# Irving A. Robbins Middle School

**I s**

# IAR Program of Studies
# Table of Contents

# *Irving A. Robbins Middle School*

Nationally Recognized as an Exemplary Middle School

**Message from IAR Administration 2023-24**

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 2023-24 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 Global Citizen,* which articulates the skills and dispositions that our students need for success in college, careers, and citizenship in the 21st century (see page 3).

This booklet provides important information about our 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.

# FPS Vision of the Global Citizen

**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.**

## Self-Aware Individual *I know myself and how to care for my own well-being.*

I can assess my own personal strengths and needs, persist in overcoming obstacles to reach my own goals, make wise choices and informed decisions, and adapt to new challenges and opportunities by regulating my emotions and adjusting my behavior to positively impact myself and others.

***I am learning to exhibit***

- Emotional Regulation
- Well-being
- My own sense of Identity
- Confidence
- Integrity
- Gratitude

## Empowered Learner *I am a knowledgeable, reflective, and resourceful learner.*

I can explore interests, take initiative, ask questions and conduct research. I can use technology and media tools skillfully, and learn from my successes and failures by engaging in feedback and self-assessment protocols.

***I am learning to exhibit***

- Agency
- Resilience
- Organization
- Resourcefulness
- Curiosity
- Initiative

## Disciplined Thinker ***I can apply strategic thinking to develop ideas and solve problems.*** I am a critical consumer of information recognizing point of view and bias. I can reason with evidence, synthesize and evaluate data, and connect concepts and ideas while thinking creatively and flexibly to design and develop innovative solutions, strategies, and outcomes.

***I am learning to exhibit***

- Focus
- Creativity
- Logical Reasoning
- Attention to Accuracy
- Flexibility
- Persistence

## Engaged Collaborator ***I can work effectively and respectfully with diverse groups of people.*** I can actively listen and seek to understand the ideas of others, self-monitoring for biased thinking. I can create inclusive environments for dialogue that establish and adhere to group norms for effective communication and conflict resolution.

***I am learning to exhibit***

- Empathy
- Perspective
- Open-Mindedness
- Personal Accountability
- Effective Communication
- Adaptability

## Civic-Minded Contributor ***I can actively contribute to a civilized society.*** I understand complex interdependent systems and their impact on people and the environment. I question prevailing assumptions, develop my cultural competence, and seek solutions through negotiation and compromise in order to contribute to the betterment of my local/global communities through service and civic participation.

***I am learning to exhibit***

- Compassion
- Global Fluency
- Cultural Competence
- Responsibility
- Service
- Stewardship

# Farmington Public Schools
# "Core Beliefs"
## As members of this learning organization, we hold ourselves accountable to these beliefs which guide our daily work.

**Actions Matter**

We are the upholders of a respectful, inclusive, and welcoming school environment. Through our actions we tell our students that we believe in them and their ability to succeed and grow. We are committed to ensuring that every student feels known and supported. We will intervene when needed to restore trust and care for others. We believe that our actions demonstrate our high expectations for ALL students.

**Excellence Matters**

We strive for excellence and benchmark our outcomes against global standards of achievement, citizenship and scholarship. We value integrity and compassion in the pursuit of our goals and embrace feedback and critique of our work. Routinely, we express gratitude to each other, our families, and our students for partnering with us in the spirit of continuous improvement. We use data-informed practices to achieve our intended results. We believe that excellence is attainable through sustained collaborative effort.

**Equity Matters**

We recognize that our students are individuals with multi-faceted and diverse, evolving identities. As learners we must confront our own biases in order to be culturally responsive educators. It is essential that all students have access to challenging and meaningful curriculum and instruction with flexible pathways and open access to advanced levels of learning. We believe that equitable opportunity is a fundamental value of a high-quality education, and that diversity is an asset to our school community.

**Mindset Matters**

We understand that learning is a lifelong endeavor filled with successes and challenges. As agents of our own learning, we demonstrate a growth mindset and develop persistence, resilience, and confidence through self-directed inquiry. We remain optimistic and open-minded in the face of challenge and we have the humility to rethink our own assumptions. We believe that our positive outlook helps to create a joyful learning environment.

**Teamwork Matters**

We know that working together makes us stronger and more effective. Teaming is core to the way we do our work as it nurtures innovation and the power of shared accountability. Our approach to collaborative continuous improvement encourages all stakeholders to engage as active contributors to excellence in teaching and learning. We believe that teamwork lifts all voices and creates a sense of community.

**Well-Being Matters**

We are role models of healthy behavior and good decision-making. When we demonstrate the ability to manage stress, regulate our emotions, and balance the demands of a busy life, we show students that taking care of one's self is a necessary companion to caring for others. Social, emotional and physical well-being impacts academic achievement. We believe that caring for the whole child is our responsibility.

# 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.

### Active Learning Community - Teachers

| | |
|---|---|
| 1. | Organize the classroom environment with flexible opportunities for individual and group learning and resources to support a self-managed classroom. |
| 2. | Develop and revisit classroom norms in partnership with students to ensure inclusive and respectful interactions. |
| 3. | Use effective restorative conflict resolution practices to re-establish feelings of intellectual safety when needed. |
| 4. | Provide direct instruction and guided practice in the skills and dispositions of effective collaboration. |
| 5. | Affirm identity development over time and offer opportunities for learners to reflect on and express their various evolving identities. |
| 6. | Facilitate student to student discourse leading to the social construction of knowledge. |
| 7. | Model disciplined thinking and encourage questions, debate, dialogue and discussion as the hallmarks of academic discourse. |
| 8. | Structure opportunities for students to share work publicly and promote learning through engagement with others as mentors and critics. |

