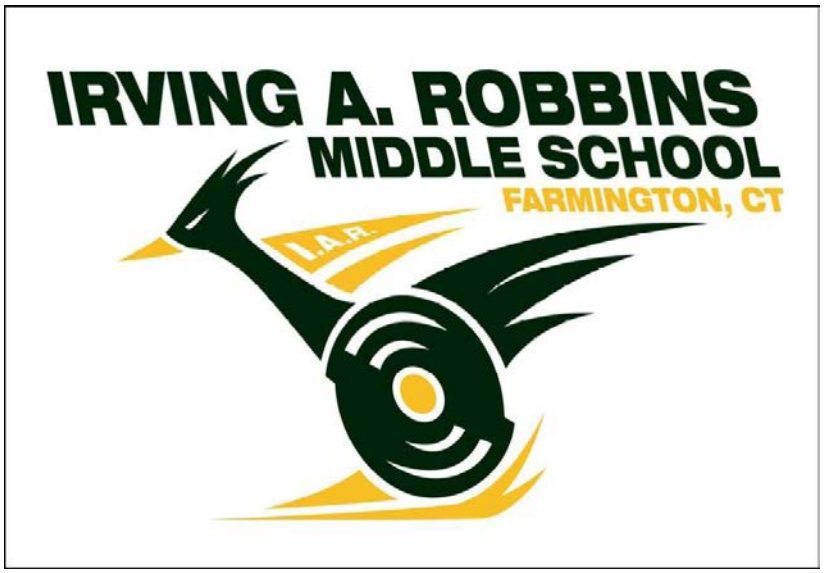

Program of Studies

2018-19

Equal Opportunity

The Farmington Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification. Questions concerning Title VI or Title IX compliance should be directed to: Kim Wynne, 1 Monteith Drive, Farmington, CT 06032 or at 860-673-8270. Questions concerning section 504 compliance should be directed to: Dr. Laurie Singer, 2 School Street, Farmington, CT 06032 or at 860-677-1791.

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987, and the American with Disabilities Act of 1991, the Farmington Board of Education has policies to ensure equal educational opportunities for all students at Irving A. Robbins Middle School.

Students have the right to participate fully in classroom instruction and extra-curricular activities regardless of age, sex, race, religion, national origin, color, handicapping conditions or sexual orientation or any reason not related to his/her individual capabilities.

All inquiries regarding the above policy statements including questions of grievance should be directed to the Principal.

Table of Contents

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ADMINISTRATORS' MESSAGE

Dear Students and Families,

Welcome to Irving A. Robbins Middle School, a national school of excellence! We are delighted that you will be part of the IAR community during the 2018-19 school year.

At IAR, our goal is to promote students' academic achievement and personal and social growth, while creating a sense of belonging and community for our students and their families. To help accomplish this, we offer a rigorous, rich and varied academic program designed to prepare all students for success in high school and to achieve the *Vision of the Farmington Graduate,* which articulates the skills and dispositions that our students need for success in college, careers, and citizenship in the 21st century (see page 2).

This booklet provides important information about that academic program, including each of the courses we offer, as well as our library/media, technology and school counseling programs. There are many additional school opportunities not described in this booklet that will be shared with you during the year, including after-school clubs and activities, athletic programs, and community service experiences. More information about our school can be found in our Student Handbook and Planner, a copy of which is available on our website.

We ask that parents and guardians review the information in this Program of Studies with their children so that all students understand their courses and the supports available to them. Electronic copies of this Program of Studies will be available on our website throughout the year so that you may access this information at any time.

We at IAR understand the importance of close communication and strong collaboration among students, families, teachers and administrators. To that end we look forward to working with you to ensure the academic, personal, and social success of each of our students.

As always, we encourage you to reach out to us whenever you have any questions or concerns.

Sincerely,

Ted Donahue

Mr. Ted Donahue
Principal

Nilda Irizarry

Nilda Irizarry
Assistant Principal

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Farmington Public Schools
"Vision of the FPS Graduate"

Farmington Graduates: Reaching Global Standards of Achievement, Leadership and Citizenship

Farmington Public Schools' Graduates will acquire an understanding of the essential knowledge and skills in the core academic disciplines and develop the thinking and learning skills needed to meet the challenges of local, national and global citizenship in a rapidly changing world.

Critical Thinking and Reasoning: Students access, interpret, analyze, and evaluate ideas and information, draw evidence-based conclusions, synthesize new learning with prior knowledge, and reflect critically on learning.

Communication and Collaboration: Students participate effectively in a variety of teams, actively listen and respond to the ideas of others, share responsibility for outcomes, articulate ideas clearly in multiple formats and use technology tools to enhance communication.

Problem Solving and Innovation: Students identify problems, analyze data, ask questions, utilize a variety of resources, think flexibly, make connections and seek practical, innovative and entrepreneurial solutions to a variety of problems.

Self-direction and Resourcefulness: Students explore interests, take initiative, set goals, demonstrate persistent effort, adapt to change with resiliency, and exhibit ethical leadership and responsible citizenship.

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Farmington Public Schools
"Core Beliefs"

Farmington Graduates: Reaching Global Standards of Achievement, Leadership and Citizenship

The Farmington Public Schools are committed to core beliefs that guide our work. These beliefs frame our goals, program development, and support systems. These beliefs focus instruction, curriculum, and assessment to ensure that all students achieve at high levels. Farmington communicates its rigorous expectations through its programs and core content standards.

Expectations matter. Teachers maintain high expectations for all students through continual encouragement, specific and timely feedback, tenacity in providing targeted support, and through communicating that all students have the capacity to meet district standards. We believe that maintaining high expectations leads to higher levels of student achievement.

Effort matters. Students in the Farmington Public Schools succeed at high levels through their own efforts and the collective efforts of their parents, educators, and the community. It is through students' own hard work and dedication to the pursuit of excellence that they will succeed. We believe that increasing effort leads to higher levels of student achievement.

Instruction matters. Teachers refine their teaching craft through ongoing study and action research, observation of instruction, and collaboration with colleagues. Teachers are actively engaged and committed to applying proven instructional strategies to reach every student. All educators demonstrate their commitment to instructional and curricular development for the classroom, team, school, and district through their leadership in improvement efforts. We believe that improving instruction leads to higher levels of student achievement.

Relationships matter. All staff members create and maintain an environment that promotes respect, trust, and understanding, and fosters communication and problem-solving. We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students, and parents leads to higher levels of student achievement.

Results matter. Administrators, teachers, and students measure progress toward meeting and exceeding defined standards and goals. Through the ongoing and collaborative analysis of student work and data, we hold students and each other accountable for continuous improvement. We believe that sharing and using results to inform our decisions about instruction, resources, curriculum, and program development leads to higher levels of student achievement.

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Irving A. Robbins Middle School
Mission Statement

Irving A. Robbins Middle School seeks to support all students to grow intellectually, emotionally, socially, and physically and to reach high levels of achievement within a standards-led school. Students will develop the habits of life-long learners and the skills to be responsible, contributing global citizens. By learning with and from caring individuals within a respectful environment, all students will achieve skills necessary for success in the 21st century.

Guiding Beliefs

Students' learning is enhanced and their understanding is deepened when they have the opportunity to make connections between the curriculum and their own lives.

Students are supported to become respectful and contributing members of a global society when they are part of a caring school community.

Students acquire the skills necessary to continue to learn throughout their lives when they practice being independent learners.

Students' educational experiences are enriched when teachers collaborate to provide meaningful instruction.

Students are able to make healthy, responsible choices when the school community is committed to supporting the intellectual, social, emotional, and physical growth of young adolescents.

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FRAMEWORK FOR TEACHING AND LEARNING

The Framework for Teaching and Learning articulates Farmington's core principles of learning, as well as the instructional expectations we have for teachers and the learning expectations we have for students. Because the Framework represents the means by which all students can achieve the Vision of the Farmington Graduate, it is important that students understand their responsibilities as learners.

Principle #1: ACTIVE LEARNING COMMUNITY
Students learn best when they have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.
Students… • Establish and reflect on classroom and small group norms for respectful behavior and effective communication • Participate actively in discussions and collaborative tasks • Speak and write clearly to communicate with others • Exchange meaningful and constructive feedback • Clarify ideas by asking questions, listening to others • Investigate and appreciate multiple points of view • Share their work publicly and engage in dialogue about process and product

Principle #2: CHALLENGING EXPECTATIONS
Students learn best when they understand performance expectations and are individually supported in meeting challenging standards.
Students… • Ask questions to clarify expectations and learning goals • Use and maintain organizational systems to support academic achievement • Persist in the face of challenging learning tasks • Evaluate and revise work using rubrics, models, and feedback • Overcome obstacles to understanding by seeking teacher or peer support • Seek new resources and strategies for learning

Principle #3: MEANINGFUL KNOWLEDGE
Students learn best when they see content as meaningful and organized around big ideas and questions and can transfer learning to new contexts.
Students… • Look for connections between what they are learning and what they already know • Articulate the purpose of their learning to themselves and others • Transfer learning skills and knowledge from one context to another • Recognize bias, values and beliefs and understand their impact on knowledge • Access, analyze and create data to understand conceptual ideas • Support thinking with clear, logical and relevant evidence

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Principle #4: PURPOSEFUL ENGAGEMENT
Students learn best when they are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.
Students… • Actively seek answers to their own questions and explore their interests • Hypothesize, analyze, question, and evaluate ideas within the work of the discipline • Accept opportunities to assume partnership and leadership roles in the classroom • Take initiative to bring interesting ideas and resources into the classroom community • Think critically and use reasoning skills to develop understanding • Think creatively and use problem solving skills to develop innovative ideas

Principle #5: INDIVIDUAL RESPONSIBILITY
Students learn best when they make choices about and take responsibility for their own learning goals and progress.
Students… • Evaluate the quality of their performances / work products • Set learning goals and reflect on progress • Learn from their own mistakes and develop new strategies • Advocate for themselves by asking for help when needed • Learn to become self-directed to make choices that match interests and learning needs • Assume responsibility for good work habits • Develop leadership skills in areas of interest

OUR STANDARDS-LED ACADEMIC PROGRAM

IAR's Critical Content Standards define the most essential knowledge, skills and dispositions, all students need to learn in each in order to achieve the *Vision of the Farmington Graduate*. Our standards provide teachers, students, and parents with a vivid image of what students should know and be able to do, and a clear understanding of what high-quality work looks like. Our standards and the curriculum experiences leading to those standards combine a deep understanding of subject matter with the capacity to apply what has been learned in real-world situations.

