Kingsley Middle School Course & Curriculum Handbook 2024-25

For additional information about the state of Michigan's academic standards please visit https://www.michigan.gov/mde/services/academic-standards

ACADEMIC PROGRAMS

Our Middle School offers a combination of basic academic and exploratory programs to all students. Students are evaluated at the level at which the instruction is provided.

Sixth grade – Language Arts, Math, World Geography, Earth/Space Science, Band, Choir, Full Year Physical Education, WIN (What I Need – Intervention & Enrichment), Wheel Rotation: Exploratory Spanish 2, Introduction to STEM, Exploratory Art 2, Exploratory Physical Education 2.

Seventh grade – Language Arts, Math, Pre-Algebra, World History, Physical Science, Full Year Physical Education, Band, Choir, Shop 1, Art 1 & 2, Studio Art, Board Game Design, Intermediate Spanish, ½ Year Physical Education, WIN (What I Need – Intervention & Enrichment), and Sustainable Science.

Eighth grade – Language Arts, Math, Algebra 1, Integrated US History, Earth/Space Science, Full Year Physical Education, Band, Choir, Shop 1 & 2, Art 1 & 2, Studio Art, Board Game Design, Spanish 1, ½ Year Physical Education, WIN (What I Need – Intervention & Enrichment), and Sustainable Science.

PRE-ALGEBRA and ALGEBRA 1 PLACEMENT

Students in the 7th and 8th grades who reach set scores on the, NWEA, math tests and meet other specific requirements, will be offered these advanced math classes. In order to remain in Pre-Algebra class, students must earn a semester and final grade average of a B-. Students not maintaining this goal will return to the regular math class. In order to remain in the Algebra 1 class, students must earn a semester and final grade of a B. Students not maintaining this goal are strongly recommended to retake Algebra 1 as a high school freshman. Algebra 1 could be taken concurrently with Geometry as a freshman, if the student wants to stay on track for AP Calculus.

8TH GRADE SPANISH AND ALGEBRA

Due to new High School requirements for High School graduation, 8th grade students taking Algebra 1 and Spanish 1 classes will have the opportunity to earn High School credit. Spanish and Algebra will follow the curriculum expectations and grading standards found at the High School level.

READING INTERVENTIONS

Students in 6th through 8th grades reading below grade level may be placed in a standard daily class for intervention. This class will take the place of one elective course and is not optional. Students may be identified as needing other interventions based on NWEA and/or MSTEP scores and will receive those interventions during our WIN period or during an elective period.

Social Studies Curriculum

WORLD GEOGRAPHY: GRADE 6

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)
  - 1.1 Spatial Thinking
  - 1.2 Geographical Inquiry and Analysis
  - 1.3 Geographical Understanding
- G2 Places and Regions
  - 2.1 Physical Characteristics of Place
  - 2.2 Human Characteristics of Place
- G3 Physical Systems
  - 3.1 Physical Processes
  - 3.2 Ecosystems
- G4 Human Systems
  - 4.1 Cultural Mosaic
  - 4.2 Technology Patterns and Networks
  - 4.3 Patterns of Human Settlement
  - 4.4 Forces of Cooperation and Conflict
- G5 Environment and Society
  - 5.1 Humans and the Environment
  - 5.2 Physical and Human Systems
- G6 Global Issues
  - 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

- C1 Purposes of Government
  - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
  - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
  - 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- E1 The Market Economy
  - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
  - 2.3 Role of Government
- E3 The International Economy
  - 3.1 Economic Systems
  - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION

WORLD HISTORY AND GEOGRAPHY: GRADE 7

Seventh-grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1–4. Geography, Civics/Government, and Economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they will compose civic, persuasive essays using reasoned argument.

HISTORY

H1 The World in Temporal Terms: Historical Habits of Mind
- 1.1 Temporal Thinking
- 1.2 Historical Inquiry and Analysis
- 1.4 Historical Understanding

W1 WHG Era 1 – The Beginnings of Human Society
- 1.1 Peopling of Earth
- 1.2 Agricultural Revolution

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples
- 2.1 Early Civilizations and Early Pastoral Societies

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires
- 3.1 Classical Traditions in Regions of the Eastern and Western Hemispheres
- 3.2 Growth and Development of World Religions

W4 WHG Era 4 – Bridge to Era 4: Case Studies From Three Continents
- 4.1 Crisis in the Classical World
- 4.2 Africa to 1500 CE
- 4.3 North America to 1500 CE

GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind
(Foundational Expectations Addressed in Grade 6)
- G1.2 Geographical Inquiry and Analysis

G4 Human Systems
- G4.1 Cultural Mosaic
- G4.2 Technology Patterns and Networks
- G4.3 Patterns of Human Settlement
- G4.4 Forces of Conflict and Cooperation

G5 Environment and Society
- G5.1 Humans and the Environment

G6 Global Issues
- G6.1 Inquiry and Analysis

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

P3 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

P4 Civic Participation

INTEGRATED U.S. HISTORY, GRADE 8

Eighth-grade students continue their study of U.S. history from the development of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context under study. Students should understand the relevancy and connections of this history to their lives. Students will use significant content knowledge, research skills, and inquiry practices to analyze issues and communicate conclusions.