### Active Learning Community - Students

| | |
|---|---|
| 1. | Use classroom resources and space to develop independence in the learning process. |
| 2. | Uphold and exhibit classroom norms for respectful behavior and productive collaboration. |
| 3. | Participate in conflict resolution processes with a willingness to understand other perspectives. |
| 4. | Support the expression of various identities in the school community. |
| 5. | Express ideas and opinions clearly while also actively seeking to understand and appreciate multiple points of view. |
| 6. | Share work publicly and exchange meaningful feedback to improve process and product. |

## Challenging Expectations - Teacher

| | |
|---|---|
| 1. | Use learning targets to describe content standards and learner expectations achievable by all with flexible pacing and targeted support. |
| 2. | Build learners' understanding of success using rubrics, examples and models of student work. |
| 3. | Offer multiple and varied ways of demonstrating mastery and timely formative feedback that supports student progress. |
| 4. | Sequence content and manage the amount of new information in order to attend to cognitive load. |
| 5. | Anticipate or uncover misconceptions to design differentiated, responsive instruction. |
| 6. | Pose intriguing questions, problems and tasks that engage all students in productive struggle. |
| 7. | Design learning experiences with a strengths-based approach, avoiding deficit thinking. |
| 8. | Engage students in practice, rehearsal and critique protocols to refine knowledge and skills. |

## Challenging Expectations - Students

| | |
|---|---|
| 1. | Ask questions to clarify expectations, learning targets and available resources. |
| 2. | Describe the attributes of success and reflect on their own related strengths. |
| 3. | Use models, rubrics, and feedback to evaluate and improve their own work. |
| 4. | Build effective personalized habits of work and study. |
| 5. | Persist in the face of challenges, seeking teacher and/or peer support as needed. |
| 6. | Develop stamina, focus, and confidence as a result of overcoming challenges. |

## Meaningful Knowledge - Teachers

| | |
|---|---|
| 1. | Learn about students' family and cultural backgrounds to maximize opportunities to amplify connectedness to the curriculum. |
| 2. | Link new learning to students' prior knowledge and life experiences. |
| 3. | Develop tasks that require students to synthesize, transfer and apply knowledge and skills to new situations. |
| 4. | Make purposeful connections to broad concepts, themes, and cross-curricular ideas and skills. |
| 5. | Engage students in applying new knowledge and skills to authentic situations that have an impact on others. |
| 6. | Design learning experiences that position students as producers not just consumers of information. |

## Meaningful Knowledge - Students

| | |
|---|---|
| 1. | Be curious about new learning and find connections to life experiences and background knowledge. |
| 2. | Organize and synthesize new information into broad themes, topics and concepts with cross curricular meaning. |
| 3. | Share personally relevant experiences when studying new ideas and concepts. |
| 4. | Demonstrate understanding of big ideas and concepts by applying them to new or novel situations or problems. |
| 5. | Actively participate in producing meaningful products, performances, or presentations that have an impact on others. |
| 6. | Recognize and acknowledge that meaning is different for everyone and seek to understand the value of new learning for others. |

## Purposeful Engagement - Teachers

| | |
|---|---|
| 1. | Activate curiosity through the design of learning experiences that appeal to learners' emotions like wonder, surprise, or purposeful uncertainty. |
| 2. | Structure lessons with an inquiry-orientation and to promote learner agency and self-direction. |
| 3. | Use media and technology tools to enhance relevance, research, and real world impact. |
| 4. | Make thinking public and engage students in examining each other's ways of knowing. |
| 5. | Give students contributing roles to build individual strengths and talents. |
| 6. | Situate new learning in a local or global context to highlight relevance. |
| 7. | Respond to differences by enabling learners to engage with, make sense of, and demonstrate understanding in different ways. |

## Purposeful Engagement - Students

| | |
|---|---|
| 1. | Remain open and interested in new ideas and learning experiences. |
| 2. | Take initiative to bring innovative ideas and new resources into the learning community. |
| 3. | Actively explore interests, questions, and intriguing problems. |
| 4. | Use technology skilfully and responsibly as a tool for learning and exhibiting work. |
| 5. | Hold themselves to a high standard of excellence that keeps them focused. |
| 6. | Explain the local or global context for learning. |
| 7. | Embrace partnership and leadership roles in class with self-awareness and adaptability. |

## Individual Responsibility - Teachers

| | |
|---|---|
| 1. | Give students opportunities to make choices about content, process, and/or product. |
| 2. | Enact student-led classroom routines to encourage independence and resourcefulness. |
| 3. | Introduce students to diverse role models who have overcome challenges and negative stereotype threats. |
| 4. | Help students understand that mistakes, failures, and self-doubt are temporary and a normal part of the learning process. |
| 5. | Develop the habit of reflection - monitoring one's own thinking and setting goals for improvement. |
| 6. | Explicitly teach strategies for recognizing and regulating emotional states that impede learning. |
| 7. | Model and discuss healthy ways to balance academic expectations, personal interests and family life. |

## Individual Responsibility - Students

| | |
|---|---|
| 1. | Know themselves as learners and make good choices about what, when, and how they want to learn. |
| 2. | Take ownership for effective work habits and strategies that lead to productive outcomes. |
| 3. | Seek role models and trusted adults who inspire confidence and model resilience. |
| 4. | Persist through challenges and feelings of self-doubt. |
| 5. | Learn to use metacognitive strategies to monitor thinking. |
| 6. | Self-assess and reflect on achievement in order to set ambitious but attainable goals. |
| 7. | Manage and regulate emotions in order to be ready to learn. |

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

# GENERAL INFORMATION & SCHEDULES

**Teaching Teams**

Each student is assigned to a team of teachers responsible for that student's academic growth. Teams are composed 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**

Language Arts
Science
Social Studies
World Language
Mathematics

**Special Areas Classes**

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

**Mid-Day Courses**

*Meet 2-3 days per week in the middle of the day*

Chorus
Band
Orchestra
Digital Design
Community Contributors
Global Games
Innovative Design
Math Acceleration*
Writing Acceleration*
Reading Acceleration*

*Students may select 5 days of music. All students are encouraged to take an elective.*

**Requires teacher recommendation.*

# CORE ACADEMIC SUBJECTS

# English Language Arts

## English Language Arts Program Overview

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, global citizens in the 21st century.

