

**MIDDLE SCHOOL
CURRICULUM GUIDE
2023-24**



**The Kinkaid School
201 Kinkaid School Drive
Houston, Texas 77024**

THE KINKAID SCHOOL MISSION STATEMENT

Our mission is to promote educational excellence and balanced growth in a challenging, safe, and inclusive learning environment for the benefit of intellectually capable children of a sound character whose talents, interests, and uniqueness will be encouraged and nurtured to prepare them to lead, serve, and become contributing citizens to Kinkaid, our country, and the global community.

MIDDLE SCHOOL PHILOSOPHY

As an [inclusive community](#) that values [kindness, respect, responsibility, and honesty](#) above all else, the Kinkaid Middle School encourages the development of the whole child, so that each individual can meet their best potential. We want all students to feel seen, heard, and valued in our classrooms. We believe great teaching relentlessly engages students, academic excellence requires a commitment to perpetual growth, and community can be our greatest strength.

Our Teachers

- Recognize deep learning requires struggle, reflection, and creativity.
- Support our students in managing their time, habits, and emotions.
- Employ a variety of pedagogical approaches and emphasize application of skills that leads to mastery of concepts.
- Dedicate themselves to ongoing development; modeling commitment to learning and growth.

Our Students

- Learn from mistakes and take risks for the sake of learning; investigating concepts through independent thinking and deep inquiry.
- Thrive when engaged in authentic and collaborative learning experiences.
- Develop agency for their learning and confidently take action to bring their ideas into reality.
- Evolve into more compassionate and empathetic citizens and leaders.

Our Community

- Creates a sense of belonging through relationships rooted in our core values
- Celebrates and learns from each other's ideas, cultural backgrounds, and experiences.
- Fosters a balance between work and play.
- Emphasizes well-being and mental health and prioritizes both physical and intellectual safety.

OVERVIEW

This curriculum guide is designed to give an overview of the Kinkaid Middle School courses, their objectives, and its contents. The Middle School is organized in both a grade level and departmental manner. The healthy balance of these two enables us to have a strong curriculum, while paying close attention to the total personality and needs of the individual student. All the departments work within the framework of the Kinkaid School's mission statement and the Middle School philosophy.

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GRADE LEVEL OVERVIEW

The 5th Grade Experience

5th grade is designed to be a year of discovery. Students transition from self-contained classes in the Lower School to a department-specific structure in the Middle School. This allows them to experience middle school life and exciting new courses. The fifth grade team helps our students navigate the new freedoms and responsibilities as they discover life as a middle school student. Students receive strong support from fifth-grade-only teachers, participate in a three-day beginning of the year boot camp, and take an Academic Enrichment course that supports their core classes. They enjoy local field trips and celebrations that have included destinations such as a day at the movies, Brazos Bend State Park, and performances of the Houston Symphony.

Theme for the Year: Discovery

Core courses: Writing, literature, history, mathematics, science, and physical education

Part-time courses: World language (French & Spanish) or reading, academic enrichment, and a visual & performing arts rotation (art, music, creative movement, and creative drama)

The 6th Grade Experience

Get ready to make new friends and have a ton of fun! Exploration and our dedication to Kinkaid's core values will help us learn and grow together. Our 6th grade Falcons begin the year with a bonding trip to Camp Olympia followed by continuous leadership opportunities and potential field trips. Because of the many academic, athletic, and arts opportunities, the school year is filled with new friendships and fantastic memories for all.

Theme for the Year: Exploration

Core courses: English, history, mathematics, science, world language (French, Spanish, and Latin) or reading, and physical education

Part-time courses: Computer, writing conventions, and a visual & performing arts rotation (art, band, choir, and orchestra)

The 7th Grade Experience

Seventh grade at Kinkaid is a year of decisions. Students have the opportunity to make decisions about which elective classes and sports they will participate in for the year. In the classroom, students experience increased academic rigor and are given increased responsibility to take ownership of their learning. In addition to their core academic classes and electives, students take speech, debate, and human development. The seventh grade year culminates with a class trip to Boston.

