



**COURSE
BULLETIN
2020-2021**

<http://montgomeryschoolsmd.org/schools/kingsviewms>

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Who's Who at Kingsview?

Administration – 301-601-4611

Dyan Harrison – Principal
Kelly Bean – Assistant Principal
Matthew Freiman – Assistant Principal
Magdalena Yanes – Assistant School Administrator

Office Staff – 301-601-4611

Astrid Perez – Administrative Secretary
Elisabeth Gross – Financial Secretary
Natalie Brown – Main Office Secretary
Teresa Thompson – Attendance Secretary
Philip Gustafson – IT Support Specialist

Counseling – 301-601-4607

2020-2021 Assignments

Heather Cohen – Resource Counselor, ESOL/504 Counselor
Kathryn Mendelson – 6th Grade Counselor
Janet Moore – 7th Grade Counselor
Kelli Shelhorse – 8th Grade Counselor
Catharine Hocker – Counseling Secretary/Registrar

Resource Teachers – 301-601-4611

Caroline Ferrante – World Languages
TBD – Special Education
Janet Kilcoyne – Mathematics
Wymon Lee – Science
Bradley MacKay – Physical Education/Health/Arts/Music/Electives
Michelle Sobers – English/Reading/ESOL
Michael Tucci – World Studies

Grade Level Team Leaders – 301-601-4611

Daniel Goldsamt – 6th Grade
Melisa Herczeg – 7th Grade
Karen Pate – 8th Grade

Student Service Learning Coordinator – 301-601-4611

Abygail Owen

Overview

We believe that all students will excel at high levels when there is a partnership and relationship among students, staff, and parents. As a community of learners, we take pride in helping to develop the intellectual, ethical, physical, social, and emotional growth of each student. We ensure equity for all students so they may receive the individual support they need to reach and exceed our standards and expectations. Our goal is for all students to access advanced level curriculum and course work to prepare them for what it takes to be college ready.

Grade Level Organization

Teachers collaborate by grade level and subject to plan instructional programs and to ensure interdisciplinary connections. Each grade-level team provides an academic setting that enables staff to respond quickly to the needs of individual students through consultation with colleagues and home/school communication.

Student course selections are based upon academic performance, teacher recommendations, student and/or parent input, as well as standardized test scores. Requests to change a level by a student or parent must be based on educationally sound reasons and submitted, in writing, to the grade level counselor. Parents will be invited to discuss the request and the decision with appropriate staff. **Course change requests for the 2020-2021 school year must be made in writing by Friday, May 29, 2020.**

Daily Schedule

The daily schedule at Kingsview Middle School is based on an eight period day with one period dedicated strictly to lunch and PAWS time (Panthers Are Working Successfully) or intervention time. Each class is approximately 46 minutes in length with an extra 7 minutes in first period for announcements. We have adjusted schedules for half days and 2-hour delays.

Special Education Services

The Special Education Services team provides direct instruction, resource support, and consultative services to students identified as having special education needs, according to state and federal guidelines. This team consists of special education teachers, paraeducators, and related services personnel (speech language pathologist, occupational therapist, etc.). Kingsview Middle School provides both direct and indirect special education services in the classroom and through the use of a pull out model. Classes with direct support consist of a general education teacher working with a special education teacher or paraeducator, both delivering curriculum and support to the entire class. Students are placed in either directly or indirectly supported classes according to their Individualized Education Plan (IEP). Students receiving Special Education Services are assigned a case manager who oversees his/her individualized needs and meets/works with the student on a regular basis.

Course Offering Booklet

This ***Course Offering Booklet*** contains a listing of the courses to be offered during the 2020-2021 school year. The descriptions provide students and parents with information to make knowledgeable choices about course selection for the next school year.

REGISTRATION PROCEDURES

- 1. Students should study the course offerings carefully. Changes in student schedules after initial registration are very difficult and may not be possible.**
- 2. All sixth grade students will take seven courses which must include English/ESOL, Math, World Studies/History, Science, and Physical Education/Health. Students will be recommended for Digital Literacy/Reading or World Language by their 5th grade teacher. Students will also have one period for lunch.**
- 3. Students must rank electives in the event that a course is dropped due to insufficient enrollment or over-enrollment. An additional elective subject equaling one class period must be selected.**
- 4. Students and parents should work together to make academic decisions which best meet the needs and interests of the individual student.**

Required Courses

English

English courses integrate the five English Language Arts processes (reading, writing, listening, speaking, and viewing) and the two contents language and literature) in a thematic organization. Rigor and challenge are essential components of the instructional approach.

Students have opportunities to present their work orally and through the use of technology. Instruction in reading and writing strategies, grammar, and vocabulary are embedded in every unit. All students develop portfolios and revisit their compositions as they work to strengthen their writing skills through paragraphs, essays, fiction, advertisements, and responses to literature.

