.

Strings Grade 7/8 Advanced

2 or more years of playing experience

Alternate Days

Strings Advanced is available to all students who have 2 or more years of experience playing the violin, viola, cello, or upright bass. All Strings Advanced students attend class 3 days per cycle and a rotated pull-out group lesson once per cycle. Continued emphasis is placed on correct orchestral techniques, sight-reading, scales, rhythm, and ensemble playing. It is expected that all students practice on a daily basis. Attendance is mandatory at all evening performances, school assemblies, and any special music activity.

Essential Benchmarks

Students will:

- Continue and expand orchestral techniques.
- Continue good practice, self-assessment strategies, and problem-solving skills.
- Continue a broader study of musical styles.
- Demonstrate professional musicianship.

ELECTIVE PROGRAM

Choir Grade 7

Alternate Days

This choir is available and designed for seventh graders who enjoy singing. Instruction includes music elements, notation, and composition and explores the history of medieval music through the contemporary era. Emphasis is placed on sight and note reading, rhythm, part-singing, and correct vocal and performance techniques. A variety of music styles including popular, holiday, classical, and folk are performed. Attendance is mandatory at all evening performances, school assemblies, and any other special music activity.

Essential Benchmarks

Students will:

- Develop good vocal production and part singing skills.
- Understand music elements and notation.
- Gain an understanding of and appreciation for music history.
- Interpret and perform music of various styles.
- Demonstrate professional musicianship.

Choir Grade 8

Alternate Days

This choir is an extension of Choir Grade 7 and is designed for eighth graders who enjoy singing. Continued emphasis is placed on sight and note reading, rhythm, part-singing, and correct vocal and performance techniques. This course also furthers the understanding of music notation, composition and explores the history of pop and rock music from the 1950's through today's trends. A variety of music styles including popular, holiday, classical, and folk are performed. Attendance is mandatory at all evening performances, school assemblies, and any other special music activity.

Essential Benchmarks

Students will:



- Continue and expand choral techniques.
- Identify music elements and notation.
- Acquire an appreciation of music and history.
- Interpret and perform music of various styles.
- Demonstrate professional musicianship.

ELECTIVE PROGRAM

Mandarin Chinese Grade 7 or 8

Alternate Days

Exploring Chinese Culture & Language

Exploring Chinese Culture and Language is an introduction to the four basic skills involved in the acquisition of Mandarin Chinese: listening, speaking, reading and writing. During this first exploratory year, students will explore Chinese culture and language. The first-year course focuses on listening and speaking skills. This elective course meets every other day.

Mandarin Chinese Grade 8 Advanced

Alternate Days

Exploring Chinese Culture & Language

***Note: 7th grade Mandarin Chinese is a prerequisite for this course.**

Students will continue to explore Chinese culture and language during this second exploratory year. Listening and speaking skills will be practiced further. Reading and writing skills will be developed and practiced. This elective course also meets every other day. Placement in Chinese for grade 9 will be determined by an assessment and teacher recommendation.

Essential Benchmarks

Students will:

Communicate

- Ask and answer questions and make statements in order to satisfy personal needs.
- Understand the spoken target language relating to familiar situations

Read

- Make meaningful connections between the oral and written representation of the target language (she/he reads aloud with acceptable pronunciation and intonation).
- Read selected material that has been presented in class within the context of acquired vocabulary and grammar.

Write

- Write basic sentences and answer personal questions within the acquired vocabulary and grammar.
- Write guided paragraphs, letters, email or story in Chinese characters.
- Possess knowledge of the similarities and differences between the United States culture and the target cultures (she/he demonstrates social competence in the target culture by showing comprehension of common rules of etiquette and customs).
- Compare and contrast aspects of cultures of Chinese-speaking people with the culture in the United States (she/he uses new information and perspectives to demonstrate said knowledge in class discussions or projects).

GRADE 8 ELECTIVE LIFE ARTS PROGRAM

This program is open to eighth grade students who will choose one elective each semester in addition to their regular course load. The available courses are listed below. Each elective is taught for 45 days, every other day opposite Academic Success for a half year. These electives provide students with a more in-depth study of an area of interest and will begin the transition to high school life.