Theme for the Year: Decisions

Core courses: English, history, mathematics, science, world language (French, Spanish, and Latin) or reading, and physical education/athletics

Part-time courses: Speech and drama, debate, human development, one music elective (band, orchestra, or choir), and one additional elective (art, creative writing, dance, computer, or technical theatre)

The 8th Grade Experience

As our students approach the end of their time in the Kinkaid Middle School, their experience in 8th grade is one of developing leadership. Our 8th graders embark on a year full of opportunities to lead in academics, arts, and athletics. Every 8th grade student will participate in a culminating arts project as they prepare for and produce a musical production to share with our community showcasing their talents and leadership on and off the stage. During this last year in middle school, 8th graders will also be participating in HJPC championships in our athletics programs and learning to work together with their teams in their respective sports. As we focus on what it means to be a leader, we help students explore opportunities to lead on the Student Council as well as captains of their teams and clubs. We finish the year with our annual trip to Washington DC where students get to see leadership in action in the various experiences curated on that trip. It is our hope that as our students rise to the Upper School, they are prepared to be leaders in our school community and beyond.

Theme for the Year: Learning to Lead

Core courses: English, history, mathematics, science, world language (French/Spanish/Latin), and physical education/athletics

Part-time courses: Two electives (one of which must be an arts class): Art, band, choir, creative writing, dance, drama, orchestra, technical theatre, KMS-TV, yearbook or debate.

ADVISORY PROGRAM

Advisory Philosophy

The KMS Advisory class enables students to feel supported and valued in their daily school life. In a small group environment, students build meaningful relationships with their peers and advisor. Advisory class intentionally promotes organization, wellness, self-advocacy, teamwork, and reflection. This focus on self-management skills and social-emotional learning builds community, creates a sense of belonging, and provides tools to successfully navigate the Middle School.

Goals of Advisory

The KMS Advisory class strives to strengthen the partnership between students, faculty, and families. Additionally, our program seeks to:

- Establish a relationship between students and a trusted adult who knows and cares about them.
- Provide an age-appropriate program for each grade level that focuses on supporting students' well-being and intellectual growth.
- Empower students to create relevant connections to the school at large and to members of the community with both similar and different backgrounds.
- Address topics such as goal setting, organization, and time management.
- Forge a group identity, reinforcing interpersonal relationships.
- Create intentional time to discuss important student issues and establish a place of belonging.

Role of an Advisor

- Act as the primary point of contact for families throughout the year. Advisors communicate regularly with families and host student conferences twice each year.
- Know each student personally, serving as a mentor and an advocate in support of the advisee's social and emotional well-being.
- Monitor academic progress and support advisees when guidance and action is necessary for success.
- Work with the Middle School Learning Specialists and Grade Level Deans to initiate a plan of additional support as needed.
- Help advisees set goals and reflect on progress at regular intervals throughout the year.
- Act as a role model and educator to students and families regarding KMS culture, values, and expectations.

GRADES AND ASSESSMENT

Academic grades are measures of a student's achievement in the School's educational program, in terms of Kinkaid's grading policies and standards, as interpreted by individual teachers. Grades are not a measure of a student's personal worth or potential. Current grades are available to students and parents online throughout the school year. Formal report cards for each student are made available electronically to families at the end of each trimester. Trimester report cards represent the cumulative academic achievement of the student. At the end of each grading period (approximately twelve weeks), the teacher averages the grades from the beginning of the trimester; thus, the grade on each report card represents the student's grade for that trimester.

Academic Grading Scale							
A+	97-100	B+	87-89	C+	77-79	D	60-69
A	93-96	B	83-86	C	73-76	F	59 or lower
A-	90-92	B-	80-82	C-	70-72		

Citizenship Grades

Citizenship grades are given in all subjects. Citizenship represents a combination of character and conduct, especially as they affect the other members of the classroom. Advisors will also give a citizenship grade regarding non-classroom behavior and cooperation in advisory activities. Students who have a detention or suspension for the trimester, or who are on behavior probation, will receive an advisory citizenship grade of N or U for that trimester.

