

Bethany Campus

Orange Campus



AMITY MIDDLE SCHOOL MISSION STATEMENT

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

**PROGRAM OF STUDIES
2026-2027**

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SCHOOL OFFICE ADMINISTRATION

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Thayer Doyle	Assistant Principal	Salvatore Coppola	Assistant Principal
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Kara Lanziero	School Counselor	Suzanne Neubauer	School Counselor
Danielle Parillo	School Counselor	Sharon Remigio	School Counselor
Katherine Stavens	School Nurse	Patricia Masella	School Nurse
Jenna DiLorenzo	School Psychologist	Jennifer Zoppi	School Psychologist
Jodi Everone	Speech Clinician	Taylor Affinito	Speech Clinician
Katie Donroe	Social Worker	Claire McVey	Social Worker



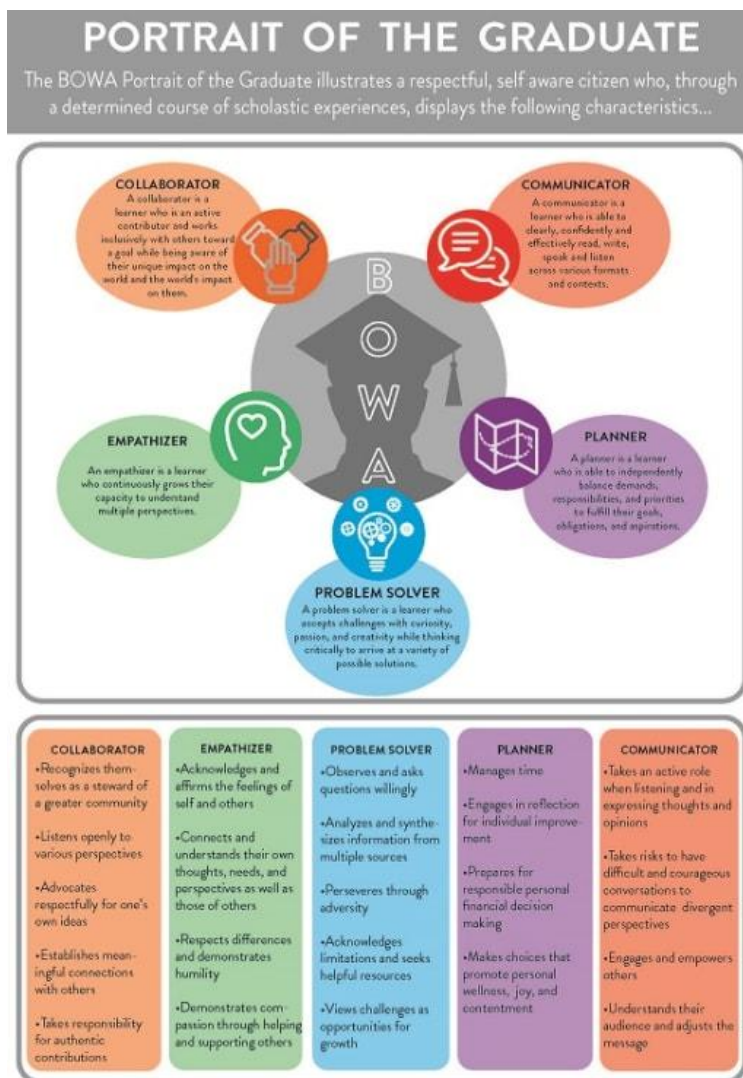
STATEMENT OF PURPOSE AND MISSION STATEMENTS

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

EXPECTATIONS FOR STUDENT PERFORMANCE

The achievement of our mission will be realized when our students can demonstrate growth in the skills and dispositions outlined in the BOWA Portrait of the Graduate. The Portrait of the Graduate is a promise that we make to ALL our students to prepare our students for the world beyond school.

The attributes and characteristics identified in the Portrait of the Graduate do not replace rigorous academic content. Rather, the characteristics and dispositions work in tandem with high academic standards, transcending and connecting independent content areas.