## 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. Demonstrate command of the conventions of standard English grammar and usage.

**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

## Course Description

### Essential Questions: What do effective readers do? What do effective writers do?

**Essential Understandings in English Language Arts**

- ➢ A fundamental knowledge of words and language is required 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.

**<u>Language Arts 7 and 8</u>**

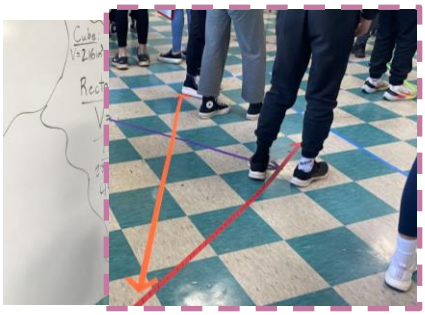
This two-year course sequence further develops the literacy skills of listening, speaking, reading, and writing as the adolescent develops a deeper understanding of text and craft as a writer based on the Connecticut Core Standards. It supports the young adolescent's ability to understand how literature reflects the world around them and to communicate their experiences within it.

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.

# Mathematics



### Mathematics Program Overview

The IAR Mathematics Program supports students in developing their ability to become successful problem solvers who clearly communicate the mathematical reasoning. Students develop knowledge and understanding of mathematics that is rich in connections by engaging in a variety of problem solving methods and opportunities for conceptual understanding. Students engage in the math collaboratively, individually, in pairs, in small cooperative groups, and in whole class mode. Assessment is multi-dimensional, allowing teachers to both gauge progress to respond to instruction and to accurately determine a student's understanding of concepts at points within a unit of study. Students have multiple opportunities to demonstrate how they are making sense of mathematics. IAR's math courses provide the prerequisite skills, concepts, and problem-solving processes needed to help students become comfortable and successful in mathematics courses at Farmington High School.

### Critical Content Standards

As a result of a K-12 education in Farmington, students will acquire the knowledge contained within the Farmington Mathematics Content Area Standards. These standards are woven within multiple courses across all pathways.

- Students will understand the structure of the number system.
- Students will see structure and perform arithmetic with expressions.
- Students will create and reason with equations and inequalities.
- Students will interpret, build, and model with functions.
- Students will understand congruence and similarity.
- Students will prove, apply and model with geometric properties.
- Students will interpret categorical and quantitative data to make inferences and justify conclusions.
- Students will calculate and use experimental and theoretical probability to make decisions.
- Students will extend knowledge beyond core mathematics content
- Students will create and reason with expressions, equations, and inequalities.
- Students will interpret and apply proportional relationships.
- Students will model with and apply geometric properties.
- Students will understand and apply concepts of statistics and probability.

## Course Descriptions

## Grade 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, equations and inequalities; 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.

**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, equations and inequalities to solve real-life and mathematical problems, including 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.

## Grade 8

**Algebra 8**

Students in Algebra 8 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, equations and inequalities to solve real-life and mathematical problems, including integer exponents. Students model associations between two variables with a linear or exponential equation, solve 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, angles, 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. Students may earn high school credit for successful completion of Algebra 8. Successful completion is defined by a minimum level of mastery on specific standards.

**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 high school Common Core Algebra 1 content standards while also completing the study of 8th 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, including manipulating expressions for them, and solving quadratic equations. Students solve real-world and mathematical problems involving the Pythagorean Theorem and volume of 3-dimensional figures. In addition, students solve problems involving categorical and quantitative data. Students may earn high school credit for successful completion of Advanced Algebra 8. Successful completion is defined by a minimum level of mastery on specific standards.

# FPS Recommended Math Pathways

## 2023 - 2024: 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>
<tr><td rowspan="9">Math 5</td><td rowspan="4">Math 6</td><td rowspan="4">Pre-Algebra 7</td><td rowspan="4">Algebra 8</td><td rowspan="4">Algebra 1</td><td rowspan="4">Geometry<br>(0.5 credit)<br>AND<br>Algebra 2A<br>(0.5 credit)</td><td>Algebra 2B<br>(0.5 credit)<br>AND<br>Math Elective</td><td>Math Elective</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Algebra 2B<br>(0.5 credit)<br>AND<br>Advanced Topics in Algebra 2<br>(0.5 credit)</td><td rowspan="2">Precalculus</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td rowspan="3">Math 6</td><td rowspan="3">Pre-Algebra 7</td><td rowspan="3">Algebra 8</td><td rowspan="3">Geometry<br>(0.5 credit)<br>AND<br>Algebra 2A*<br>(0.5 credit)</td><td>Algebra 2B<br>(0.5 credit)<br>AND<br>Math Elective</td><td>Math Elective</td><td>Math Elective</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Algebra 2B<br>(0.5 credit)<br>AND<br>Advanced Topics in Algebra 2<br>(0.5 credit)</td><td>Precalculus</td><td>· AP Calculus AB<br>· Math Elective</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td>Advanced Math 6</td><td>Advanced Pre-Algebra 7</td><td>Advanced Algebra 8</td><td>Geometry H<br>(0.5 credit)<br>AND<br>Algebra 2H A</td><td>Algebra 2H B<br>(0.5 credit)<br>AND<br>Math Elective</td><td>Math Elective</td><td>Math Elective</td></tr>
<tr><td colspan="6"></td></tr>
</table>

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | (0.5 credit) | Algebra 2H B (0.5 credit) *AND* Advanced Topics in Algebra 2H (0.5 credit) | Precalculus | · AP Calculus AB<br>· *Math Elective* |
| | | | | | | | |
| | | | | | | Precalculus H | · AP Calculus AB<br>· AP Calculus BC<br>· *Math Elective* |

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

*FHS Math Electives*:

AP Statistics (full-year, 1.0 credit) Discrete Math (Semester 1) Art & Architecture in Geometry (1 semester, 0.5 credit)
Descriptive Statistics & Probability (Semester 1) Logic in Reasoning (Semester 2)
Personal Finance (1 semester, 0.5 business or math credit) · Inferential Statistics (Semester 2)

# Social Studies


**Social Studies Program Overview**

The IAR social studies program supports students in the development of critical thinking and reasoning through the study of history, geography, political and economic systems, and civics. In working towards mastery of the critical content standards, students will develop the necessary skills to make informed decisions, pose innovative solutions, and meet the challenges of participatory citizenship in an increasingly pluralistic society and interdependent world.