Citizenship grades do not correlate directly to academic grades (i.e. an academic grade of "A" does not mean an "O" in citizenship). Instead, teachers determine a students' citizenship grade using the criteria detailed in the [KMS Citizenship Rubric](#). Students who receive one "U" or two (or more) "N"s for citizenship in a trimester will be placed on behavior probation. This probation may include a management plan agreed to by the student, his or her parents, and the School to help the student meet expectations. It also heightens the potential consequences of future conduct infractions and may limit a student's participation in extracurricular activities or special events.

Citizenship Grading Scale							
O	Outstanding	G	Good	N	Needs Improvement	U	Unsatisfactory

Grading Categories

Throughout Middle School, classes will categorize their assignments as Major, Minor, and Other. Definitions of these will be established by each department and communicated to students and families. Different classes may have different percentage “weights” for these categories. Teachers will have at least two assignments in each category for each marking period for full-time classes.

Assessment Communication

Faculty are expected to communicate in advance any significant assessment. All tests and quizzes should be communicated to students (through Canvas, in class, etc.) at least one week in advance.

Test & Quiz Limits

Each grade has limits on the number of tests or quizzes a student can have in order to prevent an overload of assessments on one day. If you have more than this limit, please reach out to your teachers and/or advisor to let them know.

5th & 6th Grade	7th & 8th Grade
2 Assessments on any day (tests or quizzes)	3 Assessments on any day (no more than 2 tests)

Major and Minor Assessment Grading

Major and minor assessments may include tests, quizzes, labs, projects, essays and other assignments that reflect a significant demonstration of skills and knowledge.

Highest Grade for Major/Minor Late Work

Major and minor assignments turned in late will have a 10% academic penalty for the graded assignment. Students will have one week (7 calendar days) to turn in the assignment with no further penalty. After one week, assignments turned in will receive a 50.

Lowest Grade for Major Assessments

If a student earns a grade on a major assessment lower than 50%, the grade will be adjusted to 50% in the gradebook.

Late Work Policy

We want students to learn the importance of meeting deadlines and turning in work on time. We also want to ensure that one late assignment does not irrevocably harm a student’s overall grade.

Students are expected to complete work in a timely manner and submit assignments on or before their due date. Daily classwork and homework that is turned in late will have a 10% academic penalty for the graded assignment. Students will have one week (7 calendar days) to turn in late work with no further penalty. After one week, students will not receive credit for turning in the assignment. Students who are unable to submit work on time will have a reduction in their citizenship grades.

Retakes

Students earning less than 70% on a major assessment will have an opportunity to retake the assessment or assignment to earn a grade up to 70%.

Requirements for a re-take:

- Complete a self-reflection on the assessment, including corrections
- Complete all associated assignments (homework, daily work, etc.)

Extra Credit

Students are assessed on their ability to demonstrate content knowledge and skills that have been taught during class. Students are expected to focus on the assignments and tasks in class. KMS sees struggles on particular assignments as opportunities to learn and grow. Extra credit assignments are not given in Middle School as all students should be given an equal opportunity to demonstrate their knowledge.

Make-Up Work Due to Absence

If a student misses school for an excused absence, they will have the same number of days that they missed school to make up missing work. Students who miss more than three days will need to coordinate a plan for making up work with their advisor to avoid both being overwhelmed and getting further behind.

Academic Probation

Any student earning one F or two (or more) D's at the end of a trimester, will be placed on academic probation. Students can earn their way off academic probation if, in the next trimester, they have no scores below 70 in any core subject. Students who remain on probation for consecutive trimesters in an academic year will jeopardize their position at Kinkaid. Students may also be placed on academic probation for other reasons at the discretion of the Head of Middle School in consultation with the Head of School.

Upper School Credits - Qualifications

At the eighth grade level, most students take Algebra I and complete Level 1 of Spanish, French, or Latin. Although there are equivalent courses offered in the Upper School, the Middle School courses do not count towards credit for Upper School studies. Eighth grade teachers will recommend students for various levels of Upper School courses in mathematics, biology, language, and history. Kinkaid requires each student to take three years of mathematics and science while in the Upper School, along with two years of a world language.

Courses taken while in Middle School that are equivalent to Upper School courses such as Latin I, Spanish I, French I or Algebra I, will not appear on the student's Upper School transcript. The grades earned in those courses do not appear and are not part of the student's Upper School GPA calculation, but the course may be used for placement.