PORTRAIT OF THE GRADUATE ATTRIBUTES

- A **collaborator** is a learner who is an active contributor and works inclusively with others toward a goal while being aware of their presence in the world and the world's impact on them
- A **communicator** is a learner who is able to clearly, confidently and effectively read, write, speak and listen across various formats and contexts.
- An **empathizer** is a learner who continuously grows their capacity to understand multiple perspectives

- A **problem solver** is a learner who embraces challenges with curiosity, passion, and creativity while thinking critically to arrive at a variety of possible solutions.
- A **planner** is a learner who is able to independently balance demands, responsibilities, and priorities to fulfill their goals, obligations, and aspirations.

ACADEMIC EXPECTATIONS

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

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

EXPECTATIONS FOR SCHOOL PERFORMANCE

In order for students to develop that attributes and meet academic expectations, Amity will:

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

STRUCTURE OF TEAMS – GRADE 7 & 8

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

GENERAL EDUCATION REQUIREMENTS

English Grade 7

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

Essential Benchmarks - Students will:

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

English Grade 8

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

Essential Benchmarks - Students will:

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

GENERAL EDUCATION REQUIREMENTS

Social Studies Grade 7

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

Essential Benchmarks - Students will:

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

Social Studies Grade 8

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

Essential Benchmarks - Students will:

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

GENERAL EDUCATION REQUIREMENTS

Math

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

Grade 7 Math

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

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

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

Grade 7 Pre-Algebra

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

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

- Analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence;
- Know that there are numbers that are not rational, and approximate them by rational numbers; and
- Work with radicals and integer exponents.

Grade 8 Pre-Algebra

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

It focuses on the following three critical areas:

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

Algebra I

This course requires that students acquire math concepts easily and at a faster pace. Students ready for this course demonstrate mastery of the prerequisite math concepts and can grasp, comprehend, and perform abstract mathematical tasks. This course mirrors the content and pace of the Amity High School Level 1 Algebra course.

Students will:

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

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

Geometry

This course will introduce students to the concepts of Euclidean Geometry. The course topics include identifying and comparing geometric shapes, area and volume, ratio and proportion, logic, and transformations. Students will apply geometric concepts to real life problems. Students will also use counting principles and the rules of probability, including conditional probability, to solve real world problems. This course mirrors the content and pace of the Amity High School Level 1 Geometry course.

Students will:

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

****Due to the rigorous and sequential nature of Pre-Algebra, Algebra I, and Geometry, students with grades in the D or F range at the end of marking period two may be removed from the above level course and enrolled in the grade level math course. Students with grades in the C range will be evaluated on a case-by-case basis. Students taking Geometry will be recommended to retake the course if they score below a B+ for the year.***

GENERAL EDUCATION REQUIREMENTS

Grade 7 Science

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

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

Grade 7 Science Units of Study:

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

Grade 8 Science

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

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

Grade 8 Science Units of Study:

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

GENERAL EDUCATION REQUIREMENTS

WORLD LANGUAGE PROGRAM

The middle school World Language program emphasizes the development of communicative proficiency in listening, speaking, reading, and writing, aligned with the Connecticut K–12 World Language Standards and the ACTFL Readiness Standards for Languages: Communication, Cultures, Connections, Comparisons, and Communities. Students will have the opportunity to select world language preferences as part of their middle school experience.

For the 26-27 school year, in Grade 7, students may choose to begin their study of **Spanish, Chinese or French**. This introductory year focuses on building foundational communication skills and developing cultural awareness through meaningful, real-world language use.

In Grade 8, students will continue their world language studies by selecting **Chinese or Spanish**. This progression allows students to build on their language skills and deepen their proficiency as they prepare for future language learning in high school.

Families are encouraged to consider students' interests, learning goals, and long-term academic plans when making a world language selection. World language study supports communication, cultural understanding, and global citizenship - skills that benefit students well beyond the classroom.

Spanish Grade 7

Students will develop a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Spanish material is sequenced and programmed to make the acquisition of language as logical as possible. Students also explore the culture of Spain and major Latin American countries.