Farmington's standards help our **school community** understand what students are expected to know and be able to do at each grade level in a wide range of subject areas. They provide students, teachers and parents with a clear understanding of the quality of learning we expect as students move along the pathway to high school graduation and productive citizenship. Finally, they serve to coordinate and align the entire school system and its resources according to clear educational outcomes.

Farmington's standards help **students** know what is expected of them by providing clear, defined targets and examples of high-quality work. With this information, students can more accurately assess their own performance in relation to the standards and determine what they need to do to ensure that their work meets expectations.

Farmington's standards help **teachers** by providing a focus for teaching, learning, and assessment. When teachers are clear about the goals for their students, they can focus their time and energy on helping students improve their work in relation to these goals. In a standards-led system, teachers align assessment, curriculum, and instruction to the standards so that instructional time is spent on what matters most.

Farmington's standards provide **parents** an opportunity to more fully participate in their children's education. When teachers provide parents with models and examples of the work that is expected, parents are better able to understand and support their children's learning at home.

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GENERAL INFORMATION & SCHEDULES

Teaching Teams

Each student is assigned to a team of teachers responsible for that student's academic growth. Teams are comprised of one teacher from each of the five core academic courses.

The IAR school day is divided into three parts: core academic classes, classes in the Special Areas, and mid-day courses. Detailed course descriptions may be found on the pages that follow.

Core Academic Classes

Meet one period daily

Language Arts
Science
Social Studies
World Language
Mathematics

Specials Areas Classes

One period each day is designated for Specials Areas classes

Physical Education – meets 2 days per week throughout the year
Visual Arts – meets 3 days per week for one trimester
Health – meets 3 days per week for one trimester
Applied Physics & Engineering – meets 3 days per week for one trimester

Mid-Day Courses

Meet 2-5 days per week in the middle of the day

Chorus
Band
Orchestra
Latin
Math Intervention*
Writing Tutorial*
Reading*

Students may select 5 days of music. They also may select Latin, which meets 2 days per week and which is combined with 3 days of music or 3 days of study hall. Students not selecting any music or Latin are assigned to 5 days of study hall.

**Requires teacher recommendation.*

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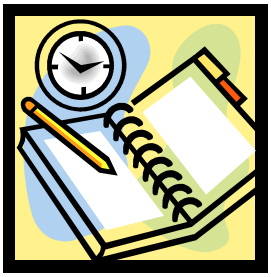
Grade 7 Sample Schedule

Period 1	Homeroom/Independent Reading/Advisory
Period 2	Language Arts
Period 3	Social Studies
Period 4	Science
Period 5	Lunch
Period 6	Mid-Day Class
Period 7	World Language
Period 8	Math
Period 9	Special Area's Class



Grade 8 Sample Schedule

Period 1	Homeroom/Independent Reading/Advisory
Period 2	Language Arts
Period 3	Special Area's Class
Period 4	Science
Period 5	World Language
Period 6	Math
Period 7	Lunch
Period 8	Mid-Day Class
Period 9	Social Studies

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CORE ACADEMIC SUBJECTS

LANGUAGE ARTS

All students participate in language arts instruction daily as part of their core academic program. The language arts teacher is a member of the student's academic team.

Statement of the Language Arts Program at IAR

The language arts program at IAR is based on the belief that rich proficiency with language through reading, writing, and speaking enables us to understand the human experience and communicate with others about it as literate citizens in the 21st century.

Essential Questions: What do effective readers do? What do effective writers do?
Essential Understandings in Language Arts

- Reading and writing require a fundamental knowledge of words and language to read, write, and speak effectively.
- Reading is a thinking process used to construct meaning.
- Writing is a thinking process used to generate, clarify, and communicate ideas.

Language Arts 7 and 8

This two-year course sequence further develops the literacy skills of listening, speaking, reading, and writing as the adolescent develops a deeper understanding of text and craft as a writer based on the Connecticut Core Standards. It supports the young adolescent's ability to understand how literature reflects the world around them and to communicate their experiences within it. The themes of *Relationships*, *Mysteries of the World,* and *Heroes and Courage* will be explored as these skills are developed in grade seven. The themes of *Humor as Social Commentary, Social Justice/Activism*, *Coming of Age,* and *Investigative Journalism* are explored as these skills are developed in grade eight.

Instruction of reading strategies to support comprehension of all types of text leads to increased independent application. Students understand that reading is a thinking process and that reading and writing have a reciprocal relationship. Instruction is focused to help students monitor deep understanding. Students read critically and strategically a wide range of texts including texts of their own choice. Strategies that support comprehension address the Connecticut Core Anchor Standards for Reading: key ideas and details, craft and structure, integration of knowledge and ideas, and reading and comprehending complex literary and informational texts independently and proficiently.

Teachers provide a supportive and collaborative environment that fosters dialogue and open-minded thinking. Students make meaning of text and reflect on their understanding through speaking and writing. Writing is a process that supports making meaning. It is a vehicle to communicate ideas, understandings, and experiences. Multiple opportunities are provided for students to write for a variety of authentic purposes. Students incorporate elements of author's craft identified through literary analysis in order to enhance and enrich their own writing. Students understand that writing is a process that allows the writer to rehearse and develop ideas, to discuss and revise their writing, and to receive and use feedback.

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Grade 7 Language Arts – Essential Questions

Unit 1—*Exploring Relationships*	Unit 2—*Mysteries of the World*
• How do readers monitor comprehension and develop understanding of text? • How do authors represent the complicated nature of relationships in literature? • How can writing lead to self-discovery?	• How do authors develop suspenseful mysteries in stories and novels? • How do writers present information in an attempt to solve real world mysteries? • How do speakers clearly articulate their research findings and ideas in an effective presentation?
Unit 3—*Heroes and Courage*	**Throughout the Year**
• What takes courage? • How do authors portray heroes in literature and media? • How does a writer convey the concept of heroism in writing?	• How can I revise my writing to make it coherent and fluent? • What are the conventions of standard English and how can I apply them to my writing?

Grade 8 Language Arts – Essential Questions

Unit 1—*Humor as Social Commentary*	Unit 2—*Justice/Activism*
• How do authors use language to create humor**?** • What is the power of humor in literature? • How do writers develop a humorous voice for multiple genres?	• Why and how are characters motivated to achieve justice? • How do one's personal beliefs shape the interpretation of the social, political, and cultural issues of the time period? • How do writers inform and persuade audiences to take action by utilizing 21st century communication skills?
Unit 3—Investigative Journalism	**Unit 4—*Coming of Age***
• How does a journalist engage, educate, and inform readers? • How does one research and write about an issue or controversy to share understanding of its history, key facts, and context to an audience?	• What does it mean to come of age? • How is coming of age portrayed in literature? • How does writing a literary essay expand one's understanding and appreciation of the author's craft?

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Grades 7 and 8 Critical Content Standards for English Language Arts

READING COMPREHENSION:
Read and comprehend appropriately complex literary and informational texts independently and proficiently.

READING INTERPRETATION:
Interpret, analyze, and evaluate appropriately complex literary and informational texts.

WRITING ARGUMENTS:
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WRITING NARRATIVE TEXTS:
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WRITING PROCESS:
Write routinely over an extended timeframe (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.

INQUIRY AND RESEARCH:
Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

SPEAKING AND LISTENING:
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- DISCUSSION: Initiate and participate effectively in a range of collaborative discussions, thoughtfully posing and responding to diverse perspectives
- PRESENTATION: Present information, findings, and supporting evidence, conveying a clear and distinct perspective

MATHEMATICS

All students receive Mathematics instruction daily as part of their core academic program. The mathematics teacher is a member of the student's teaching team.

Statement of the Mathematics Program at IAR:

The IAR Mathematics Program supports students in developing their ability to become successful problem solvers who clearly communicate the mathematical reasoning and skills they use to solve problems. Students develop knowledge and understanding of mathematics that is rich in connections by engaging in a variety of problem solving settings. They have opportunities to work individually, in pairs, in small cooperative groups, and in whole class mode. Assessment is multi-dimensional (classwork, practice/preparation/homework, journals, progress checks, quizzes, tests, performance assessments), giving students many ways to demonstrate how they are making sense of mathematics. Technology is embedded throughout the program. IAR's math courses provide an in-depth integrated presentation of the prerequisite skills, concepts, and problem-solving processes needed to help students become comfortable and successful in the mathematics courses at Farmington High School.

Mathematics Critical Content Standards

As a result of a K-12 education in Farmington, students will acquire the following knowledge contained in these Critical Content Standards, which are woven within multiple courses across all math pathways.

CAS #1:	Extend and Apply the Structure of the Number System
CAS#2:	See Structure and Perform Arithmetic with Expressions
CAS#3:	Create and Reason with Equations and Inequalities
CAS#4:	Interpret, Build, and Model with Functions
CAS#5:	Understand and Apply Properties of Congruence and Similarity
CAS#6:	Prove, Apply, and Model with Geometric Properties
CAS#7:	Interpret Categorical and Quantitative Data to Make Inferences and Justify Conclusions
CAS#8:	Calculate and Use Experimental and Theoretical Probability to Make Decisions
CAS #10:	Create and Reason with Expressions, Equations, and Inequalities
CAS #11:	Interpret and Apply Proportional Relationships
CAS #12:	Model with and Apply Geometric Properties
CAS #13:	Understand and Apply Concepts of Statistics and Probability

CT Core Standards for Mathematical Practices

The K-12 Standards for Mathematical Practice that teachers seek to develop in their students are aligned with the BOE Goals and the Vision of the Farmington Graduate.

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

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Core Academic Courses
MATHEMATICS

2018-2019 Farmington Public Schools Math Pathways – Grades 5-12

<table>
<tr><th>Grade 5</th><th>Grade 6</th><th>Grade 7</th><th>Grade 8</th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
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AND
Algebra 2A
(0.5 credit)</td><td>Algebra 2B
(0.5 credit)
AND
Math Elective</td><td>Math Elective</td></tr>
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<tr><td>Algebra 2B
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AND
Advanced Topics in Algebra 2
(0.5 credit)</td><td>Precalculus</td></tr>
<tr><td colspan="6"></td></tr>
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AND
Algebra 2A*
(0.5 credit)</td><td>Algebra 2B
(0.5 credit)
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Math Elective</td><td>Math Elective</td><td>Math Elective</td></tr>
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Advanced Topics in Algebra 2
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· Math Elective</td></tr>
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AND
Algebra 2H A
(0.5 credit)</td><td>Algebra 2H B
(0.5 credit)
AND
Math Elective</td><td>Math Elective</td><td>Math Elective</td></tr>
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Advanced Topics in Algebra 2H
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· Math Elective</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Precalculus H</td><td>· AP Calculus AB
· AP Calculus BC
· Math Elective</td></tr>
</table>

* Students who have excelled in Algebra 8 will be considered for Algebra 2H A.