KMS COURSE OF STUDY

ENGLISH

English Department Philosophy

Using a variety of literary genres from both classical and modern texts, the Middle School English department works to foster a love and appreciation for reading and writing. We create a balance between nurturing the development of students' individual identities as readers and writers while challenging them to grow more skilled and confident through exposure to diverse literature and deep conversations. We seek to build a community of learners who confidently develop a voice to call their own. We intentionally incorporate positive, rigorous, and enjoyable learning experiences that allow students to build critical thinking skills, expand their vocabularies, develop empathetic thinking, and craft thought-provoking writing pieces. The Middle School English department is committed to building upon each student's foundation of learning and creating opportunities of growth that will add to their reading and writing journeys.

What methods are used to teach grammar and mechanics?

The basic foundations of grammar usage and mechanics are a central focus in our English classes. Across the grade levels, we use No Red Ink, a computer-adaptive Language Arts platform, to reinforce specific writing skills. In the earlier grades, we focus more on isolated grammar instruction to ensure that students obtain a strong foundation of correct grammar use. In the later grades of middle school, we may use isolated grammar instruction as a way to review. Our 5th grade classes use *Winston Grammar* as a resource base for instruction. Our 6th grade Writing Conventions class uses lessons and activities contributed by *Grammar Keepers* by world renowned author Gretchen Bernabei. Our 6th grade classes use sentence imitation exercises based on *Patterns of Power: Inviting Adolescent Writers into the Conventions of Language, grades 6-8* by Jeff Anderson, et al. In all grade levels, students are taught grammar usage and mechanics skills in context with articles, novels, and poems by noticing, modeling, and mimicking a writer's stylistic approach. Through their writing, students apply the knowledge they have gained to enhance their craft.

What methods are used to teach writing?

Across all grade levels, students are building their writing skills on a daily basis. Throughout the school year, students craft writing pieces of various lengths including, but not limited to: quick writes, chunk writing, and multi-paragraph essays. Students practice analytical writing, reflective writing, and creative writing. At different points in their writing journeys, they are exposed to the writing process of going from brainstorming, to draft, to revising and editing, to final published pieces. During this process, we often use the portions of the Workshop Model to deepen the learning and understanding along the way. This model involves mini-lessons, mentor/anchor texts, practicing the skill, independent work time with feedback/conferring, followed by informal and formal assessments. Moving through this model helps students to "see" the thinking process that goes into crafting unique writing pieces. Even when pieces are

not taken to the final stages, we find ways to celebrate the journey of the process. Sixth graders have the opportunity to earn the Purple Plume Award; Seventh graders share writing pieces in gallery walks; Eighth graders have the opportunity to be published in Pen Power. At every level, we make time to celebrate the journey of writing.

How is vocabulary taught?

Membean, a computer program that uniquely tailors words for each student's ability, is used in grades 5th through 8th to grow vocabulary acquisition. In addition to weekly use of this program, we encourage students to use their newly learned vocabulary in their writing pieces. This allows students to apply the knowledge they have learned.

How are independent reading and reading for pleasure incorporated into the Middle School English program?

Allowing students to choose the books they read supports building a genuine love for reading. We provide structured reading time in our classes that is solely set aside for independent reading. Teachers and librarians work together to support each student in choosing a book that is a just right fit for him/her. We also use assigned core novels for summer reading and in-class thematic reading, a variety of current event articles, and poems from different genres. This allows our students to have exposure to texts that stretch their thinking along with their reading skills.

Literature 5

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

- Roald Dahl

In fifth grade literature, students will build vocabulary, comprehension skills, and reading fluency through novel units and shorter texts. Reflecting on a variety of literary genres, including fantasy, historical fiction, contemporary realistic fiction, short stories, and readers' theater units of study will help students identify how writers develop characters and plot and use literary devices to keep readers engaged. Learning to use text evidence to support ideas, identifying and incorporating figurative language techniques and signposts in reading and writing, and personal reflection through journal writing are interwoven throughout the course to bolster and deepen student understanding and appreciation for literature. Understanding and learning how to correctly identify and use context clues is taught throughout the course in order to increase vocabulary and improve reading comprehension and fluency. Independent reading is also an integral part of literature class. Regular visits to the library provide ample opportunities for students to explore a variety of genres, further nurturing their passion for reading.