Advanced English 6 for Study Sync

This course involves implementation of the English 6 curriculum for motivated students with a lively interest in the power and versatility of language. In preparation for advanced middle and high school English courses, students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

Advanced English 7 for Study Sync

This course involves implementation of the English 7 curriculum for motivated students with a lively interest in the power and versatility of language. Students read challenging texts written in various time periods and rhetorical contexts. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

Students are awarded 10 SSL hours at the completion of English 7 for their full participation in SSL activities.

Advanced English 8 for Study Sync

This course involves implementation of the English 8 curriculum for motivated students with a lively interest in the power and versatility of language. In preparation for advanced high school English courses, students read challenging texts written in various time periods and rhetorical contexts, at times making interdisciplinary connections with historical events and concepts developed in their Grade 8 U.S. History class. Students develop their ability to express ideas with clarity and precision by writing increasingly complex compositions for a variety of purposes, including literary analysis, persuasion, and research.

English for Speakers of Other Languages (ESOL)

Students who need language instruction to acquire English receive English language development instruction aligned to the English Language Proficiency (ELP) and content standards. Students receive English Language Development (ELP) instruction based on their WIDA Level.

New Middle School ESOL Courses

ELP 1 (Double Period) English 6/7/8 for ELs I	ELP 2 (Double Period) English 6/7/8 for ELs II	ELP 3 (Single Period) English 6/7/8 for ELs III
ELP 1 courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections. These courses also provide an explanation of the English language, enabling students to progress from a beginning level of understanding of English vocabulary and grammatical structures to a more comprehensive grasp of various formal and informal styles of using Academic English in the context of English Language Arts.	ELP 2 courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections. These courses also provide an explanation of the English language, enabling students to progress from an intermediate level of understanding of English vocabulary and grammatical structures to a more comprehensive grasp of various formal and informal styles of using Academic English in the context of English Language Arts.	ELP 3 courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections. These courses also provide an explanation of the English language, enabling students to progress from an advanced level of understanding of English vocabulary and complex grammatical structures to a more comprehensive grasp of various formal and informal styles of using Academic English in the context of English Language Arts.

English Language Proficiency Level IV Students will enroll in the appropriate grade-level English class. Please refer to page seven (7).

Reading

Digital Literacy 1

The Digital Literacy 1 curriculum focuses on developing critical and creative thinking through reading, writing, speaking, listening, and viewing in a 21st Century approach. Working through a problem-based process, students learn to define real world problems of interest, research the causes of those problems using real-time global texts and then create solutions to address the problems. Students will advance their understanding of comprehension, analysis, and evaluation of text as well as vocabulary acquisition through reading complex informational and argumentative texts in a technology-rich medium. Students will collaborate regularly both through the research and the solution phases of their investigations. Students' curiosity and motivation will engage the students in their investigations while learning and refining the processes that will enrich all other courses and prepare them for college and career projects.

Reading Intervention Programs

Academic Literacy 6/7/8

Students requiring Academic Literacy will be placed in one of the three following courses, depending on need:

- **REWARDS** is an acronym for **R**eading **E**xcellence **W**ord **A**ttack and **R**ate **D**evelopment **S**trategies. The focus is on teaching strategies for decoding grade-level multisyllabic words, in addition to increasing fluency and vocabulary. The goal is to develop confidence with reading skills.
- **Rewards Intermediate/Rewards Plus Social Studies (Phonics, Fluency, Comprehension)** is a scripted decoding intervention that teaches students strategies with multisyllabic words. It is recommended for use with middle and high school students with decoding deficits. In Rewards Plus Social Studies, students apply the strategies learned in Rewards to read content material. Fluency, vocabulary, and writing strategies are an integral part of the Rewards Plus instruction.
- **System 44** is a reading intervention program that addresses the needs of struggling readers through differentiated instruction needed to help students become college and career ready. System 44 helps students master foundational reading skills as well as providing explicit instruction in comprehension and writing. This program also uses intuitive technology to personalize the student learning progression. The personalized learning path provides systematic instruction in phonics, decoding, word recognition, and writing. The program provides comprehensive student performance and implementation data. Designed for students reading below third grade.

Digital Literacy 3

The Digital Literacy 3 curriculum focuses on increasing critical and creative thinking through reading, writing, speaking, listening, and viewing through an integrated approach. Students will be introduced to a variety of social issues from various perspectives, examine the history of social movements and the impact on social and economic justice, explore their identity, and understand the ways in which communities can respond to these complex issues. Students will explore social justice terminology in order to better advocate for a socially just society. They will have multiple opportunities to participate in book clubs, where they will interact with classmates to analyze social justice texts. Students will participate in sustained inquiry, analysis, and evaluation of text through reading complex informational, expository, and argumentative texts in a technology-rich medium. Students will use research skills to investigate a contemporary social issue using real-time global texts and then create solutions to address the issue at the individual and/or systemic level.

Read 180® 6/7/8

Read 180® is an intensive reading intervention program designed to meet the needs of students performing below proficiency. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction of reading skills.