Math Electives:

- AP Statistics (1.0 credit*)
- Geometry Applications (2020-21) (0.5 credit)
- Logic in Reasoning (Semester 2)
- Inferential Statistics (Semester 2)
- Discrete Math (Semester 1)
- Descriptive Statistics & Probability (Semester 1)
- Personal Finance (0.5 credit)

Core Academic Courses

MATHEMATICS

Math 7

The Math 7 course uses a conceptual approach to develop understanding of the big math ideas for the curriculum. Students apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers (positive and negative numbers). As needed they learn skills with positive numbers they haven't mastered prior to 7th grade. Students analyze proportional relationships and use them to solve real-world and mathematical problems; solve real-life and mathematical problems using numerical and algebraic expressions and equations; solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. They also solve problems involving statistics and probability. Instruction supports students in becoming critical thinkers and problem solvers. The Math 7 curriculum parallels the Pre-Algebra curriculum with greater emphasis on developing concepts prior to abstract thinking. Sixth grade math teachers recommend students for Math 7.

Pre-Algebra 7

Students in Pre-Algebra apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers (positive and negative numbers), analyze proportional relationships and use them to solve real-world and mathematical problems; solve real-life and mathematical problems using numerical and algebraic expressions and equations; solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. They also solve problems involving statistics and probability. Instruction supports students in becoming critical thinkers and problem solvers. Sixth grade math teachers recommend students for Pre-Algebra.

Advanced Pre-Algebra 7

This is a fast paced and challenging course for seventh graders who are ready for high levels of independence and abstract thinking. The faster pace of the course provides time for the study of selected 8th grade Common Core math content standards. Students in Advanced Pre-Algebra apply and extend previous understandings of the real number system; analyze proportional relationships and use them to solve real-world and mathematical problems; understand and use expressions and equations to solve real-life and mathematical problems, including radicals and integer exponents; solve problems involving scale drawings and geometric constructions; solve problems involving two- and three-dimensional figures involving distance, angle, similarity, and congruence; solve real-world and mathematical problems involving volume of cylinders, cones and spheres; and solve problems involving statistics and probability. Sixth grade math teachers recommend students for Advanced Pre-Algebra. Typically these students successfully completed Advanced Math 6.

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Math 8

The Math 8 course uses a conceptual approach to develop understanding of the big math ideas for the curriculum. Students apply and extend previous understandings of rational numbers (positive and negative numbers); learn that there are numbers that are not rational and approximate them by rational numbers; understand and use expressions and equations to solve real-life and mathematical problems, including radicals and integer exponents, modeling an association between two variables with a linear equation, and solving linear equations and systems of linear equations; understand the concept of a function and use functions to describe and solve problems involving numeric relationships; solve problems involving two- and three-dimensional figures involving distance, angle, similarity, and congruence; solve real-world and mathematical problems involving volume of cylinders, cones and spheres; and understand and apply the Pythagorean Theorem. Instruction supports students in becoming critical thinkers and problem solvers. The Math 8 curriculum generally parallels the Algebra curriculum with greater emphasis on developing concepts prior to abstract thinking. Seventh grade math teachers recommend students for Math 8.

Algebra 8

Students in Algebra 1 apply and extend previous understandings of rational numbers (positive and negative numbers); learn that there are numbers that are not rational and approximate them by rational numbers; understand and use expressions and equations to solve real-life and mathematical problems, including radicals and integer exponents, modeling an association between two variables with a linear or exponential equation, and solving linear equations and systems of linear equations; understand the concept of a function and use functions to describe and solve problems involving numeric relationships; solve problems involving two- and three-dimensional figures involving distance, angle, similarity, and congruence; solve real-world and mathematical problems involving volume of cylinders, cones and spheres; and understand and apply the Pythagorean Theorem. Instruction supports students in becoming critical thinkers and problem solvers. Seventh grade math teachers recommend students for Algebra 1.

Advanced Algebra 8

This course builds logically from Advanced Pre-Algebra 7. It continues to be both a fast paced and challenging course that requires high levels of independence and abstract thinking. The course completes a rigorous study of the Common Core Algebra 1 content standards while also completing the study of 8^{th} grade Common Core math content standards. Students in this course deepen and extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend; learn function notation and language for describing characteristics of functions, including the concepts of domain and range; and interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. They engage in methods for analyzing, solving, and using quadratic functions. In addition, students will learn methods for analyzing and using quadratic functions, including manipulating expressions for them, and solving quadratic equations. Students understand and apply the Pythagorean Theorem, and use quadratic functions to model and solve problems. Seventh grade math teachers recommend students for Advanced Algebra 1. Typically these students successfully completed Advanced Pre-Algebra 7.

SOCIAL STUDIES

All students receive social studies instruction daily as part of their core academic program. The social studies teacher is a member of the student's teaching team. Social studies classes support student achievement with respect to Common Core State Standards in reading, writing, speaking, listening, and research/inquiry.

Statement of the Social Studies Program at IAR:

All students will meet established **social studies** performance standards by demonstrating critical thinking, reasoning and research skills applied to the study of history, geography, culture, and political and economic systems in order to make informed decisions, pose innovative solutions, and meet the challenges of participatory citizenship in an increasingly pluralistic society and interdependent world.

Social Studies Critical Content Standards

As a result of a K-12 education in Farmington, students will acquire the following core skills and knowledge in social studies:

Standard #1-Interpreting Sources: Analyze Social Studies specific documents, particularly primary and secondary sources, to determine claims, evidence and perspective.

Standard #2-Writing: Produce clear and coherent written arguments about Social Studies content with precise and knowledgeable claims supported by evidence from multiple sources.

Standard #3- Inquiry: Conduct short as well as more sustained inquiries to answer compelling questions, evaluating and synthesizing multiple sources on the subject, adjusting the scope and focus of the inquiry when appropriate.

Standard #4 – History: Understand enduring themes of history and apply historical thinking skills in order to make informed decisions about significant local, national and world events of both the past and present.

Standard #5 - Geography: Analyze the physical, human, and environmental geography of various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present, and future.

Standard #6-Economics: Demonstrate reasoning and critical thinking in the application of economic concepts and processes to make informed judgments about local, national, and global economic issues.

Standard #7-Civics: Demonstrate active citizenship by applying knowledge of democratic ideals, governmental institutions, and political processes to issues of civic concern at the local, state, national and international levels.

Social Studies 7: Global Citizenship: Asia

The purpose of seventh grade social studies is to prepare students to become active members of a diverse society. Students will improve their skills in critical thinking, communicating, collaborating and problem solving through the study of a vital and complex area in our modern world, Asia. The rapid changes in this important region influence many aspects of world culture. Students will have opportunities to work independently and collaboratively to research and debate aspects of culture and critical world issues, including Human Rights, development and conflict, and to explore and develop their own solutions to these problems. In this course, students will also deepen their understanding of global interdependence and Human Rights by making connections between Asia and other world regions. This will prepare students to make respectful and responsible decisions as citizens of a changing global society.

Throughout their studies of South Asia, East Asia and the Middle East, students will deepen their understanding of how and why culture develops. Students will analyze maps, text, and data to determine how geography influences culture in this area of the world. They will make connections between world religions and traditions in order to recognize how beliefs influence a culture's perspective. Students will also research modern issues by researching and analyzing historical events and problems of development. In addition, students will independently and collaboratively develop and support their opinions about how issues in Asia should be handled through various discussion and writing opportunities. As a result of this course, students will be able to make informed, culturally tolerant decisions in an increasingly pluralistic society and interdependent world.

Units of Study:

- Culture
- South Asia
- East Asia
- The Middle East

Social Studies 8: The Rights and Responsibilities of American Citizenship

The purpose of this full-year grade eight Social Studies course is to provide students with the opportunity to understand the importance of United States history and how it relates to their own lives. As students formulate questions and hypothesize about the influences of historical events, they will develop an appreciation for how our nation's past continues to shape our democratic society. While conducting self-directed research using the historical inquiry process, students will ask questions, analyze and interpret key historical events at both the local and national level to support a thesis and understand how these events relate to their own lives. Through an examination of how the government functions, students will develop a rich understanding of how the Constitution and the Bill of Rights affect their rights and responsibilities as citizens in a democracy. Through the argument writing process, students will respond thoughtfully to diverse points of view to understand how interpretations of the Constitution have both resolved and led to national conflict and influenced the outcome of important national events. Students will acknowledge different opinions to foster new insights to develop an understanding of their role as citizens and their ability to influence change in a democratic society. As a result, they will be more prepared for responsible citizenship in American society both now and in the future.

Grade 8 Social Studies is designed to give students the opportunity to practice important thinking skills related to historical research and interpreting important events using both primary and secondary sources. Students conduct social science and historical research to inform the public about local and Constitutional issues. Students will write a formal research paper that supports a thesis and construct a public product that will inform the public of their new learning. Students will understand the development, structure and function of the United States Constitution through a series of class activities including debates, collaborative group work, oral presentations, argument writing, and role-play simulations. These activities will help students understand how democratic citizenship requires active participation and a balance between individual rights and societal needs. Through the examination of source materials students will gather compelling evidence to create arguments on controversial events and constitutional issues to support claims in argument writing essays. Students will participate and engage in self-directed research to examine important national events that have influenced the U.S. Constitution. At

the completion of this course students will have a working knowledge of the United States government, which will help them become active citizens in the American society. They will have acquired the skills to conduct independent research and articulate informed positions on important societal issues.

Units of Study:

- What is History?
- Local History Unit/Project Paideia
- The United States Constitution
- The Causes of the Civil War

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SCIENCE

All students receive Science instruction daily as part of their core academic program. The science teacher is a member of the student's teaching team.