INTEGRATED U.S. HISTORY, ORGANIZED BY ERA (USHG)

Foundational Issues in USHG Eras 1-3 (Review of Grade 5 Social Studies)

F1 Political and Intellectual Transformations

USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

3.3 Creating New Government(s) and a New Constitution (introduced in Grade 5; begins Grade 8 expectations)

USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

4.1 Challenges to an Emerging Nation

4.2 Regional and Economic Growth

4.3 Reform Movements

USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

5.1 The Coming of Civil War

5.2 Civil War

5.3 Reconstruction

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1898)

6.1 America in the last half of the 19th Century (Introduced in Grade 8; begins high school USHG)

6.2 Policy Issues in USHG Eras 3-6 (P2)

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using "Indigenous Peoples" throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

Science Curriculum

6th Grade Earth/Space Science

- Space Systems
- History of Earth
- Earth's Systems
- Weather and Climate
- Human Impacts
- Engineering Design

7th Grade Physical Science

- Structure and Properties of Matter
- Forces and Interactions
- Energy
- Waves and Electromagnetic Radiation

8th Grade Earth/Space Science

- Space Systems
- History of Earth
- Earth's Systems
- Weather and Climate
- Human Impacts
- Engineering Design

****The science department is currently moving Life Science to the 8th grade. This move will be complete in the 2025-26 school year. ****

Math Curriculum

6th Grade

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

7th Grade

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

8th Grade (7th Grade Pre-Algebra)

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

- Investigate patterns of association in bivariate data.

Algebra

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

English Language Arts Curriculum
6th – 8th Grades

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ELECTIVE OPTIONS 24-25

Kingsley Middle School | Kingsley, MI

Here at Kingsley Middle School we offer an array of elective options to our students! On the front and back of this sheet you will find a quick description of what each specific elective entails. If you have questions regarding any of these elective options please do not hesitate to contact Middle School Counselor or Middle School Principal. Students will be selecting their electives for the upcoming 2024 - 2025 school year before summer break. Please note: we will be doing our best to accommodate your elective choices however it is possible you may not receive the choices you pick due to other academic needs (reading intervention) or scheduling conflicts.

Choir

6th Grade: In this course students begin practicing and learning about vocal technique including how to listen and make their voice match pitches and specific, age appropriate tone. They will start to learn to decipher notes and rhythms on the musical staff. In addition they will begin learning how to sight sing music. Students learn music history and performance practices through the repertoire chosen. Students will begin to establish poise and self-confidence both in the class and through performing 2 to 4 concerts a year. Students will also be introduced to basic guitar, Afro-Caribbean hand drumming, and some movement through dance. Students are expected to participate in all concerts.

7th / 8th Grade: In this course students learn and practice vocal technique including how to listen and make their voice match pitches and specific, age appropriate tones. They will continue to learn to decipher notes and rhythms on the musical staff. In addition, they will practice sight singing music. Students learn music history and performance practices through the variety of repertoire chosen. Students will continue to establish poise and self-confidence both in the class and through performing 2 to 4 concerts a year including performing in adjudicated settings through MSVMA. Students will have opportunities to sing for other adjudicated MSVMA events such as Solo and Ensemble. Students are expected to participate in all concerts.

Spanish

Introductory Spanish (wheel): 6th grade students will have the opportunity to learn and practice basic speaking and listening in Spanish.

Intermediate Spanish: is for students who would like to continue practicing their skills in anticipation for taking Spanish 1 in 8th grade. No High School credit given.

Spanish 1: is for students in 8th grade who want to advance their understanding of the language and culture. 1 High School credit given with successful passing of class and end of year exam

6th Grade: *You must select 2 choices. Please note, you can not select the same choice twice. I.E: wheel for choice 1 and choice 2.*

- Wheel (Art, Spanish, PE & Shop)
- Full Year Band
- Full Year PE
- Full Year Choir

7th / 8th Grade: *You may select either 2 semester options with 1 year long option OR two year long options OR 4 semester options.*

Semester Classes:

- Board Game Design
- Sustainable Science
- Art 1
- Art 2 (must take art 1 first)
- PE
- Intermediate Spanish (not for HS credit)
- Shop 1
- Shop 2 (must take shop 1 first)

Full Year Classes

- PE
- Choir
- Band
- Spanish 1 (8th grade only, HS credit)
- Studio Art (must take art 1 &2 first or get approval from teacher)

Band

6th Grade Band: A continuation of skills learned in 5th grade band. Students perform at three concerts annually. Study of scales and more advanced ensemble literature.