Course Objectives:

<p>Students will be introduced to:</p>	<ul style="list-style-type: none">● Identify and analyze literary elements of a novel● Understand and analyze plot structure● Identify novel themes and construct theme statements● Identify author’s point of view, tone, and mood● Analyze and build meaning in a text through study of literary signposts● Identify, understand and apply figurative language techniques● Identify, understand and apply literary devices● Identify, understand, and analyze direct and indirect characterization techniques● Use text evidence to construct meaning, make inferences and draw conclusions● Annotate texts for literary element details, literary devices, and figurative language● Understand and utilize context clues to determine word meaning and increase vocabulary● Read independently to increase reading fluency and comprehension● Identify and analyze literary elements of independent reading texts● Practice and hone oral reading and public speaking skills● Express and explore ideas through collaborative book discussions● Respond to texts by creating presentations using multimedia
<p>Continued reinforcement will be placed on:</p>	<ul style="list-style-type: none">● Reading fluency and comprehension● Identifying various genres of fiction● Sequencing and Predicting● Annotating texts● Vocabulary building and mastery● Public speaking through presentation opportunities, oral reading, and readers’ theater
<p>By the end of the year, students will be able to:</p>	<ul style="list-style-type: none">● Identify, understand and analyze the elements of a novel● Identify and analyze characterization techniques and analyze how these may tie in with the theme(s)● Identify and explore literary devices in reading and writing

	<ul style="list-style-type: none"> ● Identify and use figurative language and signposts in reading and writing ● Utilize context clues to understand word meaning ● Support spoken and written ideas by using textual evidence ● Develop a deeper appreciation, understanding, and continued passion for reading
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Resources Used:	
	<ul style="list-style-type: none"> ● Texts: <i>Escape From Mr. Lemoncello’s Library</i>., <i>Number the Stars</i>, <i>Holes</i>, <i>Charlie and the Chocolate Factory- the Play</i>, <i>Wordly Wise 3000 Book 6</i> ● Online Resource: <i>CommonLit</i>, <i>Flocabulary</i>, <i>No Red Ink</i> ● Book club texts ● Independent reading texts

Writing 5

Fifth grade writing focuses on engaging students in the five steps of the writing process (pre-writing, drafting, revising, editing, and publishing) across a wide range of assignments, including personal narrative, persuasive essay, restaurant review, poetry, and literary analysis. As members of a writing community, students practice giving constructive and meaningful feedback to their peers and celebrate each other’s successes. By studying exemplary texts, students learn to emulate and adopt strategies authors use to communicate clearly and effectively. In addition, students study the parts of speech and sentence structure, and then use this knowledge to improve their sentence fluency, variety, vocabulary, and voice.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● CAF (Complete Answer Format) ● “Show Don’t Tell” strategies in writing (dialogue, recording characters’ actions, five senses, figurative language) ● The fundamentals of debate (making a claim, finding supportive evidence, and developing solid reasoning) ● Literary analysis and chunk writing ● A variety of sentence structures (simple, compound, complex) ● Various forms of poetry (limerick, haiku, ode, free verse, and “found” poems) ● The four forms of rhetoric and persuasion techniques

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● The five steps of the writing process, with emphasis on revising and editing ● Incorporating figurative language and new vocabulary to improve prose
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Write a one-chunk literary paragraph ● Identify the parts of speech and use them to enhance writing ● Work through the revision and editing process to create well-developed rough drafts in multiple genres ● Compose professional, intentional emails to their teachers ● Analyze the deeper meaning of a poem by deciphering its use of poetic devices, figurative language, imagery, and structure

Resources Used:
<ul style="list-style-type: none"> ● Texts: <i>Knock at a Star: A Child’s Introduction to Poetry, Neighborhood Odes, The Winston Grammar Program, Wordly Wise 3000 Book 6</i> ● Online Subscription: <i>No Red Ink Grammar, Flocabulary</i>

English 6

The goal of English 6 is to develop confident and competent readers and writers. By experimenting with a variety of writing genres--including poetry, narrative, short analytic paragraphs, and persuasive letters--students improve their organization, idea development, sentence fluency, and adherence to writing conventions while also becoming more adept at using text evidence and explanations to support their own opinions. Weekly Membean practice enforces vocabulary development, and students regularly use the resources in Kayem Library to become lifelong independent readers.