Essential Benchmarks - Students will:

Communicate

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

Read

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

Write

- Write basic sentences, short program-based paragraphs, or dialogues in the present tense (she/he

demonstrates writing proficiency according to departmental/teacher-designed rubrics).

- Be aware of basic aspects of the Hispanic culture including, but not limited to, holidays, customs, common foods, and leisure-time activities (she/he uses new information and perspectives to demonstrate said knowledge).
- Compare and contrast aspects of cultures of Spanish-speaking people with the culture in the United States (She/he uses new information and perspectives to demonstrate said knowledge in class discussions or projects).

Spanish Grade 8

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

Essential Benchmarks - Students will:

Communicate

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

Read

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

Write

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

Chinese Grade 7

Exploring Chinese Culture & Language

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

Chinese Grade 8

Exploring Chinese Culture & Language

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

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

Essential Benchmarks - Students will:

Communicate

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

Read

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

Write

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

French Grade 7 (Per Board Approval)

The Grade 7 French course introduces students to the French language and cultures through meaningful, real-world communication. Throughout the course, students begin to explore the cultures of France and other French-speaking regions, developing cultural awareness and global perspectives while making connections to their own lives and experiences.

Essential Benchmarks - Students will:

Communicate

- Ask and answer simple questions and make basic statements related to personal needs, preferences, and familiar topics.
- Understand spoken French related to everyday situations when spoken at a moderate pace with clear pronunciation.

Read

- Make connections between spoken and written French through guided reading and pronunciation practice.

- Read and comprehend familiar words, phrases, and short texts presented in class.

Write

- Write basic sentences, short paragraphs, or dialogues in the present tense using familiar vocabulary and structures.

Culture and Comparisons

- Identify and describe basic cultural practices, products, and perspectives of French-speaking communities, such as holidays, food, school life, and leisure activities.
- Compare aspects of Francophone cultures through class discussions and projects.
- ...te and customs).
- Compare and contrast aspects of cultures of Chinese-speaking people with the culture in the United States (*she/he uses new information and perspectives to demonstrate said knowledge in class discussions or projects).

LIFE ARTS REQUIRED PROGRAM

Health Education-Alternate Days Grade 7 and 8

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

Essential Benchmarks Students will:

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

Physical Education - Grade 7

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

Essential Benchmarks Students will:

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

Physical Education - Grade 8

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

Essential Benchmarks Students will:

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

Unified Sports

Unified Physical Education is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing, fitness, sports, and wellness activities. This course focuses on the physical, intellectual, and social growth of all participants. Engaging in physical activity and sports alongside peers with and without disabilities helps to foster important social relationships. This course offers an opportunity to facilitate students' overall development and social interactions.

LIFE ARTS ELECTIVES

Art

Grade 7 & 8

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

Essential Benchmarks Students will:

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

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

TECHNOLOGY & ENGINEERING EDUCATION

The mission of the Technology and Engineering Education Program is to expose students to diverse technical fields and industry-relevant tools, equipment, and software to gain insight into potential career pathways while strengthening problem-solving, planning, collaboration, empathy, and communication skills aligned with the

district's Portrait of a Graduate. The Technology & Engineering Program encourages students to reflect on their interests, understand post-secondary possibilities, and make meaningful connections between their future goals and academic choices, preparing them to make informed decisions about 8th-grade electives, CTE pathways, and high school coursework.

TECHNOLOGY EDUCATION GRADE 7

Students in 7th grade will rotate through a variety of hands-on activities, including product design and development, architectural drafting and CAD, robotics, aerospace engineering, aeronautics, aviation & flight, entrepreneurship & marketing, forensic science, and the engineering design process. Through these rotational experiences, students will be exposed to a variety of technical careers and industries and develop foundational technical skills.