**Critical Content Standards**

**Source Analysis:** Analyze primary and secondary sources to determine claims, evidence and perspective.

**Argument:** Produce clear and coherent arguments that develop a claim/thesis and supports it with specific and relevant evidence and reasoning.

**Inquiry:** Conduct research to answer questions while evaluating and synthesizing multiple sources.

**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.

**Geography:** Analyze the geographic and cultural relationships of humans in various regions to evaluate interdependence and environmental challenges in the past, present, and future.

**Civics:** Demonstrate citizenship by applying knowledge of democratic ideals, governmental institutions, and political processes to issues of civic concern at the local, state, national levels.

**Course Descriptions**

**Seventh Grade**

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, inquiry, communicating, collaborating and problem solving through the study of a vital and complex area in our modern world, Asia. The historic and currently 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 Asia students will deepen their understanding of how and why culture develops and explore and celebrate cultural identity. Students will analyze maps, text, and data to

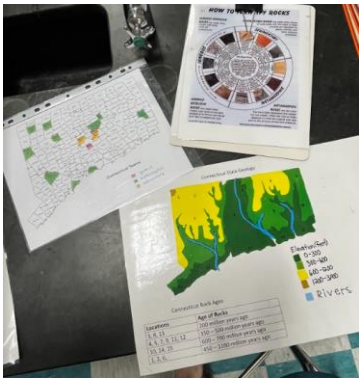
determine how geography influences culture in this area of the world. Students will explore the reasons why cultures settle and develop in specific geographic locations. They will make connections between world religions and traditions in order to recognize how beliefs influence a culture's perspective. As a result of this course, students will be able to make informed, culturally tolerant decisions in an increasingly pluralistic society and interdependent world.

**Eighth Grade**

The purpose of eighth grade social studies is to give students the opportunity to evaluate how historical events related to the Constitution have impacted local and national events. In their evaluation of the Constitution, including its amendments, students will analyze varying perspectives to form their own opinions about historical events and draw conclusions as to how they apply to current issues and their own lives. This will include analysis of the philosophies behind the Constitution, the framing of the Constitution, the structure and function of the Constitution, and the responsibilities of being an active and informed citizen. While conducting self-directed research using both primary and secondary sources, students will ask questions, analyze, and interpret key historical events at both the local and national level. Through project-based work students will be afforded the opportunity to inform a public audience about events and developments that influenced their local community's history.

Students will acknowledge different perspectives to foster new insights to develop an understanding of their role as citizens and their ability to influence change in a democratic society. At the completion of this course, students will have a working knowledge of the United States government. As a result, they will be more prepared for responsible citizenship in American society both now and in the future.

# Science



**Science Program Overview**

Students in the IAR Middle School science program engage in 3D (three dimensional learning) based on the best practices of the Next Generation Science Framework. In 3D learning students figure out why things happen in the natural world. They 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), to create explanations of natural phenomena. The seventh grade science course integrates physical and chemical science principles to explain several earth science phenomena. The eighth grade science course integrates physical and chemical science principles to explain several life science phenomena.

**Critical Content Standards***

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

**# 2 Analyzing 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:Core Science Concepts** Demonstrates mastery of the core ideas of physical science, life science and earth/space science.

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

**Course Descriptions**

The **seventh grade science course** is centered on mostly earth science phenomena. Physical and chemical principles 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?
- 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?
- What factors affect the boiling point of water around the world?
- Why are the same fossils found on continents separated by vast space?
- Why is the Central CT valley so different from 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?

The **eighth grade science course** is centered on mostly life science phenomena. Physical and chemical principles 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.

The phenomena or problem-driven units of study include:

- Is a corn seed alive?
- How does a corn seed become a 6 foot corn stalk?
- How can organisms survive in an ecosphere?
- Why do we look the way that we do?
- Medical Moment project: How do diseases and disorders affect the body's balance?
- How can I design a device that positively contributes to society?
- Why do certain animals have strange features?
- Is a human more closely related to a bird or a whale?

# World Languages



**World Languages Program Overview**

Students receive instruction 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 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.

The IAR world language program supports *Farmington's Vision of the Global Citizen* and students are given opportunities to lead their own learning and become self-aware individuals, empowered learners, disciplined thinkers, engaged collaborators, and civic-minded contributors. Students communicate in the target language, personalize vocabulary, and use feedback and rubrics to reflect on standards, set goals, and create action plans for future improvement with a growth mindset. Technology and authentic resources are used to support student learning and exploration.

**Critical Content Standards**
**Spanish and French**

**Speaking:** Engage in conversations/present information, concepts, ideas.

**Writing:** Engage in informal correspondence/present information, concepts, ideas.

**Listening:** Understand and interpret spoken language.

**Reading:** Understand and interpret written language.

## World Language Graduation Requirement

Graduates must earn a minimum of 1.0 credit in a world language course and must demonstrate the ability to effectively communicate in a second language by meeting standard on the Farmington Language Standards Test (FLST).

The FLST provides the opportunity to determine if students reach the district standards in world languages. The four components of the FLST assess the essential skills of speaking, listening, reading, and writing. The speaking standard corresponds to the Intermediate-Low proficiency level as defined by The American Council on the Teaching of Foreign Languages (ACTFL), a nationally recognized standard. The FLST is administered as a major part of the final exam in French III Honors and Spanish III Honors, both of which are Farmington High School courses typically taken by students in grade 9.