Courses include:

- Art
- Physical Education
- Engineering and Technology Education
- Music
- Reading/Current Events
- Health Education

Any students/parents wishing to make an elective change must contact the school counselor within the first two weeks of the class. Schedule change requests will be honored based upon availability.



Art Electives

Multi-Media Art - Semester 1

Art students have an opportunity to create a variety of two- and three- dimensional projects and explore art materials and media in a more in-depth manner. Students may work on self-directed, inquiry-based projects such as painting, sculpting, paper crafts, weaving, ceramics, mobiles, as well as group mural projects for the school building.

Drawing From Life - Semester 2

Art students have an opportunity to learn and practice a variety of drawing techniques and experiment with many types of art materials. Their inspiration comes from still life compositions, nature, photographs, and dreams. Those students interested in developing a portfolio have an opportunity to do so.

GRADE 8 ELECTIVE LIFE ARTS PROGRAM

Physical Education Electives

Fit for Life - Both Semesters

This elective offers students an opportunity to participate in a fitness experience using technology, team building activities, and experience creative ways to be physically active.

Students will gain an understanding of the benefits of exercise and be exposed to innovative ways to become physically fit. Students will collaborate in small groups with an emphasis on teamwork and cooperation.



Shape-Up Fitness - Both Semesters

This elective offers students an opportunity to participate in a variety of strength and conditioning exercises. Students will acquire “wellness” knowledge and be able to design an individualized fitness program. Aspects such as the proper fundamentals of weight training, aerobic training, and physical challenges/games will enhance students’ overall fitness. Students may also have opportunities to engage in activities using technology to improve physical fitness.

GRADE 8 ELECTIVE LIFE ARTS PROGRAM

Engineering & Technology Education Elective

Semester 1

The Engineering and Technology Education elective is designed to allow students to further expand their interest in Engineering and Technology Education by providing students with an expanded scope of activities and projects beyond the Technology Education Life Arts class taken in both 7th and 8th grades. In this elective course students will have an opportunity to design, build, and test various engineering- and technology-related projects.

Aerospace and the Physics of Flight

Semester 2

This activity-based course is offered in the spring semester and will explore aerospace technology through hands-on, problem-based learning activities. Students will actively participate in the design, fabrication, testing, and analysis of various aerospace projects. The course is geared toward students with a strong interest in STEM and will provide an opportunity for students to apply scientific and mathematical concepts in the design and testing of model aircraft and rockets. Students will learn about the history of flight and how aerospace technology has impacted society.

Above the Influence

Both Semesters

This course is designed to assist students in obtaining accurate information, developing life-long positive attitudes and behaviors, and making wise decisions related to their personal health and wellbeing. Students will be raising awareness to promote and enhance healthy behaviors through means of research, activities and multimedia projects.



GRADE 8 ELECTIVE LIFE ARTS PROGRAM

The Entertainers

(Bethany only)

Both Semesters

Open to all eighth-grade students who are drawn to the performance realm. Students will explore the art of performance with an emphasis on movement, improvisation, and skill techniques, with both solo and ensemble interaction. This course emphasizes Reader's Theatre, moviemaking, Broadway, and film studies.



My Digital Jam

Both Semesters

This course is designed for students to explore their musical creativity through a variety of digital media projects and platforms. Students will learn about form, rhythm, dynamics, and various sound effects. This course encourages originality and personalization of content.

ACADEMIC SUCCESS PROGRAM

Grades 7 and 8 Academic Success Program

Students meet with teachers on their respective teams every other day for 8th grade and daily for 7th grade students. This time is devoted to Silent Sustained Reading (SSR), assessment preparation, extra help, test make-up, project make-up, developmental guidance, remediation, media center research, and team activities.