Statement of the Science Program at IAR:

By taking middle school science, students will develop the thinking skills required to be critical consumers of scientific information. Students will develop the science and engineering practices needed to pose questions, investigate issues, solve problems, and support arguments with evidence. Students will collaborate on the study of the branches of science (physics, earth/space science, and life science), as well as the study of science as it relates to societal issues and technological applications. The seventh grade science course integrates physical and chemical science principals to explain several earth science-based phenomena. The eighth grade science course integrates physical and chemical science principals to explain several life science based phenomena.

Science Critical Content Standards

 # 1 Investigating
Engages in science practices in order to gather data and information related to scientific phenomenon.

 # 2 Reasoning with Evidence
Analyzes outcomes of scientific investigations in order to construct and communicate evidence-based explanations.

 # 3 Engineering
Demonstrates mastery of the core ideas of engineering related to engineering design, definitions or problems and development of possible solutions and design improvement.

 # 4: Physical Science
Demonstrates mastery of the core ideas of physical science related to interactions between matter, energy and forces.

#5: Life Science
Demonstrates mastery of the core ideas of life sciences related to organisms, ecosystems, heredity and evolution.

#6: Earth Science
Demonstrates mastery of the core ideas of earth sciences related to Earth's place in the universe, its systems, and how it is affected by human activity.

***adapted from Next Generation Science Standards as adopted by CT State Department of Education*

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Science 7

The seventh grade science course is centered on mostly earth science phenomena. Physical and chemical principals necessary to explain the science phenomena are explored. Students in seventh grade science use the science and engineering practices to create and communicate explanations of the science phenomenon used to open the unit. Through the generation of questions, experiments and secondary source research they uncover the unseen science principals at work. Through modeling and argumentation they develop explanations of the initial phenomena or develop prototypes to solve engineering problems.

The phenomena or problem-driven units of study include:

- How and why does a life jacket work?
- How can characteristic properties of matter be used to solve a crime scene?
- What factor affects the boiling point of water?
- How do scientists investigate the interior of the Earth?
- How can the inner core be extremely hot yet be solid?
- What protects living things from solar flare radiation?
- Why are the same fossils found on continents separated by vast space?
- Why is the Central CT valley so different than the eastern/western parts of the state?
- How can I design a model house frame to keep heat energy in or out?
- Why is sitting in a car on a hot day dangerous?
- How are cells affected by salt water?
- How can I design a desalination device to make sea water safe to drink?

Science 8

The eighth grade science course is centered on mostly life science phenomena. Physical and chemical principals necessary to explain the science phenomena are explored. Students in eighth grade science use the science and engineering practices to create and communicate explanations of the science phenomenon used to open the unit. Through the generation of questions, experiments and secondary source research they uncover the unseen science principals at work. Through modeling and argumentation they develop explanations of the initial phenomena or develop prototypes of engineering challenges.

As part of the transition from the Connecticut State Science Framework to the recently adopted Next Generation Science Standards a new grade eighth science course is being developed the summer of 2018 for implementation in the 2018-2019 school year. Therefore, specific details were not available at the time of printing this program of studies. An overview will be presented during the Fall 2018 Curriculum Open House.

WORLD LANGUAGES

Students receive instruction daily in either Spanish or French as part of the core academic program. The world language teacher is a member of the student's teaching team.

The IAR world language program supports *Farmington's Vision of the Graduate*, as students are given opportunities to lead their own learning. Students are purposefully engaged and actively challenged to authentically communicate, collaborate, think critically, reason, problem solve, innovate, and be self-directed and resourceful. Students inquire and personalize vocabulary, and the use of feedback and rubrics allows students to reflect on standards, set goals, and create action plans for future improvement with a growth mindset. Technology is used often in the classroom.

Mission of the Farmington World Language Program

The mission of the Farmington World Language Program is for students to communicate in another language, understand and appreciate cultural differences, and participate in and contribute to a global society. Students understand how language learning can benefit their personal and professional life.

Core Beliefs

- All students should become proficient in more than one language.
- All students should become inter-culturally competent in order to participate in, and contribute to, a global society.
- Students' lives are enriched because the study of the language allows them to form meaningful relationships with people throughout the world.

Essential Understandings in World Languages

As a result of a 5-12 education in Farmington, students will acquire the following essential understandings in world languages:

Communication

- The purposes of communication include exchanging information, expressing ourselves, and getting to know others.
- Communication takes place in a variety of ways: reading, writing, speaking, listening, viewing and gesturing.

Cultures

- The study of culture enables us to communicate more effectively because it helps us understand how other people interpret behavior and both verbal and non-verbal messages.
- The study of other cultures enriches our understanding of the human experience and encourages personal growth.

Comparisons

- Studying one or more other languages will improve mastery of English or of the student's first language.
- Comparing our culture to another raises our awareness of the diverse ways people make sense of the world.

Connections

- The acquisition of a world language reinforces and expands knowledge of other areas of study.
- The acquisition of information only available in the world language leads to understanding of distinctive viewpoints and allows for a more meaningful connection to the rest of the world.

Communities

- The acquisition of a world language facilitates active and effective participation in the economic, social, cultural, and civic aspects of globally interdependent communities.

IAR Critical Content Standards – Spanish and French

PRODUCTIVE STANDARD

SPEAKING: Engage in conversations on a variety of topics.

- Present information, concepts and ideas orally to an audience of listeners or readers on a variety of topics.
- Ask and respond spontaneously to questions about familiar topics.
- Express and elicit feelings and emotions.
- Produce appropriate vocabulary in context.
- Provide and exchange information on familiar topics in formal and informal social situations.
- Present information in the target language with appropriate pronunciation.
- Narrate a story, an experience, and a sequence of events on familiar topics.

WRITING: Engage in conversations and informal written correspondence on a variety of topics. Present information, concepts and ideas in writing to an audience of listeners or readers on a variety of topics.

- Ask and respond spontaneously to questions about familiar topics.
- Express and elicit feelings and emotions.
- Produce appropriate vocabulary in context.
- Provide and exchange information on familiar topics in formal and informal social situations.
- Narrate a story, an experience, and a sequence of events on familiar topics.
- Write simple narrative compositions in paragraph format.

INTERPRETIVE STANDARD

LISTENING: Understand and interpret written and spoken language on a variety of topics.

- Understand and interpret familiar language and expressions from live interactions and a variety of authentic media sources; begin to recognize more subtle differences in the spoken language to construct meaning (ex. hablo,habló).

READING: Understand and interpret written and spoken language on a variety of topics.

- Identify main ideas and some details on primarily familiar topics on authentic and /or culturally centered texts with or without visual support.

Spanish C (Spanish II – Part 1)

Having taken Spanish in grades 5 & 6, students enrolled in Spanish C will continue to develop their listening and oral proficiency skills and further their understanding of the structure of language by expanding their repertoire of strategies to use in speaking, reading, and writing Spanish. They will learn to talk about their school schedule, places in the city, and vocabulary related to ordering in a restaurant and shopping for clothing and gifts. For their study of culture, students learn about the products, practices, and perspectives of communities, meals, and shopping in Mexico and Spain via authentic websites and begin to compare and contrast with those of the culture of the United States. Students also transfer their learning to new contexts as they develop a school schedule, town center, restaurant menu, and clothing store fashion show. As a result of participating in this course, students will be able to demonstrate their foundation of Spanish grammar, including the conjugation of stem-changing and other irregular verbs in the present tense and near future tense. They learn expressions related to making plans, food service, and shopping so that they are able to ask and answer questions with elaboration, comment on meals, share opinions, and compare things descriptively. In addition, students read a short novel in Spanish. Assessments include presentational and spontaneous interpersonal speaking, listening, reading, and writing.

*Grade 7 students who did not take Spanish in grades 5 & 6, as well as new Grade 8 students with no or limited Spanish language instruction in previous schools, are also enrolled in Spanish C. Additional support will be available in the classroom for these students. World language instruction in high school for these Grade 8 students continues with Spanish II.

Spanish D (Spanish II – Part 2)

Students enrolled in Spanish D will continue the language within the cultural context of daily routines, holidays, celebrations, and trips in the Spanish-speaking world. Students learn a new verb tense (preterite) which allows them to discuss events which have happened in the past, as well as the present progressive tense. They also learn the use of reflexive verbs and direct object pronouns. At the end of the school year, students create a virtual trip abroad as well as read passages from a *Don Quijote* reader. The use of technology and project-based learning offers students the ability to engage in conversations regarding their personal interests. Culturally, they begin to contrast their own holiday celebrations with those in Spanish-speaking countries, and understand that people who speak the same language do not always share the same cultural experiences. Students learn about the products, practices, and perspectives of the Day of the Dead, *La Quinceañera*, and other Hispanic celebrations, as well as about artists and celebrities. As a result of participating in this course, students begin to discern the difference between written and conversational styles in Spanish, and they begin to widen their repertoire of expressions to say similar things. These subtle nuances begin to make the difference between a beginning language learner and an intermediate one, and these differences begin to appear in more sophisticated speaking and writing, such as in poetry and the creation of a children's book. Students also will be able to communicate in Spanish with more elaboration, both orally and in written form, and listen to longer passages and respond to questions afterward. Assessments include sustained speaking, listening, reading, and writing. World language instruction in high school continues with Spanish III.

French C (French II – Part 1)

Having taken French in grades 5 & 6, students enrolled in French C will continue to develop their listening and oral proficiency skills and further their understanding of the structure of language by expanding their repertoire of strategies to use in reading and writing French. They will learn to talk about their school schedule, places in the city, and vocabulary related to ordering in a restaurant and shopping for clothing and gifts. For their study of culture, students learn about the products, practices, and perspectives of communities, meals, and shopping in French-speaking countries via authentic websites and begin to compare and contrast them with those of the culture of the United States. Students also transfer their learning to new contexts as they develop a school schedule, town center, restaurant menu, and clothing store fashion show. As a result of participating in this course, students will be able to demonstrate their foundation of French grammar, including the conjugation of stem-changing and other irregular verbs in the present tense and near future tense, as well as the past tense. They learn expressions related to making plans, food service, and shopping so that they are able to ask and answer questions with elaboration, comment on meals, share opinions, and compare things descriptively. In addition, students read a short novel in French. Assessments include presentational and spontaneous interpersonal speaking, listening, reading, and writing.