Mathematics

The middle school mathematics curriculum is not organized by grade level, but rather by courses, similar to high school. Students are placed in math courses based on teacher recommendations, mathematics grades, and demonstrated proficiency. The teacher's assessment of a student's ability to think theoretically, learn independently, be creative, understand concepts in depth, and demonstrate motivation to work industriously in math are also considered.

Grade Six Mathematics

Grade 6 Mathematics (LearnZillion) LZ

The Grade 6 Math Course extends students' understanding of concepts developed throughout the elementary grades. There are intentional connections between and within units in this course. This allows students to explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design, is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

The Grade 6 Math Course begins with a unit on reasoning about area and understanding and applying concepts of surface area. These materials incorporate opportunities to practice elementary arithmetic concepts and skills. From geometry, students move to studying ratios, unit rates, and percentages using various diagrams. The first semester ends with dividing fractions using diagrams and the standard algorithm. From there, students continue the study of standard algorithms to compute with decimals. Students will then evaluate expressions, solve equations, and study rational numbers before concluding the year with an introduction to statistics.

In Grade 6 Math, there are approximately two units per quarter. The course ends with a culminating optional unit that combines learning from previous units.

Applied Investigations into Mathematics (AIM) 6

This Grade 6 course is designed to extend students' understanding of mathematical concepts aligned with Common Core State Standards, accelerating the pace of instruction while diving deeper into concepts. Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in Grade 6 Math and accelerates the pace of instruction to prepare for Algebra 1. This course compacts all of the Grade 7 Common Core State Standards (CCSS) and much of the Grade 8 CCSS into a single year. Students who successfully complete IM are prepared for Algebra 1 in Grade 8. The remaining Grade 8 CCSS are compacted into the Algebra 1 course.

Instruction for IM will focus on four critical areas: (1) developing a unified understanding of number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems.

The Curriculum 2.0 (C2.0) math curriculum focuses on the Standards for Mathematical Practice in order to build a climate that engages students in the exploration of mathematics. The Standards of Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Standards of Mathematical Practice

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

This course is for students who were pre-identified during the Grade 5 Universal Screening Process.

Grade Seven Mathematics

Grade 7 Mathematics LZ

The Grade 7 Math Course builds on the learning from Grade 6 Math in multiple and meaningful ways. There are intentional connections between and within units in this course. This allows students to explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design, is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

The Grade 7 Math Course begins by studying scale drawings and makes use of grade 6 arithmetic understanding and skill. Students then build on their understanding of ratios to study proportional relationships and apply that knowledge to the study of circles. The first semester ends by building on percentage work started in grade 6 to include operations with multiple percentages involving decrease or increase in value. During the 2nd semester, significant learning occurs involving computation with rational numbers and solving more complex equations and inequalities. The course completes by building on knowledge of angle relationships and the introduction of probability.

In Grade 7 Math, there are approximately two units per quarter. The course ends with a culminating optional unit that combines learning from previous units.

C2.0 Investigations into Mathematics

Investigations into Mathematics (IM) extends students' understanding of mathematical concepts developed in Grade 6 Math and accelerates the pace of instruction to prepare for Algebra 1. This course compacts all of the Grade 7 Common Core State Standards (CCSS) and much of the Grade 8 CCSS into a single year. Students who successfully complete IM are prepared for Algebra 1 in Grade 8. The remaining Grade 8 CCSS are compacted into the Algebra 1 course. Instruction for IM will focus on four critical areas: (1) developing a unified understanding of number, recognizing fractions, decimals (including both those that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) comparing two data distributions and reasoning about differences between populations; (4) analyzing geometric relationships in order to solve real-world mathematical problems.

The Curriculum 2.0 (C2.0) math curriculum focuses on the Standards for Mathematical Practice in order to build a climate that engages students in the exploration of mathematics. The Standards of Mathematical Practice are habits of mind applied throughout the course so that students see mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Standards of Mathematical Practice

9. Make sense of problems and persevere in solving them.
10. Reason abstractly and quantitatively.
11. Construct viable arguments and critique the reasoning of others.
12. Model with mathematics
13. Use appropriate tools strategically.
14. Attend to precision.
15. Look for and make use of structure.
16. Look for and express regularity in repeated reasoning

Algebra 1 (High School Credit)

Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Key characteristics and representations of functions – graphic, numeric, symbolic, and verbal – are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models.

Grade Eight Mathematics

Grade 8 Mathematics LZ

The Grade 8 Math Course builds on the learning from both the Grade 6 Math and Grade 7 Math Courses. There are intentional connections between and within units in this course. This allows students to explore ideas informally and concretely in order to build toward a more formal and abstract understanding. The intent of this course, through the organization of content, carefully selected pedagogy, and inclusion of the Standards of Mathematical Practice in design, is that students will work collaboratively to deepen their understanding of concepts, practice procedural skill and fluency, and apply their understanding to a variety of contexts.