7/8 Concert Band: A continuation of skills learned in 6th grade band. Students perform a variety of repertoire on wind, percussion, and brass instruments. Students perform at three school concerts, as well as community events. In addition student participation in MSBOA Festivals is required. Students also further their scales, preparing not only ensemble repertoire, but also by studying solo and ensemble music.

ELECTIVE OPTIONS 24-25

Kingsley Middle School | Kingsley, MI

Physical Education

We, as Physical Education Instructors at Kingsley Middle School, are very interested in seeing your child succeed in our classroom. We feel that fitness concepts and activities learned early in life will hopefully carry over to lifelong fitness as the student progresses into adulthood. Our program here at Kingsley offers a large array of different activities. Your child will be exposed to not only team sport but also individual sport, personal conditioning , Principles of Training and fitness oriented units. We want to stress the importance of lifelong fitness and hopefully promote to each student a personal pride toward continued individual fitness pursuits. As instructors, we feel it is important to let you know how we will be evaluating your son or daughter in our classes: Attendance, Physical Effort, Citizenship and Skill/Fitness testing.

Sustainable Science

This class is for 7/8th Graders only. Students will learn basic life skills in this class that include, but are not limited to, cooking, sewing, gardening, farming, vermiculture, composting, hydroponics and aquaponics.

Board Game / Design

1st Semester - *Tabletop Strategy Game Design*
In order to design strategy games, we need to play a wide variety of strategy games with different game mechanics. We will be playing a lot of games ranging from very simple to fairly complex, analyzing the games, brainstorming ideas for games and begin making prototypes. We will learn about digital design tools to create the final game components and rulesets.

2nd Semester - *Tabletop Role Playing Game Design*
In order to design characters, settings, and adventures, we will be playing a variety of role-playing games. Through playing these games you will become familiar with the mechanics of RPG games as well as conventions for role playing. After experiencing a number of different games, we will begin brainstorming ideas for games and begin making prototypes. You will create the instructions and settings for your game also. The design process involves playtesting your game with other students and getting their feedback based on criteria for successful games. A game may need to go through this cycle of playtesting and feedback several times. We will learn about digital design tools to create the final game components and rulesets.

Wood Shop

When you walk into the Wood Shop classroom, you will see students actively engaged as they enhance and refine the development of their motor skills. You will see students building their confidence, paying attention to detail, and having the ability to follow plans. Their progress is rewarded by the transformation of a simple piece of wood into a beautiful project. My students learn about shop organization, tools, safety, and project construction. At any given time, you will see students gluing up projects, working at the workbench sanding, using hand tools, and using power machines. They will also be demonstrating the safety that goes along with these tools. Quality of work and safety are the most important skills learned in the class.

Art

6th Grade: Students will be able to apply skills and knowledge to perform, create, and evaluate works of art at a beginners level and make connections between art, culture, and everyday life (quarter long class).

Art 1: Students will be able to identify, design, and solve creative problems and critically observe, describe, and analyze visual characteristics at an emerging level. (semester long class, no prerequisite

Art 2: Students will be able to critically observe, describe, and analyze visual characteristics within works of art and how art contributes to and reflects all societies and cultures. (semester long class, prerequisite Art 1)

Studio Art: This course is reserved for students who are advanced artists who are interested in starting their own art portfolio. Students must be approved for this course by the art teacher and may be required to audition for the course through presentation of their personal artwork. The course elaborates on the standards and content in Art 2.
(year long class, prerequisite Art 2 and audition)

***6th-grade WHEEL only -** Welcome to **Introduction to STEM**, a hands-on course where science, technology, engineering, and math come to life! Held in our woodshop, this class offers students the opportunity to explore the exciting world of STEM through engaging, project-based activities. Students will learn how to build and operate small rockets and design CO2 race cars, while applying core concepts from physics, engineering, and mathematics.

Through the creation of these projects, students will explore the following areas:

- **Science:** Understand the forces of motion, aerodynamics, and energy transfer as they build and launch small rockets. Explore chemical reactions and propulsion systems when designing CO2 race cars.
- **Technology:** Use tools and technology to design, measure, and construct each project. Students will incorporate CAD (computer-aided design) software for precision building and design modification.
- **Engineering:** Learn about the engineering design process, from initial sketches to final construction. Students will apply principles of mechanical engineering and material science to optimize the performance of their rockets and race cars.
- **Mathematics:** Calculate speed, force, and trajectory. Use mathematical reasoning to measure and adjust designs for maximum efficiency and performance.

This course emphasizes teamwork, problem-solving, and critical thinking as students engage in real-world applications of STEM principles. By the end of the semester, students will have built, tested, and fine-tuned their rockets and CO2 cars, all while gaining valuable insights into how STEM disciplines work together in practical and exciting ways.