Course Objectives	
Students will be introduced to:	<ul style="list-style-type: none"> ● Using fiction signposts to interpret and analyze reading selections. ● Writing in “chunks,” a process that helps students use evidence and sharpen opinions to create clear and unified thought. ● Building word consciousness through using the Membean online vocabulary development program.

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Writing in a variety of genres including quickwrites, narratives, poetry, and literary analysis. ● Improving organization, idea development, word choice, voice, sentence fluency, and conventions in written work. ● Supporting the goal of making students lifelong readers.
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Naturally incorporate more nuanced language in spoken and written work. ● Develop and answer their own interpretive and thematic questions. ● Confidently plan and present their own work and ideas to audiences in and out of school.

Resources Used:
<p>Texts: <i>Esperanza Rising</i>, <i>D'Aulaires' Book of Greek Myths</i>, literature circle book selections</p> <p>Online Subscriptions: <i>Membean Vocabulary</i>, <i>Flocabulary</i>, <i>No Red Ink</i></p>

Writing Conventions 6

Writing Conventions is an innovative experience to provide 6th graders with the skills and tools to improve their spelling, grammar, punctuation, and capitalization. We use creative and imaginative writing lessons to help all students develop a positive attitude and understanding of the importance of writing conventions in all their academic classes. The class goal is to use a combination of writing practices to keep 6th graders interested and enthusiastic while helping each other and themselves develop. Whether we are using our paper or online journal, students are taught the necessary mechanics to better understand commonly confused words while recognizing and correcting grammar. By incorporating projects, leadership activities, and the importance of presentation to an audience, the students bond and grow together.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Grade level Mechanics and Grammar ● Capitalizing Proper Nouns ● Simple, compound, and complex sentences ● Recognizing prepositional phrases ● Incorporating transition words ● Identifying and correcting commonly confused words ● Daily writing (online journal or composition notebook) in a variety of poems, short stories, emails, and projects

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Revising and editing ● Improving sentence variety, voice, and organization through writing reflections ● Build fluency through the writing process by continuing to develop correct grammar and mechanics
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Recognize and improve writing in all classes ● Analyze and reflect on their own writing pieces

Resources Used:
Online Subscription: No Red Ink Grammar

English 7

English 7 focuses on further developing comprehension and analysis skills through the study of short stories, novels, current events, and poetry. Students will learn to analyze the style, structure, plot, and themes of literature and support their claims through discussions, literary analysis essays, and reflective writing pieces. Students will also learn to analyze fiction and nonfiction texts while developing their ability to craft independent writing pieces that articulate individual voice, reading comprehension, and fluency. Vocabulary study is personalized, and students will incorporate their word knowledge in their reading and writing assignments.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Analyzing current events and making real world connections that can be expressed through verbal and written products ● Crafting thought-provoking reflective pieces through personal connections ● Skills to build their own writing style through choice writing projects ● Analyzing fictional and nonfiction texts to develop an understanding of author’s purpose
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Deepening reading comprehension and writing skills through the use of story elements, characterization, context clues, making inferences and connections, drawing conclusions, figurative language, using signposts, and sentence variety
By the end of the year,	<ul style="list-style-type: none"> ● Grow their reading and writing skills by incorporating

students will:	<p>vocabulary learned through their word studies (Membean) and varying sentence structures</p> <ul style="list-style-type: none"> ● Make deeper connections to different texts through analysis, reflection, and peer discussions
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Resources Used:
<ul style="list-style-type: none"> ● Texts: Various genres of books, poems, and nonfiction articles ● In-Class Texts: <i>Harbor Me</i> by Jacqueline Woodson, <i>The Giver</i> by Lois Lowry, and book club novels in verse ● Online Subscriptions: Membean, No Red Ink, Flocabulary