Students begin the Grade 8 Math Course with transformational geometry. They then apply the proportion relationship learning from grade 7 to study linear relationships in a variety of contexts and using a variety of representations. The first semester ends with students building on their prior work with linear equations and an introduction to linear systems. In the second semester, students are introduced to functions and then apply their understanding of linear relationships and functions to contexts involving data with variability. Work from grade 6 about exponents extends to include all integers and the properties of exponents. In Grade 8 Math, students encounter both scientific notation and irrational numbers for the first time. The year concludes with the study and application of the Pythagorean Theorem and a study of volume.

In Grade 8 Math, there are approximately two units per quarter. The course ends with a culminating optional unit that combines learning from previous units.

Algebra 1 (High School Credit)

Algebra 1 is designed to analyze and model real-world phenomena. Exploration of linear, exponential, and quadratic functions forms the foundation of the course. Key characteristics and representations of functions – graphic, numeric, symbolic, and verbal – are analyzed and compared. Students develop fluency in solving equations and inequalities. One- and two-variable data sets are interpreted using mathematical models.

Honors Geometry (High School Credit)

Geometry formalizes and extends students' geometric experiences from the elementary and middle school grades. Students explore more complex geometric situations and deepen their understanding of geometric relationships, progressing towards formal mathematical arguments. Instruction at this level will focus on the understanding and application of congruence as a basis for developing formal proofs; the relationship among similarity, trigonometry,

and triangles; the relationship between two- and three-dimensional objects and their measurements; exploration of geometric descriptions and equations for conic sections; and application of geometric concepts in modeling situations.

Algebra II (High School Credit)

Algebra II formalizes and extends students' algebra experiences from C2.0 Algebra I. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students extend their knowledge of statistics and explore probability. *Sections of Algebra II will be taught at Northwest High School*

Mathematics Intervention Programs

MATH 180®

Math 180@ is a comprehensive system of instruction, assessment, and professional development designed to help older, struggling students thrive in algebra. The program directly addresses individual needs through adaptive and instructional software, high-interest materials, and direct instruction in mathematical calculation and application skills. Students rotate among a small group, teacher-directed lessons, a computer station for reinforcement and practice, and an independent brain arcade where students complete math problems at their instructional level. Built with the student in mind, the learning experience is a uniquely motivating and fun way to accelerate to grade-level ability.

Related Math - IM (Grade 7) and Algebra (Grade 8)

Related Math class is designed to support above grade level math learning and engagement. Students in this class will actively participate in learning opportunities that will allow for a stronger mastery of curriculum taught in their above grade level math class. Additionally, students will engage in scaffolded instruction designed to strengthen underlying skills necessary for success.

Social Studies

The social studies program in middle school builds chronological and thematic understanding of world and United States history, while also developing the social studies strands of geography, economics, political systems, and culture. Each social studies unit is organized around a historical era and a social studies strand. A mix of modern content and the lessons of history provide the background knowledge and thinking skills that prepare students for high school instruction and their responsibilities as citizens.

In Grades 6 and 7, the focus of study is on ancient world history and culture from Asia, Africa, Europe, and Latin America. In Grade 8 students learn about the founding and early development of our nation from the Revolution through Reconstruction. At all grade levels, students build understanding of the modern world by applying concepts of geography, economics, political systems, and culture to present-day scenarios.

At Kingsview Middle School, the Advanced Curriculum focuses on historical thinking and analyzing skills. For example, students will learn to analyze documents for evidence, point of view, or purpose. Students will also learn to categorize and corroborate evidence. All of these advanced skills are designed to help students master answering Document Based Questions, the primary method of assessment in Advanced Placement (AP) Social Studies.

Historical Inquiry in World Studies 6

Students learn about the rich cultures and history from the earliest human settlements of Mesopotamia, Egypt, Greece, Rome, and China to great civilizations of the year 1000 CE. Students are challenged to analyze archeological evidence, ask questions to further their knowledge, and understand history as an ongoing investigation. They are introduced to historical thinking skills including sourcing, close reading, corroboration, and research as they analyze primary and secondary documents. This course lays a foundation for students to understand key principles of cultural, political, economic and geographic systems both in the past and today.

Historical Inquiry into Global Humanities 6

This course is built around the core Grade 6 social studies curriculum, Historical Inquiry in World Studies 6, that includes historical content from early civilizations, the empires of Greece and Rome, the dynasties of China, and civilizations of the first millennium. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions, and enhance their learning through relevant literature connections. They will also participate in a culminating Model UN simulation at the end of the year. ***This course is for students who were pre-identified during the Grade 5 Universal Screening Process.***

Historical Inquiry in World Studies 7

Through the study of world civilizations and global interactions from 1000 CE to 1450 CE, students learn about political, cultural, geographic and economic systems today and in the past. They study the rise of empires and nation-states in Europe, Africa, and Latin America and the impacts of their interactions still felt today. Building on historical thinking skills learned in Grade 6, students continue to engage in sourcing, close reading, corroboration, investigation, contextualization, and historical interpretation as they examine primary and secondary sources.

Historical Inquiry into Global Humanities 7 - NEW!