For college and career readiness, students are strongly encouraged to complete a minimum three-year sequence in a high school world language program. This will result in intermediate oral proficiency in the target language coupled with a comprehensive understanding of the communities and cultures that comprise the world language.

## Course Descriptions

**Spanish I - Introduction to Spanish (not offered during the 2023-24 school year)**
This course is designed as an introduction to the Spanish language and the cultures of the Spanish-speaking world. Students will begin to comprehend spoken Spanish and to actively communicate in the language within the framework of the units taught. All four skill areas (speaking, listening, reading, writing) are practiced and developed. Vocabulary and grammatical concepts are strengthened through a variety of media and authentic resources. Students will enhance their language skills by working with others to communicate in the present tense in the context of an imaginary trip abroad; topics include geography, clothing, family, house, activities around town, and school, as students begin to develop a perspective of the Spanish-speaking peoples and cultures. This course is taken by seventh or eighth graders with no or little previous world language experience.

**Spanish II A**
Having taken Spanish previously, students enrolled in Spanish II A will continue to develop their speaking, reading, writing, and listening skills in Spanish. They will learn to communicate about the products, practices, and perspectives of various cultures and communities as they relate to the topics of identity, school, restaurants, and community. As a result of participating in this course, students will be able to demonstrate their knowledge of the foundation of Spanish grammar, including the conjugation of verbs in the present and preterite tenses, as well as the near future. Assessments include presentational and spontaneous interpersonal speaking, listening, reading, and writing. This course is typically taken by seventh graders who completed grade 6 Spanish.

**Spanish II B**

Students enrolled in this course will continue to develop their speaking, reading, writing, and listening skills in Spanish. Through the use of technology and project-based learning, they will increase their ability to communicate in the language within the context of daily routines, self awareness, famous people, celebrations, and travel within the Spanish-speaking world. Students learn new grammatical structures and will be able to communicate more effectively about past (preterite and imperfect tenses), present, and future events. As a result of participating in this course, students will develop a more robust vocabulary and will be able to begin to discern the difference between presentational and conversational styles in spoken communication. These subtle nuances begin to mark the difference between a beginning and intermediate level language learner. Assessments include presentational and spontaneous interpersonal speaking, listening, reading, and writing. This course is taken by eighth graders who completed Spanish II A. Following this course, students will be prepared to take Spanish III Honors at Farmington High School.

**French I**

This course is designed as an introduction to the French language and the cultures of the French-speaking world. Students will learn to communicate in French about themselves, about their likes and dislikes, school, home, family, and food. In addition, students become familiar with many cultural aspects of the French-speaking world, primarily Quebec, Belgium, and France. All four skill areas (speaking, listening, reading, writing) are practiced and developed, and vocabulary and grammatical concepts are strengthened through a variety of media and authentic resources. As a result of participating in this course, students will be able to demonstrate a knowledge of the foundation of French grammar, including the conjugation of present tense verbs. Assessments include presentational and spontaneous interpersonal speaking, listening, reading, and writing. Students will continue to French II.

**French II**

Students enrolled in this course will continue to develop their speaking, reading, writing, and listening skills in the context of daily living, housing, school, food, shopping, transportation, and clothing. They will continue to explore various aspects of Francophone culture and will learn to communicate about these products, practices, and perspectives as they relate to daily life in French-speaking countries, including France and Martinique. Technology and a range of authentic media will support student collaboration and project-based learning in the target language. As a result of participating in this course, students will build upon their foundation of French grammar and vocabulary and they will be able to make plans, ask and answer questions with elaboration, describe, and make comparisons. Assessments include presentational and spontaneous interpersonal speaking, listening, reading, and writing. This course is taken by eighth graders who completed French I. Following this course, students will be prepared to take French III Honors at Farmington High School.

# Special Areas Classes

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

# Physical Education


**Physical Education Program Overview:**

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.

## Critical Content Standards

**Motor Skill Performance:**
Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Wellness Concepts:**
Students will comprehend concepts and develop a knowledge base related to health promotion and disease prevention, including: *human growth and development; community/environmental health; human sexuality; injury and disease prevention; mental and emotional health; nutrition and physical activity; as well as information related to alcohol, tobacco and other drugs.*

**Goal Setting & Planning:**
Students will demonstrate the ability to analyze personal data, make decisions, set goals to create action plans in order to enhance wellness.

## Course Descriptions

**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:

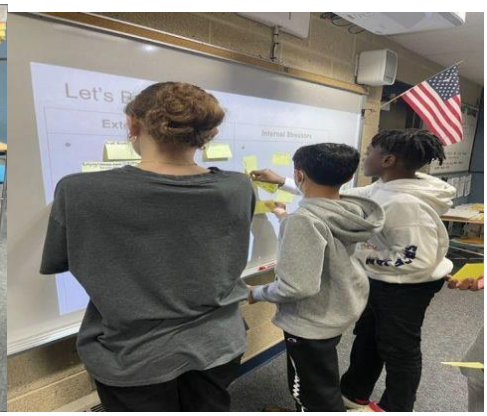
- What is my current level of fitness?
- How can training for a goal improve my physical well-being?
- How does the development of basic skills impact my participation in physical activity?
- How can playing in a variety of games improve my physical fitness?

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?
- 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?

# Health





**Health Program Overview**

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, Substance Use Prevention, Bullying Related Topics and Adolescent Development while working on the skills of accessing valid health information, analyzing influences from peers, family, and the media are essential to developing behaviors that promote health and wellbeing. Students will have multiple opportunities to advocate for healthy behaviors, allowing them the chance to demonstrate their understanding of health enhancing behaviors and help others make healthful decisions.

The purpose of **8th grade Health** is to provide students with multiple opportunities in a collaborative setting 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 Mental Health and Healthy Relationships, while developing the skill necessary to analyze internal and external influences. 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.