Essential Benchmarks Students will:

- Gain Awareness of and exposure to a variety of technical careers and industries to help explore and develop interests and develop foundational technical and employability skills that can continue to build in high school and beyond.
- Increase self-awareness of post-secondary options to make connections between future interests and academic choices and achievement.
- Develop employability/professional skills, alignment to the district's portrait of the graduate (problem-solving, planning, collaboration, empathizing, and communication)
- Develop foundational technical skills as appropriate in career fields, such as understanding terminology, demonstrating the safe and appropriate use of industry-specific tools and equipment, and learning to use industry-specific software.
- Be positioned to make more informed educational choices, including selection of 8th grade electives, CTE pathways and other course selections at the high school.

Foundations of Architecture & Design (Per Board Approval) Grade 8

Foundations of Architecture & Design is an exploratory course that introduces eighth-grade students to the principles of architectural design, drafting, and modeling. Students investigate how architects plan and communicate building designs while emphasizing safety, technical accuracy, and creative problem-solving. Through hands-on projects, students develop foundational skills in hand drafting, computer-aided design (CAD), and physical model construction. The course also explores architecture-related careers within the Architecture and Construction career cluster, preparing students for future high school CTE pathways and STEM-focused coursework.

Essential Benchmarks Students will:

- Demonstrate Safety & Professional Practices: Follow safety procedures in a technical environment.
- Understand Architecture & Career Pathways: Describe the role of architects and related careers, and identify pathways within the Architecture & Construction career cluster.
- Apply Drafting Fundamentals: demonstrate the correct use of drafting tools, techniques, symbols, scale, and measurements to produce architectural drafts.
- Use CAD Tools for Design Communication: Navigate a CAD interface and produce 3D architectural models.
- Construct Architectural Models: Plan and build a scale architectural model that demonstrates craftsmanship, accuracy, and attention to detail.
- Communicate Design Solutions: Present architectural designs using drawings, models, and appropriate vocabulary.

Introduction to Robotics

(Per Board Approval)

Grade 8

Introduction to Robotics is a course designed for eighth-grade students. This hands-on course introduces students to the fundamentals of robotics, computational thinking, and engineering design through the use of VEX IQ robots, micro:bit, and BirdBrain Technologies systems. Students explore how mechanical, electrical, and software components work together to create functional robotic systems, while applying conditional logic and problem-solving strategies to real-world challenges. The course also highlights career pathways in robotics, engineering, and computer science, preparing students for high school CTE programs and future STEM opportunities.

Essential Benchmarks Students will:

- Demonstrate Safe Technical Practices: Follow established safety procedures when working with tools, electronics, and robotic systems.
- Explain Core Robotics Concepts: Understand how mechanical structures, electrical components, sensors, actuators, and controllers function together in a robotic system.
- Apply Computational Thinking: Create algorithms using pseudocode, comments, and conditional logic to control robotic behavior.
- Program and Control Robots: Build and program VEX IQ robots to complete structured challenges using sensors and decision-making logic.
- Use Physical Computing Platforms: Program micro:bit and BirdBrain Technologies systems to interact with the physical environment through inputs and outputs.
- Apply the Engineering Design Process: Plan, design, test, and refine a robotic system to solve a defined problem.
- Analyze and Improve Designs: Evaluate robot performance and make iterative improvements based on testing and feedback.

- **Communicate Technical Ideas:** Document design decisions and present a functional robotic prototype using appropriate technical vocabulary.
- **Explore Robotics Career Pathways:** Identify career opportunities related to robotics, engineering, and technology and explain the skills required for those careers.

Digital Media Grade 7

This introductory level course will give students an opportunity to explore, connect, collaborate, create, and learn using digital media applications. We offer an overview of basic skills and programs used in the fields of graphic arts, photography, image manipulation, sound editing, and film. Our main goal is to nurture storytelling through a variety of digital platforms including Canva, Pixlr, and Stop Motion Studio in a project-based environment. The digital media course will focus on building a positive culture around media and technology through a better understanding of digital citizenship; students will dig deeper into what it means to be a good digital citizen, procure a positive digital footprint, and practice media balance. During this course, students will meet standards for Common Core ELA, ISTE, and AASL.