This course is built around the core Grade 7 social studies curriculum, Historical Inquiry in World Studies 7, that includes historical content from civilizations of Latin America, Africa, and medieval Europe as well as global interactions following Columbian Exchange. Cohort students will go beyond this core as they learn additional content, explore deeper connections to today, engage in investigative inquiry to strengthen their writing through Document Based Questions, and enhance their learning through relevant literature connections. They will also

participate in the National History Day (NHD) competition to research historical topics related to a NHD annual theme. *This course is for students who were pre-identified based on centrally-developed criteria..*

Historical Inquiry in US History 8

Students explore the history of the United States from colonization to post Civil War Reconstruction and Industrialization while extending their understanding of political, economic, geographic and cultural systems. Throughout the course students analyze multiple perspectives and study how the diverse populations of Americans, including Native Americans, African Americans, women, immigrants, and Mexican Americans contributed to and were impacted by events. Connections to current issues help students identify patterns and themes that have shaped America in the past and continue to shape the nation today. Students extend their literacy practices by using the historical thinking skills learned in Grades 6 and 7 to build effective, evidence based historical arguments. This course prepares students for continuing their study of U.S. History in Grade 9.

Science

The middle school science program engages students in the exploration of both the concepts and practices of science and engineering. At each grade level, topics in Life Science, Earth Science, Physical Science, and Engineering are interconnected to show students the relationships that exist between the sciences and the natural world. Inquiry and laboratory investigations are an integral part of the program. Problem solving and online investigations are used continually to allow students to investigate authentic problems and reinforce science concepts. The middle school science program is aligned with the Next Generation Science Standards (NGSS) and the Science and Engineering Practices that were adopted by the state of Maryland. High expectations and differentiated instruction allow all students a challenging and engaging access to science.

Investigations in Science 6 (IS6)

Investigations in Science 6 provides opportunities for students to actively engage in the science and engineering practices and apply the crosscutting concepts to deepen their understanding of core ideas across science disciplines. The curriculum is problem/project-based; instruction is woven around a relevant problem/project that drives student learning. Students apply their understanding of science, technology, engineering, and mathematics (STEM) to propose solutions to problems. Instruction provides opportunities for hands-on explorations, productive discourse, and purposeful reading and writing. Students are awarded 10 SSL hours at the completion of Grade 6 Science for their full participation in SSL activities.

Investigations in Science 7 (IS7)

Investigations in Science 7 provides opportunities for students to actively engage in the science and engineering practices and apply the crosscutting concepts to deepen their understanding of core ideas across science disciplines. The curriculum is problem/project-based; instruction is woven around a relevant problem/project that drives student learning. Students apply their understanding of science, technology, engineering, and mathematics (STEM) to propose solutions to problems. Instruction provides opportunities for hands-on explorations, productive discourse, and purposeful reading and writing.

Investigations in Science 8 (IS8)

Investigations in Science 8 provides opportunities for students to actively engage in the science and engineering practices and apply the crosscutting concepts to deepen their understanding of core ideas across science disciplines. The curriculum is problem/project-based; instruction is woven around a relevant problem/project that drives student learning. Students apply their understanding of science, technology, engineering, and mathematics (STEM) to propose solutions to problems. Instruction provides opportunities for hands-on explorations, productive discourse, and purposeful reading and writing.

World Languages

At Kingsview Middle School, students are encouraged to pursue World Language offerings as early as possible. Beginning in 6th grade, students are able to take the first level of Spanish and French over two years (Grade 6 and 7). This pace allows students to establish an excellent foundation in written and oral communication. If a student does not begin a world language in 6th grade, the student may begin in 7th grade with French or Spanish. For Spanish in 7th grade, students have the option of taking a full year 1A course or the 1A/B high school level course. If a student wants to begin a world language in 8th grade, we have the option for Spanish 1A/B - the high school level course only. A half-credit is earned for each “A” and “B” level course, thus students that complete the 1A/B course in one year will earn one (1) full credit of world language in one (1) year.

Spanish 1A or French 1A Grade 6 or 7 (MS Full Year)

These courses offer students the opportunity to experience a one year high school world language course over the span of two years. Spanish 1A encompasses four units of study. The vocabulary that the students learn directly relate to the purposes and situations identified with each topic. Vocabulary acquisition is heavily emphasized over these levels, although a greater emphasis on structural accuracy to enhance communication occurs with each year. Students who successfully complete this course will receive ½ credit for high school.

Spanish 1B or French 1B Grade 7 or 8 (MS Full Year)

This is the second half of level 1 for Spanish and French. In each class, listening, speaking, reading, and writing skills continue to be developed. As in level 1A, the vocabulary and grammar are studied as a means to communicate effectively in real life situations. Cultural aspects of the language are also integrated into the course. Students who successfully complete this course may enroll in French or Spanish level 2A/B the next year. Students who successfully complete the 1B course will receive ½ credit for high school.

Spanish 1A/B Grade 7 or 8

Spanish 1A/B is the traditionally paced high school course spanning over one year. Students who successfully complete this course will receive 1 credit for high school. Students who successfully complete this course may enroll in French or Spanish level 2A/B the next year.