French D (French II – Part 2)

Students enrolled in French D will continue the language with a review of previously-learned grammar and vocabulary within the cultural context of Martinique, Paris, and the Francophone world. They will learn about daily routines in Martinique, contrasting the tropical culture of the island with their own culture. In the context of Paris, they will learn about the organization of the French capital, the difference between French and American houses, the vocabulary of the city, and how to ask and give directions to find their way in the city. In addition, students will be able to speak and write about what to eat and do to lead a healthy life, and they will plan, organize, speak, and write about a trip to the Francophone country of their choice. Finally, students will read passages from *Le Tour de Gaule d'Astérix*, a graphic novel that takes place at a time when the Romans occupied France. Students will increase the number of situations in which they can participate conversationally and begin to widen their repertoire of expressions with

similar meaning. They will be able to communicate with more elaboration in French, both orally and in written form, and they will listen and comprehend longer passages. They will begin to acquire the knowledge of more conversational styles of language using the direct object pronouns and the pronouns “en” and “y” to shorten their responses. These nuances, which begin to appear in their speaking and writing, make the difference between a beginning language learner and an intermediate one. Assessments include presentational and spontaneous interpersonal speaking, listening, reading, and writing. World Language instruction in high school continues with French III.

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Special Areas Classes

Students receive instruction for one period each day in the Special Areas. Courses include: Physical Education, Health, Applied Physics & Engineering, and Visual Arts.

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PHYSICAL EDUCATION

Students receive physical education instruction two days each week throughout the year.

Statement of the Physical Education Program at IAR:

The purpose of seventh grade physical education is to provide students with opportunities to develop a greater degree of proficiency in a variety of motor skills, through participation in traditional and non-traditional physical activities. Students will learn basic fitness concepts that will allow them to safely utilize resistance and aerobic training equipment. They will use decision-making and goal-setting strategies to help establish skills that will provide the foundation for a lifetime of healthy and balanced living. Students will gain a greater appreciation for and acceptance of individual differences in a physical activity setting. They will help create a learning environment that focuses on respect for self and concern for the well-being of others.

The purpose of eighth grade physical education is to provide students with opportunities to develop a lifetime of health, physical fitness and balanced living. Students will achieve greater proficiency in a variety of motor skills that will enable them to engage in diverse physical activities throughout their lives. Mastering collaborative problem-solving and decision-making is essential to achieving high levels of overall well-being. Students will gain a greater appreciation for and acceptance of individual differences in a physical setting as well as their talents, abilities, and limits.

Physical Education - 7th & 8th Grade

As a result of successfully participating in this course, students will know or be able to…

- ➢ The importance of becoming competent in a variety of physical activities, as they are necessary for maintaining a healthy lifestyle.
- ➢ The components of physical fitness and how they are measured in the Connecticut Physical Fitness Assessment.
- ➢ The basic rules, strategies, and movement concepts related to a variety of traditional and nontraditional games.
- ➢ Fitness concepts such as target heart rate, warm up, cool down, and F.I.T.T. principles and how to apply them to maintain a healthy lifestyle.
- ➢ Develop motor movements that are essential for meeting and performing basic tasks effectively and efficiently.
- ➢ Use a variety of equipment in a fitness center setting to enhance fitness.
- ➢ Demonstrate respect for differences among people to be able to function effectively on a team and in society.
- ➢ Use the goal-setting process to analyze performance data and write a S.M.A.R.T goal.
- ➢ Create and carry out a training plan to achieve a goal.

As a result of successfully participating in the **7th grade course**, students will be able to answer the following:

- What is my current level of fitness?
- How can training for a goal improve my physical well-being?
- How does the development of basic skills impact my participation in physical activity?
- How can playing in a variety of games improve my physical fitness?

As a result of successfully participating in the **8th grade course**, students will be able to answer the following:

- What does it mean to be physically fit?
- How do various physical activities impact overall well-being?
- How can training for a goal improve my physical well-being?
- How can gross motor skills be transferable?

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- What can dance teach me about myself and others?
- How will participating in physical activities of interest improve my physical well-being throughout my life?

Critical Content Standards for PE

Demonstrates motor skill performance.

- Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Students will demonstrate the ability to use a particular skill in a variety of different games and activities.

Demonstrates the ability to use the goal setting process to enhance health.

- Students can explain why being physically active is an important part of living a healthy lifestyle.
- Students can use personal fitness data to create a SMART Goal.
- Students will demonstrate the ability to analyze personal data, make decisions, set goals and to create action plans in order to enhance wellness.

Understands wellness (fitness) concepts.

- Students understand understand how physical activities impact overall wellbeing.
- Students can identify strengths and weaknesses related to their own fitness levels.
- Students can explain why being physically active is an important part of living a healthy lifestyle.

Meets all age appropriate fitness standards

- Students will increase their understanding of the components of the CPFA and participate in activities that will help them improve their personal fitness.
- Students will reach performance standards established by the State of Connecticut for muscular strength, muscular endurance, cardiovascular endurance and flexibility.

HEALTH

Students receive instruction in Health 3 times per week for 1 trimester.

Statement of the Health Program at IAR:

The purpose of **7th grade health** is to provide students multiple opportunities to assess their individual habits and behaviors and to study alternatives that will help them achieve the highest level of wellbeing. Students will study core concepts pertaining to Self-Awareness, Nutrition, Substance Education, and Human Growth and Development. The skills of decision making and analyzing influences from peers, family, and the media are essential to developing behaviors that promote health and wellbeing. Having multiple opportunities to advocate for healthy behaviors allows students the opportunity to demonstrate their understanding of health enhancing behaviors and help others make healthful decisions themselves.

The purpose of **8th grade Health** is to provide students with multiple opportunities to reflect on the choices they have now and in the future and to assess decisions that impact health and well-being. Students will study core concepts of Wellness Promotion, Substance Education and Healthy Relationships, while developing the skill of accessing valid health information. Students will use this core concept knowledge, while developing competence in the decision making process so that they may be able to make decisions now and throughout the lifespan that will enhance their overall level of well-being.

Health 7

As a result of successfully participating in 7th grade Health, students will know or be able to:

- Explain the importance of self-esteem, self-awareness, and a growth mindset
- The social and emotional consequences of bullying and other mean-spirited
- The effects of different classes of drugs on the various systems of the body.
- Explain the health effects of marijuana, alcohol, and over-the-counter drugs on the brain and body.
- Demonstrate and apply effective assertive refusal techniques to risky behaviors in their own lives.
- The male and female reproductive systems and the changes these systems undergo during puberty.
- Apply knowledge of influences from peers and society when decision making.
- Use the decision-making process to make health-enhancing decisions.

Health 8

As a result of successfully participating in 8th grade Health, students will know and be able to:

- Advocate for needs and opinions
- Identify stress-management techniques
- Explain how diseases are spread
- Identify healthy and positive relationships (communication, teen dating violence, gender stereotypes, appropriate physical boundaries, consent and abstinence)
- Understand the importance of online safety with regard to Internet use and social media
- Access reliable resources for information related to health and wellness
- Make healthy decisions
- Explain addiction and why it is a cycle
- Identify commonly used substances (marijuana, alcohol, party drugs/date rape drugs, prescription drugs)
- Demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal and community wellness

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Critical Content Standards in Health

Accessing Wellness Information

- Students will demonstrate the ability to access valid wellness information as well as school and community resources

Understands wellness concepts

- Students will comprehend concepts and develop a knowledge base related to health promotion and disease prevention

Demonstrates the ability to make healthy decisions to enhance health

- Students will demonstrate the ability to make health enhancing decisions based on accepted health information

Analyzing Internal and External Influences

- Students will analyze the influence of culture, media, technology, peers and other factors on wellness

Communication & Advocacy Skills

- Students will demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal and community wellness

ART

Students receive instruction in the visual arts three times per week for one trimester.

Statement of the Visual Arts Program at IAR:
The art program at IAR focuses on improving artistic thinking through planning, creating, critiquing and reflection. The program develops concrete skills, media applications, and artistic concepts sequentially in order to foster creative thinking, problem-solving, and personal expression.

As a result of a K-12 education in Farmington, students will acquire the following essential understandings in art:

1. **Planning**. Developing various ways to answer design problems.
2. **Production**. Understanding and controlling the elements and materials of art in order to communicate ideas, feelings, and values.
3. **Creativity**. Exploring ideas and experimenting with a variety of materials and techniques in original ways.
4. **Expressiveness**. Expressing personal feelings through the choice of subject and materials.
5. **Reflection**. Thoughtful analysis of work based upon specific criteria and using content-specific vocabulary.
6. **Art appreciation**. Reflecting on visual symbols, aesthetic qualities, materials, and connections among works from a wide variety of genres, cultures and historical periods.
7. **Work ethic.** Promoting a positive, organized, motivated, and resilient attitude in the work, the use of materials, the art room, and relationships with peers.
8. **Life-long learning and careers in art.** The place and impact that art and design have on our lives.

Visual Arts 7

The 7th grade course of study includes:

- still-life drawing and painting
- landscape drawing and painting
- design concepts
- symbolism
- perspective/architectural drawing

As a result of successfully participating in this course, students will be able to:

- Control art media that indicates craftsmanship.
- Develop an understanding and appreciation of more complex compositional design concepts.
- Demonstrate the ability to apply design and personalize projects in a given media.
- Develop confidence and competence in drawing, in a variety of media.
- Reflect upon the elements and principles of design in relation to their work and that of others.

Visual Arts 8

The 8th grade course of study will cover one of the following:

- ceramic hand-building design and techniques and digital imagery
- design concepts and techniques in painting, drawing, and sculpture, and digital imagery

As a result of successfully participating in this course, students will be able to:

- Demonstrate proficiency and control of media.
- Demonstrate an understanding of complex design concepts.
- Demonstrate an appreciation of the impact that history and culture have on art.
- Demonstrate the ability to express personal ideas and feelings.
- Reflect upon the elements and principles of design in relation to their work and that of others.

APPLIED PHYSICS & ENGINEERING

Students receive instruction in Applied Physics and Engineering three times per week for one trimester.

State of the APE Program at IAR

A deep understanding of science, technology, engineering, and mathematics (STEM) is essential to help students prepare for the demands of a rapidly changing, technology-dependent world. The purpose of the courses is to give students opportunities to make connections among STEM-related concepts and principles and to apply them to solve real-world problems as they design and build their solutions.

