

# **Kingsley Middle School Course & Curriculum Catalog 2025-2026**



*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, Advisory, Wheel Rotation: Exploratory Spanish, Introduction to STEM, Exploratory Art, Exploratory Physical Education.

**Seventh grade** – Language Arts, Math, Pre-Algebra, World History, Physical Science, Full Year Physical Education, Body Mechanics, Band, Choir, Middle School Shop, Art, Studio Art, Introductory Spanish, ½ Year Physical Education, Advisory, and Sustainable Science.

**Eighth grade** – Language Arts, Math, Algebra 1, Integrated US History, Earth/Space Science, Full Year Physical Education, Body Mechanics, NJROTC, Band, Choir, Middle School Shop, Art, Studio Art, Spanish 1, ½ Year Physical Education, Advisory, and Sustainable Science.

## **PRE-ALGEBRA and ALGEBRA 1 PLACEMENT**

Students in the 7<sup>th</sup> and 8<sup>th</sup> 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.

## **8<sup>TH</sup> GRADE SPANISH AND ALGEBRA**

Due to new High School requirements for High School graduation, 8<sup>th</sup> 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 6<sup>th</sup> through 8<sup>th</sup> 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.

## 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

## 6<sup>th</sup> Grade Earth/Space Science

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

## 7<sup>th</sup> Grade Physical Science

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

## 8<sup>th</sup> 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 8<sup>th</sup> grade. This move will be complete in the 2025-26 school year. \*\*\**

# Math Curriculum

## 6<sup>th</sup>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.

## 7<sup>th</sup>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.

## 8<sup>th</sup>Grade (7<sup>th</sup>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**

### **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.

# KMS ELECTIVES

2025-2026

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 & Industrial Tech)
- Full Year Band
- Full Year PE
- Full Year Middle School 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:

- Sustainable Science
- Art
- PE
- Introductory Spanish (not for HS credit)
- Industrial Tech
- Body Mechanics (Weights)

Full Year Classes

- PE
- Choir
- Band
- NJROTC (8<sup>th</sup> grade only)
- Spanish 1 (8th grade only, HS credit)
- Studio Art (must have taken art previously and get approval from teacher)

KINGSLEY MIDDLE SCHOOL