Spanish 2A/B or French 2A/B

Students will move through this world language class at an accelerated pace as their listening, speaking, reading, and writing skills continue to be developed in the target language. The theme areas started in level 1 are expanded to include more extensive vocabulary and more advanced grammar. The prerequisite for this class is the successful completion of Spanish or French levels 1A and 1B. Students who successfully complete this course will receive 1 credit for high school. Students who successfully complete this class may enroll in Spanish or French 3 in the 9th grade.

Physical Education and Health

Physical Education

Middle school physical education instruction focuses on standards-based content that has been categorized into three measurement topics: health-related fitness, movement skills and concepts, and personal and social responsibility.

The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Middle school students participate in learning tasks that are organized into personal development and tactical games activities. These activities provide opportunities for students to learn specific criteria aligned to each measurement topic. Personal development activities center on creative expression or individual gains through participation in the learning tasks. Tactical games/activities concentrate on the application of tactics and strategies to the learning tasks. Tactical games/activities are arranged into three conceptual classifications: invasion, net/wall, and target. Students receive instruction in a variety of the following activities:

- Invasion: basketball, soccer, street hockey, lacrosse, field hockey, flag football, speedball, team handball, flag rugby, and ultimate frisbee
- Net/Wall: volleyball, badminton, tennis, table tennis, and pickleball
- Target: archery, golf, lawn games, and bowling
- Personal Development: stunts and tumbling, weight training, track and field, cross-country, and personal fitness

Kingsview tee shirts and shorts are available for purchase and can be used for a student's physical education attire. We also encourage sweatpants and sweatshirts for the colder months of the school year.

Health Grade 6

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following four units of instruction: mental and emotional health; alcohol, tobacco and other drugs; personal and consumer health; and safety and injury prevention.

Health Grade 7

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following five units of instruction: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; and disease prevention and control.

Parents of Grade 7 students will receive information about the family life and human sexuality unit and the disease-prevention and control unit of instruction prior to the start of classroom instruction. Information about responsibilities of families, components of healthy relationships, responsible decision-making are included in the family life and human sexuality unit. The disease unit includes information about sexually transmitted diseases and infections, including HIV/AIDS. Parents must sign a permission form checking "Yes" for their child to participate in these units of instruction. Parents who object to the content of this instruction will check "No" on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education that does not include information about human sexuality or disease prevention, including HIV/AIDS.

Health Grade 8

Comprehensive Health Education promotes positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. The health skills emphasized throughout the program include analyzing influences, accessing information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy. This nine-week course includes the following five units of instruction: alcohol, tobacco and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention; and nutrition and fitness.

Parents of Grade 8 students will receive information about the family life and human sexuality unit of instruction prior to the start of classroom instruction. Information about the components of healthy relationships, human reproduction, sexual limits and responsible decision-making, contraception methods, gestation, prenatal care and parenting skills are included in Grade 8 health education. Parents must sign a permission form checking “Yes” for their child to participate in these units of instruction. Parents who object to the content of this instruction will check “No” on the parent permission form and the child will be excused from that unit. If excused, the child will complete an independent-study alternative unit of health education.

Grade 6 Electives - Full Year Courses

Arts Exploration 6

Arts Exploration 6 introduces students to ***four different courses*** within one year. It is designed to give students a variety of opportunities to develop their skills, talents and interests. Sixth graders will take a different course each marking period. Below is a brief description of each course:

- ***Coding, Engineering and Robotic Design (790600):***
 - Grade Development
 - Design and Modeling
 - Robotics
 - Design and Engineering
- ***Log On to Success! (805800):*** This technology integrated course will prepare students for middle school and beyond! Students will leave this course with a “tool box” full of academic resources, organizational skills, social skills and study strategies to enhance their transition to middle school. Hands on projects, lessons, games and videos help students identify and implement independent study strategies, organizational skills, time management strategies and test taking strategies. Additionally, students will develop typing skills and basic computer applications skills to foster academic success in middle school. Restorative practice community circles will provide a safe and supportive learning environment to grow, reflect and discover academic and social successes.
- ***Middle School Studio Art 1 (600200):*** Students will explore a variety of traditional student media and techniques including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks
- ***Technology and Design (789800):*** Students explore and develop an understanding of the scope, characteristics, and core concepts of technology. They recognize the relationships and the connections between technology and other fields of study, while working to understand the attributes of design, and apply the design process through a series of hands-on activities. Students develop skills in the areas of assessing the impacts of products and systems, researching, problem-solving, and developing an attitude of safety, while working collaboratively with others.

Beginning Band (789236)

This course is for students wishing to play a woodwind, brass or percussion instrument who have no prior instrumental music experience. Students prepare for participation in performing ensembles and develop technical skills necessary to perform Grade 1 level music, a performance level established by the National Association for Music Education. Students are taught the elements of musical form, terms and symbols, tone production, instrument care and maintenance, and the importance of consistent practice habits. Cultural context of the music and its historical significance as they relate to performance is studied. Students perform in two required evening performances annually. ***Depending on enrollment, this course may be combined with Band 1.***

Band 1 (688036)

Woodwind, brass and percussion students refine skills learned from their elementary Grade 4 and 5 instrumental music programs or in the Middle School Beginning Band and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 1 to Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security to perform an independent part in the ensemble. Students learn form, discuss social and intellectual influences that affect music creation. Students perform in two required evening performances annually.