The IAR Applied Physics and Engineering program allows students to develop the skills necessary for success in the 21st century. Creative problem-solving activities are employed by students to design, construct, test, and analyze prototypes within given specifications and defined performance standards. The program challenges students to use their mathematical and scientific knowledge to engineer solutions to practical problems presented in the lab. Topics covered on an exploratory basis include Engineering Design, Physics, Transportation, Energy and Power, Forces on Structures, Construction, and Material Processing.

Students also develop an appreciation of the thought processes, tools, and resources employed by technology to create products that meet the needs of society.

Essential Understandings in Applied Physics and Engineering

As a result of the curriculum content, students will acquire the following essential understandings in Applied Physics and Engineering:

1. **Technological Impact.** Students will understand the impact technology has on our lives.
2. **Scientific, mathematical, and physics principles.** Students will understand the underlying scientific, mathematical, and physics principles which explain how things work. These principles are used by students to design a solution, analyze results, and draw conclusions.
3. **Engineering by Design.** Students will learn engineering design techniques to graphically convey innovative solutions to the technological problem presented to them. Students will use critical thinking, reasoning, and problem solving to make connections between prior knowledge and new information to innovate solutions to the engineering problem presented to them.
4. **Construction/Testing/Analysis.** Students will understand and be able to demonstrate the methods involved in turning materials into products which solve a problem. Students will construct, test, modify, and analyze their solutions.

APE 7

Students in grade 7 Applied Physics and Engineering will be able to:

- Act as engineers by using critical thinking, problem solving, and innovation during the design process;
- Depict graphically the views of their engineering solution;
- Incorporate their knowledge about forces, strength of shapes and materials, and the types of structures to solve the engineering problem presented;
- Work independently and collaboratively to innovate their engineering solution to a range of problems presented (e.g., designing and constructing a functional 3D printed key fob, a battling top, a wind powered machine to accomplish work, a tower that can support the weight placed on it, or an aeronautic lander that safely delivers a payload to a landing surface).
- Know the process involved in constructing their solution and the use of the tools needed to fabricate their design;
- Analyze and evaluate their results mathematically and through critical thinking; and
- Report their conclusion about the functionality and durability of their solution.

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APE 8

Students in grade 8 Applied Physics and Engineering will be able to:

- Employ the sequence of events leading to the production of a product that solves a problem.
- Graphically communicate an engineering idea by drawing and dimensioning views of three dimensional figures to scale with measurements;
- Apply basic laws of physics and apply algebraic equations to calculate the velocity, kinetic energy, force, and work performed by their vehicles;
- Understand how electricity is created and the components of an electrical circuit;
- Understand how an electric motor works and how to wire an electrical DC circuit;
- Develop, construct, and test an electrically operated, gear-driven, motorized "Soccer Bot;" and
- Use the scientific method of problem solving to analyze the performance of their project.

APE Critical Content Standards

Define the Problem - Identifies and defines an engineering problem including needs and constraints
Generate Ideas - Generates a range of potential designs as a solution to the engineering problem
Build and Evaluate the Solution - Constructs and evaluates a model or prototype as a solution for the engineering problem
Present Results - Delivers final model representing optimal solution for engineering problem

These critical standards have been adapted from the Next Generation Science Standards performance expectations and follow the engineering method of problem solving. As such, these standards apply to all the work of the discipline that students do in both 7th and 8th grade. These standards are also easy to measure and straight-forward for parents and students to understand.

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Courses in the Mid-Day Block

The mid-day program is delivered in the period adjacent to the student's lunch period. Students may elect up to two mid-day courses. Mid-day courses include Chorus, Band, Orchestra, Latin, and by teacher recommendation, Reading. Additionally, short-term tutorials in writing and math are offered to some students by invitation during this time. Students who do not elect any mid-day courses are assigned to a study hall. *All students are strongly encouraged to select a minimum of one mid-day elective.*

MUSIC

Students attend music classes 2, 3 or 5 days depending on the number of mid-day electives selected.

IAR Music Program Statement

The mission of the Irving A. Robbins Middle School music program is to improve students' independent musicianship skills through the musical processes of performing, creating and responding. These acquired skills are apparent in reading, notating, analyzing, and evaluating music. The intent is to prepare students to become citizens who participate fully in a diverse, global society and who understand their own historical and cultural heritage and those of others, within and beyond their communities, through music.

To realize this mission, the IAR music department offers a curriculum that provides students with varied opportunities to perform high-quality middle school literature that stimulates the musical processes of creating, performing and responding. Students demonstrate independent musicianship through goal setting, reflecting and developing strategies for improvement. Students analyze, question, and evaluate musical performance through collaboration and leadership roles in the classroom, thereby taking ownership of their own learning and progressing towards the *Vision of the Farmington Graduate*.

ESSENTIAL UNDERSTANDINGS IN MUSIC

As a result of the K-12 education in Farmington, students will acquire the following Essential Understandings in music.

1. The three ways of experiencing music are by creating, performing, and responding and connecting with other disciplines in real world applications.
    - Creating is the process of inventing music
    - Performing is the act of making music
    - Responding is the process of listening, analyzing, describing, and evaluating music
2. Musicians evaluate, rehearse and refine their work through the openness to new ideas, persistence, and the application of appropriate criteria.
3. Musicians' presentation of creative work is the culmination of a process of communication, collaboration and creation.
4. Musicians make interpretive decisions based on their understanding of context and expressive intent using the elements and structures of music.
5. Musicians express their musical ideas by analyzing the social, culture and historical context of.
6. Musicians connect their personal interests and ideas to varied contexts of daily life to select and explore opportunities to create, perform and respond.
7. An appreciation of music allows people to realize how music can influence their lives.

Recurring Performance Tasks

In keeping with the NCCAS (National Coalition for Core Arts Standards) adopted in 2014 districtwide, student progress of individual problem solving skills will be assessed through the Farmington Music Department's Recurring Performance Tasks.

CHORUS

7th and 8th grade choir is open to all students, regardless of ability or prior singing experience. The goal of the IAR choir program is to foster a community of singers that is supportive and sensitive to the changing voice and that allows all students to experience the joy of singing in a large ensemble.

Chorus 7

As a result of successfully participating in this course, students will be able to:

- Sing alone, and with others in a group, diverse repertoire, maintaining a steady beat and a tonal center with pitch accuracy.
- Perform with proper vocal production and blend in daily participation and all-school performances.
- Evaluate concert performances and literature according to pitch accuracy, tone production, rhythm, diction and expression.
- Demonstrate their knowledge of the music elements by listening to, describing and analyzing exemplary choral works using music vocabulary.
- Perform and analyze the music notation of two- and three-part choral literature appropriate for seventh grade using solfege, counting numbers, and knowledge of music symbols that convey expression.
- Compose using music technology.
- Perform in the IAR Spring and Winter Concerts.

Chorus 8

As a result of successfully participating in this course, students will be able to…

- Sing alone, and with others in a group, diverse repertoire, maintaining a steady beat and a tonal center with pitch accuracy.
- Perform with proper vocal production and blend in daily participation and all-school performances.
- Evaluate concert performances and literature according to pitch accuracy, tone production, rhythm, diction and expression.
- Demonstrate their knowledge of the music elements by listening to, describing and analyzing exemplary choral works using music vocabulary.
- Perform and analyze the music notation of two and three-part choral literature appropriate for eighth grade using solfege, counting numbers, and knowledge of music symbols that convey expression.
- Perform in the IAR Spring and Winter Concerts.
- Compose using music technology.

Chamber Singers

This ensemble is an auditioned group that meets weekly after school. Performances for the ensembles occur at school as well as in the community. Participants must be a member of chorus during their daily schedule. Students enrolled in Chamber Singers will be able to:

- Sing alone and with others a variety of choral literature maintaining proper vocal production and ensemble blend.
- Perform and analyze music scores of choral chamber music of varying styles.
- Perform in the IAR Spring and Winter “Small Ensemble” Concerts.
- Practice music independently in preparation for weekly rehearsal.
- Provide input about song selection.
- Engage in community outreach concerts.

BAND

Band 7

Grade 7 band students shall have two years of prior instrumental instruction or a minimum proficiency of the required IAR Band method: Accent on Achievement Book 2. As a result of successfully participating in this course, students will be able to:

- Play alone and with others a variety of level appropriate band repertoire, including marches, folk songs, multicultural, patriotic and concert selections.
- Demonstrate instrumental skills through the study of scales, rhythms, articulations, tone production, tuning and phrasing appropriate to grade level.
- Evaluate band performances according to pitch and rhythm accuracy, dynamics, tempo and phrasing.
- Demonstrate knowledge of the elements of music by listening to, describing, and analyzing exemplary band works using appropriate music vocabulary.
- Perform in the IAR Winter and Spring Concerts, and the Memorial Day Parade.

Band 8

Grade eight band students shall have three years of prior instrumental instruction or a minimum proficiency of the required IAR Band Method: Standard of Excellence Book 3. As a result of successfully participating in this course, students will be able to:

- Play alone and with others a variety of level appropriate band repertoire including: marches, folk songs, multicultural, patriotic and concert selections.
- Demonstrate instrumental skills through the study of scales, rhythms, articulations, tone production, tuning and phrasing appropriate to grade level.
- Evaluate band performances according to pitch and rhythm accuracy, dynamics, tempo, and phrasing.
- Demonstrate knowledge of the elements of music by listening to, describing, and analyzing exemplary band works using appropriate music vocabulary.
- Perform in the IAR Winter and Spring Concerts, and the Memorial Day Parade.

Jazz Band

This ensemble is an auditioned group that meets weekly after school. Students must be enrolled in seventh or eighth grade Band. Chorus and orchestra students are eligible to audition on piano, bass or guitar. As a result of successfully participating in Jazz Band, students will be able to:

- Perform a variety of repertoire for jazz band in swing, blues, pop and Latin styles.
- Demonstrate instrumental skills in tone production, articulation, rhythms and ensemble balance appropriate to the jazz style.
- Demonstrate their knowledge of the elements of music by listening to and analyzing jazz recordings.
- Develop knowledge of improvisational skills and create improvised solos.
- Perform in the IAR Winter and Spring Concerts, as well as performances within the community.

ORCHESTRA

Orchestra 7

As a result of successfully participating in this course, students will be able to:

- Play alone and with others traditional orchestral classical repertoire which corresponds in difficulty with Suzuki Book 3 for Cello, Suzuki Book 2 for Violin and Viola, and Suzuki Book 2 for Bass.
- Tune their instruments and perform with appropriate tone quality and a variety of articulations in daily rehearsal and on all school performances.
- Evaluate orchestra performances (recorded and live) according to intonation, tone quality, accurate ensemble playing, and expression.
- Incorporate the music vocabulary list, demonstrate knowledge of music elements by listening to, describing, and analyzing exemplary orchestral works of all major periods in music.
- Create rhythmic and melodic compositions.