COMPUTERS & TECHNOLOGY

Grade 7 and 8 Integrated Computer Program

Every Amity Middle School student is issued a device to be used for educational purposes. In all grades, computer instruction is integrated into academic programs. Instead of skills taught in isolation, students gain skills using word processing, presentation, spreadsheet, and web 2.0 applications to produce documents, posters, spreadsheets, graphs, multimedia reports, etc. to satisfy curriculum assignments. Each year, students are expected to show mastery of a specific set of competencies for each application. Moreover, students are exposed to photo manipulation programs, as well as computer simulation programs, and a number of subject-specific software programs.

Specific skills and applications include formatting letters, research papers, laboratory reports, expository and creative essays, outlines, foreign language documents, and other word-processing documents in applications such as Microsoft Office Word and Google Docs. Some of the tools used for creating and using spreadsheets include Excel and Google Sheets. Students create presentations using applications such as PowerPoint and Google Slides.

Furthermore, many of the cloud-based tools students use encourage collaboration and working in teams, essential 21st century skills. Each middle school uses Google Suite for Education (@amityschools.org) as well as Microsoft 365 (@amityregion5.org) where students can create and collaborate on documents, spreadsheets, presentations, forms, and several other applications. The district also uses Google Classroom for teachers' class pages. There, students can access school assignments, upload work to teachers, participate in directed forums, etc. Additionally, the district uses PowerSchool for grades and attendance, which students can access at any time.

In addition to these district-wide tools, students are also employing a wide variety of other Web 2.0 online collaborative tools. Students are often given opportunities to choose which tool they wish to use to fulfill specific project requirements.

Essential Benchmarks Students will:

- Format documents, spreadsheets, and dynamic presentations
- Use and manipulate graphics to enhance projects and presentations
- Demonstrate ability to use proper file management on the school network, external devices, and in the cloud
- Employ good digital citizenship when conducting research and using online collaborative tools
- Employ critical thinking strategies when using information from the web

MEDIA CENTER

The media center teachers work in collaboration with classroom teachers to ensure that all students will be independent, competent, responsible, and confident users of information and technology and able to apply related strategies for acquiring basic skills and content knowledge, collaborating with others, communicating ideas, solving problems, and pursuing personal interests.

Each student will attain a level of information and technology literacy skills that will enable them to:

- Communicate information and ideas, conduct research, organize data solve problems, and create original works
- Demonstrate responsible, legal, and ethical use of information and technology
- Use effective and efficient strategies to explore and use a wide range of information and technology resources to gain knowledge, deepen understanding, make informed decisions, and solve problems for educational, career, and personal pursuits
- Gather relevant information from multiple print and digital sources, use search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- Apply information and technology competencies to learning in the content areas
- Locate, evaluate, interpret, and synthesize information from print and non-print sources
- Use technology tools to enhance learning, increase productivity, and promote creativity

In addition to the above goals, the media center provides a wide-range of reading materials (for both educational and personal use) and several databases for students to use. Moreover, media specialists collaborate with and support teachers and students in their curricular endeavors and aid teachers and students with the selection and purchase of non-fiction and fiction books and resources.



Pupil Services, Related Service and Specialized Instruction

The Department of Pupil Services provides comprehensive services to students at Amity Middle School: Bethany and Orange. These include academic, counseling, and multiple related services. These services are recommended through the Planning and Placement Team process, which develops an Individualized Education Program (IEP).

Special education and related services are designed to meet the individual needs of the student in order to provide access and support to the general education curriculum. This ensures that students at Amity Middle School: Bethany and Orange receive a free and appropriate public education. Special education and related services are provided to students who have been identified through the Planning and Planning. An Individualized Education Program (IEP) is developed to support the needs of the individual student.

The Pupil Services Department at Amity Middle School Bethany and Orange consists of the following staff: Board Certified Behavior Analysts, Occupational Therapists, Paraeducators, Physical Therapists, Registered Behavior Technicians, School Counselors, School Nurses, School Psychologists, School Social Workers, Special Education Teachers, Speech and Language Pathologists

Questions or comments about Pupil Services, Specialized Instruction, and/or Related Services should be directed to Kristi Bellara, Coordinator of Pupil Services or H. Thomas Brant, Director of Pupil Services.