Band 2 (683036)

Woodwind, Brass and Percussion students develop and refine their technical skills in order to perform music at the Grade 2 Level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. Major, minor and chromatic scales are learned and are the foundation of music performed. Students perform in two required evening performances annually. *Students may audition to qualify for this course. This course may be repeated.*

Chorus 1 (669036)

Membership in sixth grade chorus is open to all students. Because this may be the first choral experience for some participants, emphasis is placed on the development singing fundamentals including diction, breathing and breath support, tone production, and pitch discrimination. Fundamentals of reading music will be taught. The chorus will perform in a minimum of two evening concerts during the course of the school year. Attendance at evening concerts is required.

Beginning Orchestra (684536)

This course is for students wishing to play violin, viola, cello or double bass who have no prior instrumental music experience. Students prepare for participation in performing ensembles and develop technical skills necessary to perform Grade 1 level music, a performance level established by the National Association for Music Education. Students are taught the elements of musical form, terms and symbols, tone production, instrument care and maintenance, and the importance of consistent practice habits. Cultural context of the music and its historical significance as they relate to performance is studied. Students perform in two required evening performances annually. *Depending on enrollment, this course may be combined with Orchestra 1.*

Orchestra 1 (680036)

String students refine skills learned from their elementary Grade 4 and 5 instrumental music programs or in the Middle School Beginning Band and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 1 to Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security to perform an independent part in the ensemble. Bowing techniques include detache, slur, pizzicato, loure, slurred staccato in the keys of D, G, and C Major and their related minor keys. Students learn form, discuss social and intellectual influences that affect music creation. Students perform in two required evening performances annually.

Grade 7 & 8 Electives

Students will be placed in elective classes according to their first and second choices, when possible; however, students will be asked to rank their top five elective options on their registration cards. *All courses are subject to cancellation pending student enrollment.*

Full Year Courses

Advanced Women's Chorus 2 (669500)

This class is designed for female students with more advanced singing and rehearsal skills. Because this is an advanced chorus, emphasis is placed on more advanced vocal techniques and more advanced choral music literature. This chorus will represent the school at choral festivals and will be rated for their performance. Students may be asked to participate in after-school rehearsals. Concert attendance and appropriate dress are expected.

Enrollment is by recommendation of the choral director only.

Band 1 (688037)

Woodwind, brass and percussion students refine skills learned from their elementary Grade 4 and 5 instrumental music programs or in the Middle School Beginning Band and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 1 to Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security to perform an independent part in the ensemble. Students learn form, discuss social and intellectual influences that affect music creation. Students perform in two required evening performances annually. ***Grade 7 students ONLY.***

Band 2 (683037/683038)

Woodwind, Brass and Percussion students develop and refine their technical skills in order to perform music at the Grade 2 Level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. Major, minor and chromatic scales are learned and are the foundation of music performed. Students perform in two required evening performances annually. ***Students may audition to qualify for this course. This course may be repeated.***

Band 3 (689037/689038)

Woodwind, brass and percussion students distinguish between abstract and programmatic music and learn and discuss the social, intellectual, and historical influences on each. Students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 level of difficulty. Students will continue to develop tone quality, increase range, stylistic elements, tuning techniques and expand expressive abilities. This ensemble performs multiple times per year in school, district and regional performances. ***Students may audition to qualify for this course. This course may be repeated.***

Foundations of Computer Science TE A/B (291600/291700) - High School Credit

This course provides an engaging introduction to computing concepts through a nationally developed curriculum, ordered through a unique partnership with Code.org®. The course focuses on the conceptual ideas of computing so that students understand why tools and languages are used to solve problems through a study of human computer interaction, problem solving, web design, programming, data analysis, and robotics. ***Grade 8 students ONLY.***

Men's/Women's Chorus 1 (669037/669038)

Membership is open to 7th or 8th grade students. Because this may be the first choral experience for some participants, emphasis is placed on developing singing fundamentals including diction, breathing and breath support, tone production, and pitch discrimination. Fundamentals of reading music will be taught. This program is designed for general seventh and eighth grade students who want to sing in a performing group. There will be a minimum of two evening concerts during the course of the school year. Concert attendance and appropriate dress are expected. ***This course may be repeated.***

Middle School Dance I (602737/602738)

Students with no previous dance experience should begin at Level 1 in the dance sequence. This beginning course provides a survey of dance styles and elements that students will learn and execute. ***This course may be repeated.***

Orchestra 2 (686037/686038)

String students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional band ensemble. Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. Students play music using major, minor and chromatic scales are learned and become independent tuners of their instruments. Students perform in two required evening performances annually. This ensemble performs multiple times per year in school, district and regional performances. ***Students may audition to qualify for this course. This course may be repeated.***