Orchestra 8

As a result of successfully participating in this course, students will be able to:

- Play alone and with others traditional orchestral repertoire which corresponds in difficulty with Suzuki Book 3 for Cello, Violin and Viola, and Suzuki Book 2 for Bass.
- Perform with appropriate tone quality, a variety of articulations, and appropriate shifting techniques in daily rehearsal and on all school performances.
- Evaluate orchestra performance (recorded and live) according to intonation, tone quality, accurate ensemble playing, and expression.
- Demonstrate their knowledge of music elements by listening to, describing, and analyzing, exemplary orchestral works from all major periods utilizing more advanced music vocabulary.
- Chart rhythmic patterns in 2/2, 3/4, 6/8, and 12/8 and identify pitches through 4th position on their instruments.
- Create rhythmic and melodic compositions in a variety of meters.

Chamber Strings

Chamber Strings is an auditioned group that meets weekly after school. Performances include Winter and Spring Concerts, as well as performances within the community. As a result of successfully participating in Chamber Strings, the students will be able to:

- Participate in an IAR Orchestra ensemble during the school day, and attend weekly Chamber Strings rehearsals.
- Demonstrate note-reading skills on all 4 strings, including third, fourth and fifth position, up to 4 sharps and 4 flats.
- Display appropriate left hand technique (vibrato, shifting) as well as bowing skill.
- Perform alone and with others a variety of string orchestra literature.

IAR Music Critical Content Standards

Performs with proper technique in ensembles, on assessments, in performances.
Students perform solo technique and small ensemble assessments.
Students perform expressively, with appropriate interpretation and technical accuracy.

Demonstrates mastery in reading music on performance assessments.
Students demonstrate music note and rhythm reading skills through sight reading.
Students demonstrate knowledge of music theory through written assessments.

Responds to music through analysis using academic music vocabulary.
Students collaborate, evaluate, refine personal and ensemble performances.
Students analyze the structure and context of varied musical works.

LATIN

Latin classes meet two times per week during the mid-day block. Students completing two years of Latin at IAR may continue on to Latin II in Grade 9.

Latin 7

Students taking Latin 7 will gain the ability to interpret simple, authentic Latin in context through mastery of Latin grammar and vocabulary. Students will also increase literacy in English through skills such as word derivation and grammatical parallels. Throughout the year, students will build understanding of ancient Roman culture and reflect on elements of modern cultures in the United States. Students will examine Latin's influence on Spanish, French, and English. We will explore Roman society, especially as it relates to social class. Skills from Latin class encourage students to be active lifelong learners as they permeate social studies, literature, and current issues. Students will continuously make connections to the world around them as they reflect on the lasting contribution of Latin and the Romans. Latin 7 units include:

- The Family/Describing People
- Making Connections to Other Languages
- Social Classes I

Latin 8

Students taking Latin 8 must have completed Latin 7. In Latin 8 students will gain the ability to interpret simple, authentic Latin in context through mastery of Latin grammar and vocabulary. Students will also increase literacy in English through skills such as word derivation and grammatical parallels. Throughout the year, students will build understanding of ancient Roman culture and reflect on elements of modern cultures in the United States. Students will explore the following key Roman topics: social class, women's rights, slavery, and religion. These themes encourage students to be active lifelong learners as they permeate social studies, literature, and current issues. Students will continuously make connections to the world around them as they reflect on the lasting contribution of Latin and the Romans. Latin 8 units include:

- Social Classes II
- Roman Values
- Philosophy and Natural Science

Report Card Standards for Latin

•Understands aspects of Roman history and culture
•Understands, interprets, and produces written communication in the language

READING INTERVENTION

Students are placed in reading classes based on teacher recommendations and performance on district assessments. The classes provide additional instruction and time to acquire reading comprehension strategies. Each trimester (approximately every twelve weeks), the student's progress is assessed to determine whether continued intervention is warranted.

The Reading program at IAR is based on the belief that some students need additional and systematic reading instruction to lay the groundwork for the lifelong reading habits they will use in their personal, professional, and public lives.

Tier II—Literacy Lab– This course meets three periods per week during the midday block. Students recommended for this class are *near* the reading goals of the Farmington Public Schools. Placement in this class is based on teacher recommendation and performance on district assessments.

Tier III— Literacy Workshop– This course meets four periods per week during the midday block. Students recommended for this class require a more comprehensive approach to meeting the reading goals of the Farmington Public Schools. Placement in this class is based on teacher recommendation and performance on district assessments.

As a result of successfully participating in either reading course, students will be able to:

- Read and understand a range of fiction and nonfiction texts by using a variety of monitoring strategies.
- Develop an increasingly more complex reading vocabulary.
- Set a purpose for reading based on the type of text.
- Use text evidence to develop an interpretation, make inferences, and draw conclusions (fiction and nonfiction).
- Identify and infer relationships among characters, settings, events, and conflicts within fiction texts.
- Identify connections in informational texts among ideas, individuals, and events within text and across multiple texts.
- Choose appropriately challenging books and define a personal taste in reading.

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Additional Academic & Student Support Programs

COMPUTER TECHNOLOGY/APPLICATIONS

Technology/Applications Program at IAR:

The mission of the Farmington Public Schools is to enable all students to achieve academic and personal excellence, exhibit persistent effort and live as resourceful, inquiring and contributing global citizens. Farmington Public Schools is an innovative learning organization that focuses upon continuous improvement in all aspects of our work. This focus on continuous improvement creates an environment of innovation, risk taking, and excellence at all levels of the educational organization. Each day, students engage in powerful learning experiences, mastering rigorous grade level standards while developing the core thinking and learning competencies necessary to be successful in college, careers and as citizens of the global community.

Farmington Public Schools believes that technology plays a major role in supporting the learning environment and creating opportunities for students to achieve in new and exciting ways. In grade 7, students build upon previous knowledge and skills. Based on course content, students receive instruction that allows them to select appropriate software / application for a particular project while allowing them to enhance their technology skills. In the Special Areas (i.e., Art, Music, Applied Physics and Engineering), students use specialized software tools for design purposes. Instruction continues in grade 8 through integrated experiences in all core academic courses. All students in Grade 7 and 8 also have the opportunity to improve keyboarding skills through the use of keyboarding application during study hall or after school.

Essential Understandings in Computer Technology/Applications

As a result of a K-12 education in Farmington, students will acquire the following essential understanding in Computer Technology/Application:

- Information skills and strategies are necessary to effectively locate and use resources for solving problems, conducting research, and pursuing personal interests.
- Technology skills can be used to create written, visual, and multimedia products to communicate ideas, information, or conclusions to others.
- Technology skills can assist with the statistical analysis of data as a powerful means for explaining, understanding, and predicting issues of the human condition or physical world.
- The legal use of information resources, computers, or other technologies must be recognized.

Computer Technology Grade 7

As a result of successfully participating in this program, students will be able to:

- Use the Google Drive applications to produce flyers and newsletters in order to communicate and present ideas using basic graphic design concepts.
- Use video, audio, and multimedia tools to create oral presentations.
- Formulate questions and obtain data from surveys, research materials, or experiments and organize it in tables.
- Present data in bar, line, or circle charts or plots in a meaningful way.
- Analyze charts, recognize direct and inverse correlations, effectively describe data using appropriate terminology, and draw logical conclusions or inferences.
- Compare similar data sets, and examine patterns and trends in order to pose new questions or make predictions.
- Demonstrate responsible use and care of media materials and equipment.
- Recognize the importance of ownership of ideas and information.
- Follow acceptable use guidelines in accessing information.

Computer Technology Grade 8

As a result of successfully participating in this program, students will know able to:

- Use word processing applications to compose, edit, and revise ideas for clear communication and purposeful writing and the creation of supplemental sections.
- Use appropriate desktop publishing applications to produce brochures and newsletters to

communicate and present ideas applying sophisticated graphic design concepts.

- Use video, audio, and multimedia tools to present clear and meaningful ideas in oral presentations.
- Present complex data in appropriate charts or plots in a meaningful way.
- Analyze charts, examine patterns and trends, recognize direct and inverse correlations, effectively describe data using appropriate terminology, and draw logical conclusions or inferences.
- Apply, transfer, or connect conclusions and inferences to real-world situations.
- Demonstrate responsible use and care of media materials and equipment.
- Acknowledge the ownership of ideas and information by complying with copyright law.
- Follow acceptable use guidelines in accessing information.

LIBRARY - MEDIA

Statement of the Library-Media Program at IAR:

The Library Program of Farmington Public Schools prepares students to become effective, independent users of ideas and information by:

- Providing physical access to a wide range of materials, including both print and electronic resources.
- Instructing students how to access, evaluate and use information effectively.
- Fostering the habit, appreciation and love of reading.

Inquiry & Research Standards

As a result of a K-12 education in Farmington, students will acquire essential understandings in Library – Media, building their capacity to:

- Activate and build background knowledge to inform the inquiry process
- Create research questions to guide an investigation
- Select and evaluate resources to answer research questions
- Extract and organize information obtained from sources
- Synthesize information to develop well-reasoned claims
- Communicate new learning with (or without) the use of technology
- Take action to make change in our community

As a result of participating in this program, students will be able to:

- Develop and refine focused and compelling inquiry questions and related follow up questions.
- Locate and select a variety of print and digital sources related to research questions, while considering the relevancy of the source, the reliability of the author, and the source's timeliness.
- Cite sources using MLA format in a Works Cited page.
- Use note-taking strategies to find and organize relevant information that answers research questions.
- Synthesize information from several sources to develop claim(s).
- Support claims with reason statement(s), evidence from a variety of sources, and logical reasoning.
- Present findings clearly, concisely and logically, using a style appropriate to the audience and incorporating media ethically to enhance the audience's understanding.
- Develop the habit of choosing reading books on various subjects, explore a variety of genre, identify favorite authors and their works, and become discriminating and appreciative readers.

SPECIAL EDUCATION

Special education offers a continuum of services provided by the public schools in response to civil rights legislation that specifically guarantees the rights of disabled students and their parents.