COUNSELING

The School Counseling Department believes that each student should obtain the life skills necessary to be an active learner and a caring, creative, and responsible world citizen. Members of this department will assist students in providing an environment encouraging the development of academic, social, personal, and career goals. Through individual and group counseling the school counselors respond to the developmental and transitional needs of all children. Working with the school, the family, and the community at large, staff members provide students with resources to help them adapt to the challenges of our changing society.

Students are assigned a counselor for two years and encouraged to visit the counselor. Parental concerns about a child's academic, social, and/or emotional development also may be directed to counselors.



HEALTH SERVICES

Health services at the middle school campuses include:

- Helping students maintain good health through parent/guardian referrals of mandatory screening test results observations by school personnel indicating illness or need for medical attention/correction.
- Providing emergency care when students become ill or are injured at school.
- Protecting students from contagion through adherence to mandated immunizations and physical examination policies.
- Aiding students in their return to school following illness or injury.
- Provide counseling and instruction re: health issues, i.e. nutrition, hygiene, etc.
- School health services provide for only first aid, emergency triage, and administration of Doctor Ordered Medications.

Each school's Health Office maintains cumulative student health records, including an up-to-date file with the name of each student's family physician and other persons to contact in the event his/her parents/guardians cannot be reached in an emergency. The Authorization for Administration of Medicines form must be completed by physician and parent/guardian **before** medication (prescription and non-prescription) can be administered in school.

Physical examinations are mandatory upon entering seventh and tenth grades. The physicals must be completed after September of the preceding year, recorded on a HAR-3 form, and be on file in the Health Office. This physical must include all state-mandated screenings such as Gross Dental, Postural, Vision, Auditory, HCT/HGB, TB Risk Assessment, and Chronic Disease Assessment.

State law requires that all students entering Grade 7 meet the following immunization requirements:

- 1 dose of Tdap vaccine,
- 2 doses of MMR,
- 1 dose of Meningococcal vaccine,
- 3 doses of Hep B vaccine,
- 2 doses Hep A vaccine,
- 2 doses of Varicella vaccine,
- Or MD verification of disease.

Students are required to have an annual physical examination to be eligible to participate in sports. All medical forms are available on the district website.

PSYCHOLOGICAL SERVICES

School psychologists provide services to students referred by the Planning and Placement Team/IEP. These services may include an individual psycho-educational assessment and/or short-term counseling. Psychologists coordinate the building Planning and Placement Team/IEP and are integral members of the Response to Intervention Process and members of the Crisis Resource Team. In addition, they provide consultative services to families, students, and school staff. Through these services, psychologists seek to:

- Foster the recognition and understanding of individual differences within the school setting as well as the family context.
- Enable the school to identify and meet each student's educational needs in an appropriate and realistic manner.
- Assist school staff in adjusting educational approaches to maximize student ability, motivation, and performance.
- Promote continued development of a school atmosphere that encourages sensitivity to connections between basic human needs and the behavior and attitudes that shape educational growth.
- Promote family understanding of children's needs and assist in efforts to meet those needs.

Our middle school social workers provide support to students in Bethany and Orange. Our school social worker facilitates communication between students, school, and home and collaborates with school-based and outside service providers to support the students' social emotional development and academic engagement.



SUPPORT SERVICES

Literacy Integration Grades 7 and 8

The Learning Strategies Program is an integrated instructional approach to student learning via the content classroom and across the curriculum. Reading consultants work cooperatively with content area teachers in presenting literacy strategies to enhance comprehension, vocabulary, and writing. The basis for instruction is teacher modeling, guided student practice, and independent application.

Essential Benchmarks Students will:

- Acquire knowledge of specific learning strategies to comprehend and learn content materials.

Reading Support Services The Reading Lab:

This class provides additional reading support. Services include assessment and literacy strategies taught through a variety of narrative and informational text. This instruction facilitates and prepares students to improve skills required of the English Language Arts — CT Core Standards (CCS).

Learning objectives are based on the standards and include:

- reading comprehension,
- vocabulary development,
- written response to text, and
- improvement of higher-level thinking skills.