Digital Media Grade 8

With a basic understanding of digital media, Grade 8 students will take a more independent role in designing and executing long-term projects for global sharing, authentic publishing, and greater impact. During this course, students will be responsible for creating weekly content that will be communicated within—and beyond—the Amity school community. Digital media projects will provide a strong foundation for students who expect to pursue educational and career opportunities in the areas of graphic design, broadcast and photojournalism, and podcasting. We will continue to focus on education around the responsible use of technology to learn, create, collaborate, and communicate.

Essential Benchmarks Students will:

- Use a variety of programs to create digital media
- Plan and execute hands-on projects
- Use critical thinking skills and problem solving to work through the design process
- Collaborate on team productions
- Communicate in a digital world

General Music Grade 7

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

Essential Benchmarks - Student will:

- Demonstrate traditional compositional techniques
- Demonstrate various performance techniques
- Respond to and analyze both original music and repertoire of the world
- Make musical connections with different cultures and disciplines

General Music Grade 8

Eighth grade general music builds on the foundations established in the hands-on musical experience of seventh grade. Students will deepen their understanding of written and aural music while composing, performing, analyzing, and connecting with various genres of music throughout the world.

Essential Benchmarks - Students will:

- Demonstrate modern compositional techniques
- Demonstrate various performance techniques
- Respond to and analyze both original music and standard repertoire, with an added focus on national literature
- Make musical connections with different cultures and disciplines

Band Beginner Grade 7 (Bethany Campus Only)

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

Essential Benchmarks - Students will:

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

Band Advanced Grade 7 or 8

1 year or more of playing experience

Band Advanced is available to all students who have previous experience playing a band instrument. All band students attend class 3 days per cycle and a rotated pull-out group lesson. Emphasis on correct technique is continued from their previous experience. Attendance is mandatory at all required performances.

Essential Benchmarks - Students will:

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

Strings Beginner Grade 7

(Bethany Campus Only)

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

Essential Benchmarks - Students will:

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

Strings Grade 7/8 Advanced

2 or more years of playing experience

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

Essential Benchmarks - Students will:

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

LIFE ARTS ELECTIVES

Choir Grade 7

Seventh Grade Choir is available and designed for students who enjoy singing. Emphasis is placed on musical literacy (which includes note reading and rhythm), part-singing, and correct vocal and performance techniques. A variety of music styles including popular, holiday, classical, and folk are performed. Attendance is mandatory at all required performances.

Essential Benchmarks - Students will:

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

Choir Grade 8

Eighth Grade Choir expands upon the foundations built in Seventh Grade Choir. Continued emphasis is placed on musical literacy (which includes note reading and rhythm), part-singing, and advanced vocal and performance techniques. A variety of music styles including popular, holiday, classical, and folk are performed. Attendance is mandatory at all required performances.

Essential Benchmarks - Students will:

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

WINN Time

Grades 7 and 8 - WINN Time

WINN stands for "**What I Need Now.**" and is built into every student's schedule. It is a dedicated, flexible period built into the school day designed to provide personalized instruction and support for every student. During WINN time, students will participate in a variety of opportunities based on their individual needs. Some of the experiences available to students include, targeted intervention to support the development of foundational skills, enrichment to extend student learning, Social Emotional learning that includes extended Advisory and Portrait of the Graduate activities.

COMPUTERS & TECHNOLOGY

Grade 7 and 8 Integrated Computer Program

Every Amity Middle School student receives a device for educational use, and digital skills are integrated across all subject areas. Students develop practical technological fluency by using productivity, creative, and at times, teacher-approved AI tools to complete authentic classroom projects. Throughout Grades 7 and 8, they work toward mastery of key digital competencies, including responsible and ethical use of emerging technologies.

Students work with word-processing, presentation, spreadsheet, graphic design, photo editing, coding platforms, and at teachers' discretion, age-appropriate AI tools. Projects include research papers, lab reports, structured documents, data tables and graphs, multimedia presentations, videos, posters, and infographics.