**7th Grade Critical Content Standards**

**Accessing Wellness Information:**
Students will demonstrate the ability to access valid wellness information as well as school and community resources.

**Wellness Concepts:**
Students will comprehend concepts and develop a knowledge base related to health promotion and disease prevention, including: adolescent development; community/environmental health; human sexuality; injury and disease prevention; mental and emotional health; nutrition and physical activity; as well as information related to alcohol, tobacco and other drugs.

**Interpersonal Communication:**
Students will demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships.

**Advocacy:**

Students will analyze and evaluate how multiple factors such as behavior, learning style, gender, personality type, and mindset influence wellness as well as personal behaviors and choices.
Analyze how information from family, school, peers, media and the community influence personal wellness.

## Course Descriptions

**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 behaviors.
- The effects of different classes of drugs on the various systems of the body.
- Explain the health effects of marijuana, alcohol, vaping, 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 changes that may occur during adolescent development.
- Access reliable resources for information related to health and wellness.

**8th Grade Critical Content Standards**

**Wellness Concepts:**
Students will comprehend concepts and develop a knowledge base related to health promotion and disease prevention, including: adolescent development; community/environmental health; human sexuality; injury and disease prevention; mental and emotional health; nutrition and physical activity; as well as information related to alcohol, tobacco and other drugs.

**Analyzing Internal and External Influences:**
Students will analyze the influence of culture, media, technology, peers and other factors on wellness.

**Decision Making:**
Students will demonstrate various strategies when making decisions to enhance health.

## Course Description

**Health 8**

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

- Advocate for one's needs.
- Identify stress-management techniques.
- Explain how diseases are spread.
- Identify healthy and positive relationships (communication, teen dating violence, stereotypes, appropriate physical boundaries, consent and abstinence.)
- Understand the importance of online safety with regard to technology use and social media.
- Apply knowledge of influences from peers and society when decision making.
- Demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal and community wellness.

# Visual Arts

**Visual Arts Program Overview**

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.

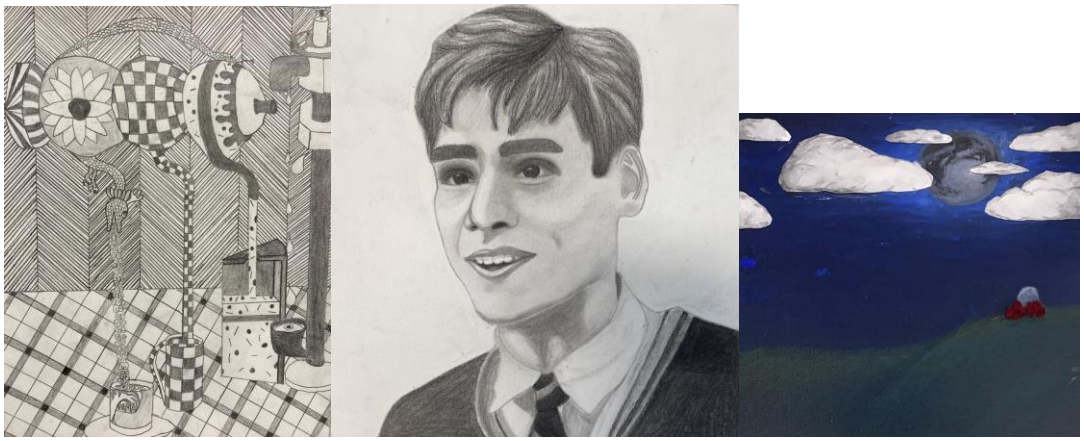
Critical Content Standards

**Creating:** Generate, organize, develop, revise, and refine original artistic ideas and complete artwork.

**Presenting:** Analyze, interpret, select and critique master and peer artwork. Develop and refine technique and artwork for presentation. Convey meaning through presentation of artwork. Exhibit high levels of quality and craftsmanship in projects and products.

**Responding:** Perceive and analyze artwork. Look for intent and meaning in coursework. Apply lesson-specific criteria to evaluate artwork. Communicate effectively using specific terminology.

**Connecting:** Synthesize and relate knowledge and personal experiences to coursework. Relate ideas and artwork with societal, cultural and historical content to deepen understanding.



## Course Descriptions

**Visual Arts 7**

The 7th grade course of study includes:

- Observational drawing
- Explorations in different media
- Visual literacy
- Contemporary topics in art
- Elements of principle and design

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

- Develop confidence and competence in art making, in a variety of media.
- Use traditional materials and new media to express themselves.
- Develop an understanding of how symbols and images create meaning.
- Understand how the past impacts the arts today.
- Reflect upon the elements and principles of design in relation to their work and that of others.

**Visual Arts 8**

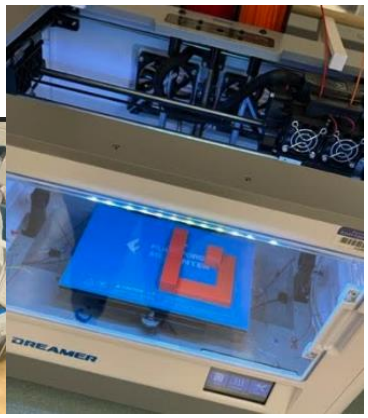
The 8th grade course of study includes:

- Ceramics/Sculpture
- Multimedia design
- Collaborative projects
- Communication through design

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

- Demonstrate an understanding of art in 3-dimensions.
- Synthesize different materials and processes into a new whole.
- Exhibit the characteristics of an Engaged Collaborator.
- Manipulate the elements and principles of design to influence the viewer.


## Applied Physics and Engineering


**Applied Physics and Engineering Program Overview**

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, Community Design, 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.