Orchestra 3 (689037/689038)

String students distinguish between abstract and programmatic music and learn and discuss the social, intellectual, and historical influences on each. Students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 level of difficulty. Students will continue to develop tone quality with vibrato, increase range with shifting and stylistic elements with bowing techniques. This ensemble performs multiple times per year in school, district and regional performances. ***Students may audition to qualify for this course. This course may be repeated.***

Yearbook (030438)

This full year course is designed for motivated and committed students who are interested and willing to work hard. Graphic design, digital photography, and photojournalism will be combined with leadership skills, teamwork, organizational skills, marketing, publishing ethics, and creativity in this specialty course. Students will have a lasting impact on our school by creating the Kingsview Middle School Yearbook! In a work like environment, students will apply for a position. Students will be asked to work outside the school day to capture school events. Also, students will create the year-end slide show for 8th grade. ***Priority will be given to Grade 8 students.***

Semester Courses

Invention and Engineering (353037/353038)

Students develop an understanding of the cultural, social, economic, environmental, and political impact on technology; the role of society in the development and use of technology; and the influence of technology on history. Students use engineering design, troubleshooting, research and development, invention and innovation, and experimentation in problem solving while learning to use and maintain technological systems. ***This course may NOT be repeated.***

Middle School Ceramics/Sculpture 3 (602437/602438)

Students will develop a portfolio that demonstrates ability to skillfully manipulate 3D studio media. ***This course may NOT be repeated.***

Middle School Digital Art and Photography 1 (612237/612238) - NEW!

Students will utilize raster-based digital media and/or digital photography to create artworks. ***This course may NOT be repeated.***

Middle School Digital Art and Photography 2 (612337/612338)

Students will design art using both vector and raster-based software, and/or manually operate a digital camera and utilize photo editing software to create artwork. ***Middle School Digital Art and Photography I is a pre-requisite for this course. This course may NOT be repeated.***

Middle School Drawing/2D Art 3 (602237/602238) - NEW!

With an emphasis on drawing, students will develop a portfolio that demonstrates ability to skillfully manipulate 2-D studio media. ***This course may NOT be repeated.***

Middle School Studio Art 2 (600137/600138)

Students will refine their ability to use traditional studio media and techniques including drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks. ***This course may NOT be repeated.***

Middle School Theatre 1 (690737/690738)

In this course, students will explore how the theater is a space that both creates and challenges community. Theatre artists create an ensemble amongst themselves which functions as a safe space for risk-taking and creating. A sustained investigation of community engages students to study a variety of dramatic works, participate in the creation and enhancement of ensemble, and question the role of theatre within their community. Our first unit, *Ensemble Work*, provides a risk free environment where students play theater games to learn how to work together verbally and nonverbally as a group. Our second unit, *Movement*, gives students the opportunity to create skits, improvisations and mimes to enhance nonverbal facial and physical movement and communication. Our third unit, *Becoming a Critique*, allows students to observe, analyze and critique movies and Broadway clips to identify key theatre production elements. Our puppetry unit develops students' creative thinking and self-expression through puppetry. We conclude the course with a final play. Each student will have a role on and off the stage and will gain insight to all of the parts of performing. ***This course may be repeated.***

Principles of Information Technology, Cyber Security & Engineering (790437/390438)

Students will be exposed to a computer science, IT, and engineering background to prepare them for Foundations of Computer Science TE (in grade 8) and/or high school program opportunities. Units of study may include:

- Cyber SAFE
- Computer Literacy—Hardware and Software
- Cyber Safety and Software Applications

- Invention & Innovations
- Development and Use of Technology
- Engineering Design Process

This course may NOT be repeated.

Science of Sports and Recreational Activities (805937/805938)

Students will be exposed to and engage in the science that exists in the world of sports and recreation. Utilizing the Science and Engineering Design process, students will engage in practical and physical application of the science of sports to identify current problems that exist in the world of sports and recreational activities. Applying 21st century technology skills, students will research, design, propose and communicate solutions to the problems that they uncover and identify. This semester long course will focus on the physics, biology, and strategy that is utilized in several set sports and games. There will be an emphasis on team sports and that include (but are not limited to) Football, Basketball, and Soccer in addition to many recreational activities like Frisbee, computer games/simulations, and other field games like European Handball. The course will culminate in a final project where students will focus on an independent sports problem/concept of their choice to propose a practical and viable solution to that can be applied to their everyday lives. *This course may NOT be repeated.*

Technology Systems (789937/789938)

Students develop the ability to apply learned knowledge and skills to solve problems involving basic medical technologies, agricultural and related biotechnologies, energy and power technologies, information and communication technologies, transportation technologies, manufacturing technologies, and construction technologies. Emphasis is placed on the study of the human-designed world. Students also develop additional understanding of the nature of technology, technology and society, design, and the abilities needed to succeed in a technological world. *This course may NOT be repeated.*