The Rehabilitation Act of 1973, Section 504, states "No otherwise qualified handicapped individual in the United States … shall, solely by reason of his handicap, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal assistance."

The Education for All Handicapped Children Act of 1975, Public Law 94-142, declared that school systems shall provide all handicapped children with a Free and Appropriate Public Education (FAPE) and the necessary related services designed to meet their unique needs. This law was revised in 1990 and is now called the Individuals with Disabilities Education Act (IDEA). It was reauthorized and updated in 1997 and 2005.

Special Education programs are designed based on individual student need by a Planning and Placement Team (PPT), which is comprised of parents, teachers, related services personnel, administrators, and when appropriate, the student. The PPT designs a program and sets goals for students found eligible to receive special education/related services. The special education team provides students with specialized instruction and support to help them achieve the goals established by the PPT. Special education case managers coordinate services between general education teachers and special /related services. Related services personnel include the social workers, speech and language pathologists, occupational therapists, physical therapists, community liaisons, health resource liaisons, and behavioral specialists.

SCHOOL COUNSELING

Mission Statement

The mission of the Farmington Public School Counseling Department is to support all students through academic, career, and personal/social growth in accordance with district, state and national standards. Our school counseling program and services address individual student needs to enhance learning, improve classroom engagement, and remove barriers that impede academic success. We strive to collaborate with the school community to develop high school graduates who are productive, resourceful, and responsible global citizens.

Understanding a School Counselor's Role:

Elements of IAR's school counseling program include, but are not limited to the Academic, Career and Personal/Social domains:

Academic

- Counselors support students on various topics related to academic success.
- Counselors deliver developmental counseling lessons to all students throughout the school year.
- Counselors assist eighth grade students in the transition to high school including course selection.
- Counselors coordinate and facilitate transition activities for incoming 7th grade students.

Career

- Counselors deliver classroom lessons to all 7th grade students. Students complete a career interest inventory and discuss self-awareness, decision-making and goal setting. Students' career interests are recorded in their individual Student Success Plans.
- Counselors facilitates a career speaker program for all 8th grade students.
- Counselors organize University Day to increase awareness of post-secondary options.

Personal/Social

- Counselors provide individual and group counseling based on student's needs.
- Counselors respond and refer in crisis situations.
- Counselors support the school-wide initiative: 3 R'S (Respect, Responsibility, Resilience and Safety).
- Counselors organize and facilitate the school-wide Mix-It-Up Day program.

In addition, IAR's school counselors support middle school students through grade-level transitions, orientation of new students, participation in weekly academic team meetings, and other school committees.

SPECIAL PROGRAMS FOR STUDENTS

In addition to the programs listed above, there are several programs that provide particular support to the academic, social, and developmental needs of young adolescents, including:

Teacher Teams – Students are assigned to a team of core academic teachers. These teachers meet three times a week to coordinate instruction, monitor students progress, and plan team-building activities. One teacher serves as the team leader and facilitates the work of the team.

Homeroom Program – Through the homeroom program the academic and social development of students is further supported. An outreach is made to each student by the homeroom teacher so that the student establishes a personal relationship with a staff member. This enables teachers to better ascertain the unique qualities and needs of students, and gives students the assurance that there is at least one adult who really knows them well. Students attend homeroom three times per week and engage in advisory activities twice per month. Independent reading time is provided two to three times per week. As the year progresses, the homeroom teacher monitors students' progress in academics, social development, and school activities, serving as an informal advisor.

IAR Connect-Small Group Advisory - Throughout the year, students will participate in small-group advisories consisting of a staff member and approximately ten students. These advisories focus on lessons and activities that are best conducted with smaller groups of students. These are intended to ensure every student has a meaningful connection with an adult other than his or her classroom teacher.

School-Wide 3R'S Initiative – Students at IAR come to understand our *3R'S* theme: *Respect, Responsibility, Resilience and Safety*. Through advisory activities, whole-school assemblies, and opportunities to engage in service projects, a positive school climate among students and teachers is fostered and reinforced. More information about this effort is described in the IAR Student and Parent Handbook distributed in the fall.

Student Orientation – In addition to specific programs aimed at the transition from one grade to another, all students are given orientation to the programs and rules of the school in August. Orientation programs are conducted throughout the opening week of school. During orientation, students are expected to become familiar with the IAR Student Handbook.

High School Transition – Eighth grade students experience a series of activities designed to prepare them for the ninth grade experience at Farmington High School. IAR school counselors make a presentation to each 8th grade team about the high school transition and scheduling process. As a part of this presentation, high school counselors are present to answer questions about programs, procedures and academic scheduling. Students visit FHS and receive a tour conducted by FHS students. Parents are invited to an orientation program in February. Rising ninth graders are brought into FHS for an orientation program prior to the regular opening of school.

Extra Help & Structured After-School Schedules – Teachers are available after school every day except Tuesdays to provide extra help to students. Students experiencing academic difficulty are urged to take advantage of the opportunity to meet with their teachers. Some students may be required to meet with their teachers after school from time to time. In some cases, students may be assigned to a mandatory after-school schedule to meet with their teachers on a regular basis.

Academic Support Program – Students experiencing significant academic performance difficulty are supported through the development of individual support plans. This process is designed to help school personnel develop an understanding of the student's needs by examining past and current performance. These plans are developed jointly by the student, his or her counselor, homeroom advisor and an administrator. Parents are informed of the process throughout its implementation and involved as necessary. The support plan is designed to increase the students' sense of responsibility and accountability while continuing to encourage involvement and engagement in the classroom and school community.

Independent Reading – The Farmington Public Schools believe that reading enriches one's life as a basic communication skill, as a means to lifelong learning, and as an occupational necessity. Therefore, we at IAR are committed to fostering a positive attitude toward reading to promote literacy. We believe that through a program such as Independent Reading a desire to read for pleasure will be nurtured. This program provides time several days per week for sustained silent reading in an environment designed to promote reading habits. Students experience Independent Reading as an extension of their content classes in Language Arts, Science, Social Studies and World Language classes.

Guidelines for the Independent Reading Program:

1. All students are expected to read during the period. Faculty members assigned to those classrooms also may read during this time.
2. Students are expected to bring reading material with them. They visit the library with content area teachers to select books related to topics commented to those studied in school.
3. Comic books, magazines and newspapers are not allowed.
4. Students can read any hardback or soft cover publication which is acceptable material to have in school. Monitoring teachers have the right to examine all reading material that students bring into the classroom. It should be stressed that this period is not a study hall and is not to be used as one.
5. Students will be supported to apply literacy skills when reading independently. Connections will be made monthly between the Independent Reading Program and content classes.

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ADMINISTRATION & FACULTY
2017-2018

Administration

Principal, Ted Donahue, B.A., J.D., 6th Year Certificate
Assistant Principal, Nilda Irizarry, B.A., M.A., 6th Year Degree in Educational Leadership

Language Arts

Resource Teacher – Bonnie Frascadore, B.S., M.S.
Kathleen Brennan, B.A., M.S.
Denise Lewis, B.A., M.A.
Maureen Messier, B.A.
Elizabeth Smith, B.A., M.A., M.L.S.
Patricia Troxell, B.S., M.A.
Kathryn Case, B.S., M.A.

Mathematics

Resource Teacher – Kimberly Millar, B.S., 30 hours
Ashley Burke, B.A.
James McNamara, B.A., M.S.
Maira Rahman, B.S., M.A.T.
Katherine Katehis, B.S., B.A., M.A.
Brenda Schaefer, B.A., M.S.
Pam Fielding, B.A., M.Ed.
Christine Bonini, B.S., M.M.E.

Social Studies

Resource Teacher – Jean Molloy, B.A., J.D.
Nathan Casarella, B.A., M.A.
Evan Belisle, B.A., M.A.
Sophie Nuccio, B.A., M.A.
Daniel Mikulak, B.A.
Alex Schwartz, B.S., MAED
Andrew Taylor,

Science

Resource Teacher – Cynthia Wilbur, B.A., M.A., 6th Year Certificate
Sharon Becker, B.S., M.A.T.
Mark DiBiasio, B.S., M.S.
Beth Block, B.S., M.A.
Nancy G. Stacy, B.A., M.S.
Taylor Ridgeley, B.S.
Kerry Visone, B.S., M.S.

World Languages

Resource Teacher –William Hook, B.A. M.A.
Grisselle Aponte, B.A., M.A.
Amy Clark-Garcia, B.S.
Alan Lizarraga, B.A., M.A.
Drew Warchut, B.A., M.A.
Melissa Szykowny, B.A., M.S.
Mary Brown.

Reading
Michele Tardif, Literacy Specialist, B.A., M.A., M.A.T
Denise Lewis, B.A., M.A.
Deborah Szabo, B.A., M.A.

Visual Arts
Leslie Flowers, B.F.A., M.S., 6th Year Certificate
Ann Trambert, B.A., M.A.T., 30 hours

Music
Coordinator - Patricia Maher, B.S., M.M.
Karla McClain. B.M., M.S., NBCT
Carl Shugart, B.Mus, M.Mus

Applied Physics & Engineering
Department Coordinator – James Montagna, B.A., M.Ed
David Hart, B.S., 6th Year Cert.

Health/PE
Department Coordinator/Athletic Director – Amanda Roy, B.A., M.S.
Jeff Manaresi, B.A., M.A.
Ryan Flaherty, B.S., M.S.
Steven Jarvis, B.S., M.S.

Computer Technology/Applications
Department Coordinator - Bret Hodorski, B.A., M.S., 6th Year Certificate

Library-Media
Alysson Olsen, B.S., M.A.

Special Education Program
Resource Teacher - Elizabeth Praven, B.S., M.S., 6th Year Certificate
Susan DiBiasio, B.S., M.S.
Katie O'Brien, B.S., M.Ed
Daryl Folz, B.A., M.A.
Robert Perrone, B.S., M.S.
.Brian Jackson, B.A., M.A.

School Counseling
Counseling Coordinator – Laura Ramirez, B.S., M.S., School Counselor
Nicole Jeracka, B.A., M.S., 6th Year Certificate
Allyson Mooney, B.S., M.S., MEd.

Related Services Personnel
Denise Sanady – School Social Worker, B.S., M.S.W.
Colleen Occhino, Speech and Language Pathologist, B.S., M.A. +30 hrs.
Jennifer Cybert - Certified School Psychologist
Karen Edgar, School Nurse, B.S.N., M.A.