English 8

English 8 develops language skills through the study of classic and modern literature and a variety of multi-genre mentor texts. In addition, the course emphasizes the student’s development as a writer through expository, narrative, and descriptive writing assignments. Grammar lessons aim at improving the student’s use of varied sentence structures and developing the student’s writing style. Vocabulary is studied in conjunction with and separately from the literature.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Recognizing how writers develop style through craft in a variety of mentor texts ● Adjusting writer’s voice depending on audience, purpose, and genre ● Reading Elizabethan verse, recognizing sonnet structure and applying it in writing ● Reading and analyzing satire and allegory
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Applying grammar and conventions to student-writing ● Compound sentences ● Complex sentences ● Punctuating sentence openers ● Conjunctive adverbs ● Appositives ● Revision strategies (word choice, sentence variety) ● Essay structure (introduction, thesis, conclusion, body paragraphs) ● Embedding quotes using sufficient context

	<ul style="list-style-type: none"> ● Evidence-based “chunk” writing ● Literary devices and analyzing author’s effect ● Close reading strategies (What is text saying? How is it being said? What is the effect?) ● Tracing themes throughout a literary text ● Rhetorical techniques (ethos, pathos, logos) ● Consistent vocabulary study (Membean)
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Write an effective multi-paragraph essay in a variety of genres ● Make purposeful grammar and convention choices to enhance style ● Draw conclusions about texts that are supported with evidence

Resources Used:	
<ul style="list-style-type: none"> ● Texts: <i>Romeo and Juliet</i> (Cambridge School Shakespeare) and <i>Animal Farm</i> ● Online Subscriptions: Membean, No Red Ink, Flocabulary 	

HEALTH

Health Department Philosophy

Middle school is a time of exceptional growth and change. As students progress through the developmental stages of puberty and adolescence, we believe it is imperative to support their social and emotional development, general well-being, and physical health. Educating students about the changes in their bodies during adolescence, how to make healthy and safe choices, as well as productive ways to manage emotions and stressors of life enables students to lead healthy, productive lives in middle school and beyond.

Human Development 7

Human Development is a trimester-long course designed to teach skills to encourage students to practice self-care, promote healthy relationships, and allow students to create a plan for life long health and well-being. The course is discussion and project based with journaling, short readings from research based articles, pair and group projects and individual and group presentations. Students analyze social media posts, advertisements, nutrition labels, and create plans for healthy meals and snacks. The culminating project is to choose a Wellness topic, research their topic and create and present a 3-minute presentation to 5th and 6th grade students during a Wellness Fair in the Kayem Library.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● Journaling● Presentation skills● Recognizing and expressing emotions● Sleep Hygiene● Wellness - Individual and Community● Nutrition and analyzing nutrition labels● Analyze advertisements and myths.● Boundaries and healthy relationships
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Mindfulness● Research skills● Alcohol and other drugs education● Brain biology and physiology● Group collaboration - leadership● Role Playing● Team Building● Stress and stress management● Media Literacy

By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Advocate for themselves or a peer. ● Lead group activities. ● Contribute positively to pair/group work. ● Practice coping skills ● Analyze health information in the media
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Resources Used:
<ul style="list-style-type: none"> ● Research based articles and books available in The Kayem Library

Health, Wellness, and Sex Education:

Through collaborations with the Health Services team, students receive educational seminars on various topics related to growth and development and sex education. Using correct terminology, students gain a comprehensive understanding about their personal health and are able to make healthy and wise choices as they grow older.

In fifth and sixth grades, the physical and developmental changes that occur in both sexes will be reviewed during this unit. Along with this topic, we will discuss how our bodies change during puberty and discuss the reproductive anatomy and physiology for males and females. The main focus of the program is a discussion on the physical and emotional changes that occur during puberty.

In seventh and eighth grades, the content shifts to anatomy and the physical process of reproduction coinciding with 7th grade science curriculum. These talks also include today’s pressures around dating and becoming sexually active. Students will have a chance to ask questions and have an open discussion about myths versus truths on these subject areas.