Students with IEP reading goals will also be serviced in the reading lab. This may additionally include fluency skills and decoding or encoding.

Essential Benchmarks Students will:

- Develop comprehension and vocabulary skills by using a variety of strategies appropriate narrative and informational text.
- Utilize word recognition strategies including contextual clues, phonics, and structural analysis to improve reading skills.

Math Lab Grade 7 and 8

Our CCS (Connecticut Core Standards) mathematics sessions provide students time to review and practice grade-appropriate math skills and concepts that will be tested on CCS. Additional support and instruction is given weekly in small-group settings so that students will experience improved math skills, practice problem solving techniques and gain familiarity with the CCS format.

SUPPORT SERVICES

Academic Skills Program

The Academic Skills Program is designed to meet the needs of those students identified as having learning disabilities, social/emotional needs, visual or hearing impairments, and/or other health impairments that may impede learning. These students, identified by the PPT process, may need a combination of specialized instruction and classroom modifications to achieve successful learning experiences in their mainstream classes. Students will develop skills to become well-organized, confident students in a positive learning environment. A staff of trained paraprofessionals supports the work of our special education teachers per individual education plans. A continuum of services is available to support student learning, which is delivered within mainstream classes, resource rooms, and through Individualized Guided Programs.

Communication Disorders Services

Speech and language services are offered to students who experience difficulties in fluency, pragmatic language/social skills, receptive and expressive language. Referrals can be made by a student, parent, or faculty member. Those students identified through the Planning and Placement Team process participate in individual or small group therapy sessions under the direction of the Speech-Language Pathologist.

Program for Deaf and Hard of Hearing

Amity's program for the deaf and hard of hearing students is designed to address the individual learning and communication needs of students with hearing loss. As required by the student's individual educational program, additional services may be made available to support and/or facilitate the student's listening, language, and learning needs. The Teacher of the Deaf and Hard of Hearing, Speech-Language Pathologist, and Resource Room staff are available to coordinate and provide for each student equal access to all of Amity's educational opportunities and programs.



SUPPORT SERVICES

Student Assistance Program

Student Assistance Counseling is a confidential service available to any student who is concerned about drug and alcohol use for themselves or others. Individual and group counseling is provided. Topics for groups include assessing personal use, understanding physical effects of substances, avoiding peer pressure, and understanding community resources

Guided Study

This program is designed for students who need support to complete homework and organization requirements of middle school. It is intended to teach students the skills they need to be successful in school. The needs of each student may vary from study skills, task commitment, to organization of materials, time and/or self. Students need to be recommended by their counselor to participate in this program.

School of Choice

The Connecticut State Board of Education offers parents and students choices among a range of educational programs and settings to maximize the opportunity for each student to achieve his/her highest potential. The options offered to Amity students through this program include magnet, charter, and vocational-technical schools; Open Choice and inter-district programs; and vocational agricultural centers. Students interested in enrolling in one of these programs can get information from the Amity School Counselors at either middle school or the Connecticut State Board of Education.



SUPPORT SERVICES

NON-DISCRIMINATION/EQUAL EMPLOYMENT/EQUAL EDUCATION OPPORTUNITY

In compliance with regulations of the Office of Civil Rights and with Equal Opportunity practices as determined by state and federal legislation, the Amity Board of Education, as a matter of Policy, does not knowingly condone discrimination in employment assignment or program of services on the basis of race, gender, gender identity or expression, creed, color, national origin, age, sexual orientation, disability, or other protected class status to perform the duties of the position.

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of race, gender, color, religion, national origin, age, sexual orientation, pregnancy, parenthood, marriage, or for any other reason not related to his/her individual capabilities.

No person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.

SEXUAL HARASSMENT

The Board of Education prohibits sexual harassment or intimidation of its students and employees.

Any student or employee who believes he or she has been the subject of discrimination/sexual harassment should contact the district's Equity/Title IX Coordinator or an administrator.

The district's Equity/Title IX Coordinator is the Director of Pupil Personnel Services. They should be contacted at 203-397-4820 with issues regarding harassment and/or discriminatory practices.