**Critical Content Standards**

**Define the Problem:** Students will identify and define an engineering problem including needs and constraints

**Generate Ideas:** Students will generate a range of potential designs as a solution to the engineering problem

**Build and Evaluate the Solution:** Students will construct and evaluate a model or prototype as a solution for the engineering problem

**Present Results:** Students will deliver final model representing optimal solution for engineering problem

## Course Descriptions

**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., air-powered rocket with cargo delivery system, 3D printing design solutions, etc.)
- 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.

**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.
- Apply basic laws of physics to utilize the velocity, kinetic energy, force, and work performed by their vehicles;
- Develop, construct, and test a complex VEX IQ robot capable of navigating a variety of challenges; and
- Use the engineering design process of problem solving to analyze the performance of their project.

# Mid-Day
# Block Courses

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, Digital Design, Community Contributors, Innovative Design, and by teacher recommendation, Reading, Writing, and Math Acceleration. *All students are strongly encouraged to select one mid-day elective.*

# Music

Students

participate in one music elective each day or rotate between two music ensembles.

**IAR Music Program Overview**

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, responding, and connecting. 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, responding, and connecting. 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 Global Citizen*.

**Music Content Standards**

Standard #1: Creating Standards

- Musicians generate, organize, and design musical ideas and work.
- Musicians refine and complete musical work.

Standard #2: Performing Standards

- Musicians select, analyze, and interpret musical work for presentation.
- Musicians develop and refine musical techniques and work for presentation.
- Musicians convey meaning through the presentation of artistic work.

Standard #3: Responding Standards

- Musicians perceive and analyze artistic work
- Musicians interpret intent and meaning in artistic work.
- Musicians apply criteria to evaluate artistic work.

Standard #4: Connecting Standards

- Musicians synthesize and relate knowledge with personal experiences to produce music.
- Musicians relate musical ideas and works with societal, cultural, and historical context to deepen understanding

The music curriculum addresses interdisciplinary standards in the humanities and technology:

- Musicians integrate and evaluate content presented in diverse media forms.(Language Arts)
- Musicians evaluate the role of culture, values, and belief systems in shaping human history. (Social Studies)
- Musicians integrate media musical content into unified media arts productions, considering the interaction of the audience.(Technology)

## 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 four ways of experiencing music are by creating, performing, 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
    - Connecting to personal and historical content to deepen understanding
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 Repeated Performance Tasks.

## Course Descriptions

## Chorus

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
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 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 diverse music 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.

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 a music ensemble during their schedule. Students who are unable to schedule music courses are also eligible to audition for Chamber Singers. 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 diverse 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
Accent on Achievement Book 1

- 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 and tuning appropriate to grade level.
- Work collaboratively and evaluate band performances.

- 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.

Accent on Achievement Book 2

- 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 and tuning appropriate to grade level.
- Work collaboratively and evaluate band performances.
- 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 Small Ensembles concerts.

## Orchestra

Orchestra

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.
- 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.

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.

# Digital Design

Digital Design classes meet 2-3 times per week. A student will have class on either every A day or every B day.

**Digital Design**

Digital Design introduces students to different digital media tools and technology for creative expression. Projects will explore time-based media, digital photography, image manipulation, digital drawing and more. Students learn how creative digital media is used across fine and commercial art.

Topics Include:

- Photography & Photo Manipulation
- Animation & Film
- Vector Drawing
- Pixel Art
- Game Design
- Digital Drawing & Graphic Design
- 3D Modeling/Rendering

**Digital Design Video - Click Below!**

**Digital Design Video**

**Critical Content Standards**

**Creating:** Generate, organize, develop, revise, and refine original artistic ideas and complete artwork.

**Presenting:** Analyze, interpret, select and critique master and peer artwork. Develop and refine technique and artwork for presentation. Convey meaning through presentation of artwork. Exhibit high levels of quality and craftsmanship in projects and products.

**Responding:** Perceive and analyze artwork. Look for intent and meaning in coursework. Apply lesson-specific criteria to evaluate artwork. Communicate effectively using specific terminology.

**Connecting:** Synthesize and relate knowledge and personal experiences to coursework. Relate ideas and artwork with societal, cultural and historical content to deepen understanding.

## Community Contributors

The Community Contributors course is modeled after EPICS, a service learning course originally developed at Purdue University. In this year-long elective, students identify and learn about issues in the school community and beyond. As groups partner with a stakeholder, they move through the engineering design process to build and deliver a working solution to the problem. Past projects have included design ideas for community spaces, the formation of after school groups, special products for our preschool friends and a cornhole set for the PE department.

## Innovative Design

In this course, students will be forward thinking to research and create global solutions to real-world issues, such as food instability. Students will be required to engage in small groups. In their groups, they will designate individual members as managers of specific subsections of information. This will create an environment where true collaboration exists, where each student feels a sense of belonging and purpose and has a clear understanding of the desired outcome. Through this year-long course, students will explore, evaluate, and experience first-hand how to solve some of these complex issues and recognize their own individual roles in being active global citizens.

**Critical Content Standards**

**Define the Problem:** Students will identify and define an engineering problem including needs and constraints.

**Generate Ideas:** Students will generate a range of potential designs as a solution to the engineering problem.

**Build and Evaluate the Solution:** Students will construct and evaluate a model or prototype as a solution for the engineering problem.

**Present Results:** Students will deliver a final solution to the stakeholders.

# Global Games

This course will offer students strategies and tips on wellness to a deeper extent than covered in the HPEW curriculum. Students will learn tips and strategies to maintain a healthy lifestyle, which will include strategies to support physical, social and emotional, and academic success.

# Reading Acceleration

**Reading Acceleration Program Overview**

Students are placed in Reading Acceleration classes based on teacher recommendations, reading screener information, and performance on district and state assessments. The classes provide additional targeted instruction and time to acquire reading fluency and comprehension strategies. After 8-10 weeks the student's progress is assessed by the SRBI Team 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.

**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.
- Build reading fluency.
- 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.