Common applications include Microsoft Office (Word, Excel, PowerPoint), Google Workspace (Docs, Sheets, Slides), and a variety of cloud-based collaboration tools. Students regularly use Microsoft 365, Google Workspace for Education, Schoology for the district's learning management system, and PowerSchool for grades and attendance. Collaboration is emphasized through shared documents, group presentations, peer feedback, and digital discussions.

To prepare learners for a digital world where technology like artificial intelligence is increasingly present, teachers **may** choose to incorporate Connecticut data privacy-approved AI tools such as MagicSchool, Canva AI, and Snorkl among others. Students learn about digital literacy, which may include what AI is, how it works, and how to use it responsibly—practicing thoughtful prompting, fact-checking, evaluating AI-generated content, protecting personal data, and applying digital ethics. In cases when AI is introduced, it is used as a supportive tool, not a substitute for students demonstrating their own learning.

Essential Benchmarks: Students will:

Collaboration & Communication

- Work effectively in digital teams using shared platforms
- Provide and receive feedback in online environments
- Communicate ideas clearly using diverse digital media

Research & Critical Thinking

- Practice digital citizenship when navigating online resources
- Use credible sources, evaluate information quality, and avoid misinformation
- Apply critical thinking strategies when interacting with AI and the open web

Digital Creation & Productivity

- Format high-quality documents, spreadsheets, and multimedia presentations
- Use and manipulate images and graphics to enhance communication
- Organize files effectively across local and cloud-based storage

Digital/AI Responsibility & Literacy

- Use digital/AI tools ethically for research, writing, and project development
- Evaluate digital/AI-generated content for accuracy, bias, and reliability
- Demonstrate academic honesty when using digital/AI tools

MEDIA CENTER

The Library Media Center is an essential part of the middle school experience. Library media specialists work closely with classroom teachers to help students become independent, competent, and responsible users of information and technology. Through co-taught, integrated instruction and support, students learn to research, communicate, and cite ideas effectively; collaborate with others; solve problems; and pursue personal interests.

To prepare learners for a digital world where technology like artificial intelligence is increasingly present, teachers **may** choose to incorporate Connecticut data privacy-approved AI tools such as MagicSchool, Canva AI, and Snorkl among others. Students learn about digital literacy, which may include what AI is, how it works, and how to use it responsibly—practicing thoughtful prompting, fact-checking, evaluating AI-generated content, protecting personal data, and applying digital ethics. In cases when AI is introduced, it is used as a supportive tool, not a substitute for students demonstrating their own learning.

Students will develop the skills needed to:

- Apply information and technology skills across content areas to support learning.
- Interpret and synthesize information from both print and non-print formats.
- Use technology tools to enhance learning, productivity, and creativity in academic and personal projects.
- Communicate ideas and information clearly, conduct research, organize data, solve problems, and create original work.
- Use information and technology responsibly, legally, and ethically, including respecting copyright and digital citizenship expectations.
- Locate, evaluate, and use a variety of print and digital resources to build knowledge, deepen understanding, make informed decisions, and solve problems across academic and personal contexts.
- Gather relevant information from multiple sources, use effective search strategies, evaluate credibility and accuracy, and quote or paraphrase information while avoiding plagiarism and following standard citation formats.
- Digital/AI Responsibility & Literacy

- Use digital/AI tools ethically for research, writing, and project development
- Evaluate digital/AI-generated content for accuracy, bias, and reliability
- Demonstrate academic honesty when using digital/AI tools

In addition, the Media Center offers a wide selection of reading materials for both academic and personal use, along with access to high-quality research databases. Media specialists collaborate with teachers and students to support curriculum needs, guide research, and assist with selecting and purchasing fiction and nonfiction materials that enrich classroom learning and personal interests.

PUPIL SERVICES & RELATED SUPPORTS

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

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

The Pupil Services Department at Amity Middle School Bethany and Orange consists of the following staff: Board Certified Behavior Analysts, Occupational Therapists, Paraeducators, Physical Therapists, Registered Behavior Technicians, School Counselors, School Nurses, School Psychologists, School Social Workers, Special Education Teachers, and Speech and Language Pathologists. Questions or comments about Pupil Services, Specialized Instruction, and/or Related Services should be directed to Steve Mendelssohn, Coordinator of Pupil Services or H. Thomas Brant, Director of Pupil Services.

COUNSELING

The School Counseling Department believes that each student should obtain the life skills necessary to be an active learner and a caring, creative, and responsible world citizen. Members of this department will assist students in providing an environment encouraging the development of academic, social, personal, and career goals. Through individual and group counseling, and developmental guidance lessons, the school counselors respond to the developmental and transitional needs of all children. Working with the school, the family, and the community at large, staff members provide students with resources to help them adapt to the challenges of our changing society. Students are assigned a counselor for two years and encouraged to visit the counselor. Parental concerns about a child's academic, social, and/or emotional development also may be directed to counselors.

PSYCHOLOGICAL SERVICES

School psychologists provide services to students referred by the Planning and Placement Team/IEP. These

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

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

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

INTERVENTION AND STUDENT SUPPORT

Literacy and Reading Support

The Amity Middle Schools use an integrated instructional approach to student learning. Reading Consultants work cooperatively with content area teachers to integrate literacy strategies in the content area classrooms.

Essential Benchmarks - Students will:

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

Reading Support Services: Reading Lab

This Tier 2 reading support is provided by a Reading Consultant in a small group setting up to three days per cycle. The purpose is to provide identified students with opportunities to improve their overall reading achievement. Through a variety of literary and informational texts, students practice literacy skills and strategies that can be applied in all academic areas. This instruction facilitates and prepares students to improve skills required of the English Language Arts — CT Core Standards (CCS). Student progress is monitored at regular intervals.

Learning objectives are based on the standards and include:

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

Essential Benchmarks - Students will:

- Develop comprehension and vocabulary skills by using a variety of strategies appropriate for literary and informational text.

Math Lab Grade 7 and 8

This Tier-2 math support is given in small-group settings up to 3 days a cycle. The purpose is to provide identified students with opportunities to improve foundational CCS (Connecticut Core Standards) math skills. The goal is to see improvement in both CCS test scores and in the math classroom. Some topics covered include fractions, decimals, integer operations, factors, multiples, divisibility rules, as well as math problem-solving techniques. Student progress is frequently monitored to determine whether continued tiered support is needed.

Academic Enrichment

This class is designed for students who need targeted Tier-2 academic skills support. Students receive direct instruction in a small group setting working on individualized, measurable goals created by the Intervention team. Students are recommended for this class through our tiered intervention process.

EL Learners

The Amity Middle Schools aim to provide language supports in the four domains of reading, writing, speaking and listening to develop English proficiency. In this program, students will expand their knowledge of academic content and vocabulary, learn to self-correct and feel empowered to take risks, acquire linguistic and cultural knowledge, and continue to develop confidence in the four language domains. Students will receive either services in the form of pull outs with a focus of 1x1 or small group learning and/or support from the TESOL teacher pushing in to content classes.

Academic Skills Program

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

Communication Disorders Services

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

Program for Deaf and Hard of Hearing

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

Student Assistance Program

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

Guided Study

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

School of Choice

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

HEALTH SERVICES

Health services at the middle school campuses include:

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

Each school's Health Office maintains cumulative student health records, including an up-to-date file with the

name of each student's family physician and other persons to contact in the event his/her parents/guardians cannot be reached in an emergency. The Authorization for Administration of Medicines form must be completed by physician and parent/guardian **before** medication (prescription and non-prescription) can be administered in school.

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

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

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

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

NON-DISCRIMINATION/EQUAL EMPLOYMENT/EQUAL EDUCATION OPPORTUNITY

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

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

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

SEXUAL HARASSMENT

The Board of Education prohibits sexual harassment or intimidation of its students and employees. Any student or employee who believes he or she has been the subject of discrimination/sexual harassment should contact Jaime Guthrie, the district's Title IX Coordinator at jaime.guthrie@amityregion5.or 203-397-4820.