**Course Descriptions**

**Tier III—Literacy Lab**– This course meets two to three periods per week during the mid-day block. Students recommended for this class are focusing on reading decoding skills. Students recommended for this class are not meeting the reading standards of the Farmington Public Schools.

**Tier III— Literacy Workshop**– This course meets two to three periods per week during the mid-day block. Students recommended for this class are building reading comprehension skills. Students recommended for this class are not meeting the reading standards of the Farmington Public Schools.

# Writing Acceleration

**Writing Acceleration Program Overview**

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

The Writing Acceleration program at IAR is based on the belief that some students need additional feedback and support in order to accelerate the acquisition of writing skills. The ability to write is a skill students will use in their personal, professional, and public lives.

**As a result of successfully participating in Writing Acceleration, students will be able to**:

- Plan writing work on a conceptual organizer.
- Learn varied sentence structures by practicing adding conjunctions to increase sentence complexity.
- Learn skills of revising to improve writing organization, sentence structure, and word choice.
- Utilize teacher and peer feedback to edit, revise, and improve their writing.
- Demonstrate improved command of the conventions of standard English grammar and usage.

## Course Description

Writing Acceleration meets two to three periods per week during the mid-day block. During Writing Acceleration, a writing tutor engages a small group of students using the Writing Revolution/ Hochman method to assist students in their writing work and to closely monitor their writing skills progress. This program teaches students expectations and strategies for paragraph and essay organization and offers opportunities for practice in writing different types of complex sentences. This writing work is applicable across subjects and provides another layer of support to struggling students.

# Math Acceleration

**Math Acceleration Program Overview**

Students are placed in Math Acceleration classes based on teacher recommendation, math screener information, and performance on district and state assessments. The class provides instruction and additional time to revisit concepts, practice/preview skills, and ask questions related to math content standards. After 8-10 weeks the student's progress is assessed by the SRBI Team to determine whether continued intervention is warranted.

The Math program at IAR is based on the belief that students learn at different rates. Some students may need additional support to develop a strong foundation of mathematical skills.

**As a result of successfully participating in Math Acceleration, students will**:

- Make progress towards mastery of math standards.
- Improve confidence and develop skills to be more engaged in math class.
- Use critical thinking skills to identify errors and make corrections.
- Communicate the reasoning used for solving a problem.
- Collaborate to attempt multiple approaches for problem-solving.
- Develop reading strategies to use when applying math concepts to real-world situations.
- Reflect on progress, set goals, and identify action steps.

## Course Description

Tier III Math Acceleration meets two to three periods per week during the mid-day block. Students recommended for this class are not meeting the math standards of the Farmington Public Schools. Students receive intensive instruction in groups of 3-5 students to address lagging skills, receive more immediate and personalized feedback on math problems and questions, and to increase their practice time on math work.

# Additional Academic & Student Support Programs

# Technology & Applications

## Educational Technology Program Overview

Farmington Public Schools believes that technology plays a major role in enhancing the learning environment and creating opportunities for students to achieve in innovative ways. In both Grades 7 and 8, students build upon previous technical and creative thinking to improve their skill acquisition in all classes. Farmington believes in students leading their own learning: students have access to various tutorials to improve their technical skills, with teacher support, and may choose a variety of technological applications to demonstrate their learning in all courses at Irving A. Robbins Middle School.

**Integrated Technology Skills:**

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

- Use appropriate applications to produce multimedia that communicate and present ideas.
- Use word processing applications to compose, edit, and revise ideas for clear communication and purposeful writing and the creation of supplemental sections.
- Present complex data in appropriate charts or plots in meaningful ways.
- Analyze charts, examine patterns, recognize direct and inverse correlations, and effectively describe data using appropriate terminology.
- 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 Center

**Library Program Overview**

The Library Program of the Farmington Public Schools prepares students to become effective, independent users of ideas and information. The library provides physical access to a wide range of print and electronic resources and instructs students to access, evaluate, and use information effectively. In addition, scheduled book exchanges and book talks foster the habit, appreciation and love of reading.

**Critical Content Standards**

As a result of successfully 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 claim(s) 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 selecting and reading books that bring joy.

# Special Education

Special Education programs are designed based on individual student need by a Planning and Placement Team (PPT), which includes 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.

Irving A. Robbins Middle School offers courses for students with Individual Education Plans (IEP) and for English Learners (EL). Placement in support courses is based upon individual student needs and the decisions of the student's educational team.

# School Counseling


## School Counseling Program Overview

Middle school counselors are professional educators with a mental health perspective who understand and respond to the challenges their students face. We provide academic advice, encourage and facilitate career exploration, and support students' social, personal and emotional growth in accordance with district, state and national standards. Our school counseling program and services address individual student needs to enhance learning, and to improve classroom engagement by removing barriers that impede academic success. We strive to collaborate with families and the school community to develop high school graduates who are productive, resourceful, and responsible global citizens.

## *HOW IS THIS ACHIEVED?*

**Some of the ways in which we achieve our goal of supporting the whole student include:**

*- teaching developmental counseling lessons in the classroom*

*- providing academic advisement and assisting in implementation of interventions*

*- supporting students' social, personal and emotional needs individually*

*-supporting student needs in small group settings*

*- facilitating career exploration through Naviance and career speaker experiences*

*- working closely with parents and teachers to support our students*

*- hosting University Day to facilitate conversation surrounding post-secondary options*

*- providing families with resources in the greater community to meet needs*

*-collaborating with students' outside counselors and other professionals to support students in school*

*- promoting inclusiveness and kindness through our annual Mix-It-Up Day program*

# 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 student's progress, and plan team-building activities. One teacher serves as the team leader and facilitates the work of the team.

**IAR Advisory -** Throughout the year, students will participate in advisory. 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 in the school.

**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 8$^{th}$ 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 either in person or virtually 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 multiple days per week, 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. 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.
4. Students will be supported to apply literacy skills when reading independently. Connections will be made monthly between the Independent Reading Program and content classes.

# *Welcome to IAR!*