The Kinkaid School believes all middle school students, even up to eighth grade, are not emotionally ready for physical relationships, but we will discuss healthy romantic relationships, dating, and consequences of sexual behavior with our eighth graders. Sexual abstinence will be stressed, and students will be given information on practical tips on ways to say “No,” as well as hearing and respecting when someone says “No.” Parental involvement and communication will be stressed and encouraged through class activities.

HISTORY

History Department Philosophy

The Kinkaid Middle School History Department creates the historians of the next generation. We believe the history teacher owes students an authentic and unbiased presentation of historical facts and events, communicated from differing perspectives so that students can form individual conclusions about events that shaped our past, our present, and our future. The history teacher serves as the guide on each student's unique creative exploration through the past, encouraging them to take command of their own learning and develop into responsible citizens.

We believe . . .

- Students learn best when they are provided with active engagement, through hands-on activities, as well as active storytelling to captivate them.
- Students need to be able to get up while learning, touch historical documents and artifacts, and witness information provided to them in real-time.
- Students will see themselves represented in our curriculum and better understand others because of their time in our classes.
- Student voice and experience are of paramount value in the classroom, and we fiercely defend their dignity and humanity.
- Students' work will focus on working toward a mastery of reading, writing, and critical thinking skills through the history content.

These experiences will help them discover their full potential as learners so that they can become productive citizens in their community, city, state, nation, and the world, now and in the future.

History 5: Big Moments in History

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”

– Martin Luther King, Jr.

History 5 is an overview course that introduces middle school students to the study of history and builds a foundation for a lifelong love of inquiry and exploration. Taught through a thematic lens, students explore “Big Moments” in Kinkaid’s history, American and World History, and current events. Students are taught how to think critically about history and generate thought provoking questions through various projects, written responses, and hands-on activities. Students learn the steps of the research method to produce a researched based paper and participate in an end of year capstone project incorporating various skills to create meaningful products.

Course Objectives	
Students will be introduced to:	<ul style="list-style-type: none"> ● Analyzing primary and secondary sources ● Structured note taking ● Persuasive, analytical, expository, and narrative writing ● Critical Thinking & Reading ● Maps, graphs, charts skills ● Development of thought provoking questions ● Reading a timeline and sequencing
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Research skills ● Presentation skills ● Technological literacy ● Collaboration ● Cultural competency
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Engage in the research process to create a high quality written product ● Create meaningful questions that show a high level of understanding and inquiry

Resources Used:
<ul style="list-style-type: none"> ● <i>Junior Scholastic Magazine</i> ● Additional primary texts (print and electronic): diary entries, journals, periodicals, legal documents ● Additional secondary texts (print and electronic): databases, textbook excerpts, historical analyses, history websites, periodicals

History 6: World Cultures and Geography

“Strength lies in differences, not similarities.”

-Stephen Covey

World Cultures and Geography offers a focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, and economics have developed and influenced life in countries around the world. This course explores the human story and examines the everyday lives, problems, and accomplishments of peoples and their role in developing our world. This course will celebrate the differences that people around the world bring. Particular

emphasis will be placed on analyzing the global characteristics of culture through inquiry, reading, and writing. Students apply their critical thinking skills in a variety of formats that include research, analysis, and application of cultural and historical events. Students will continue to develop their research skills to produce several research-based products, including presentations, displays, and writing.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Analyzing primary and secondary resources ● Research ● Analyzing global characteristics ● Note-taking skills in a variety of formats ● Persuasive, analytical, expository, and narrative writing ● Critical reading ● Digital competency ● Media bias in relation to current events ● Map making and maps, charts, and graphs analysis
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Writing and note-taking skills ● Presentation skills ● Civil classroom discussion and debate ● Document and data analysis ● Analyzing point of view ● Research ● Mapping and geography ● Cultural competency ● Technological literacy ● Collaboration
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Compare to the past and the present to determine the course of future events ● Understand how bias impacts research ● Create an operational definition for culture ● Analyze data and documents to formulate a successful argument/position ● Write a well formulated argument utilizing research skills ● Engage in research process to create high-quality products

Resources Used:
<ul style="list-style-type: none"> ● <u>Textbook:</u> McGraw Hill World Cultures and Geography ● Campus cultural events

- Additional primary texts (print and electronic): diary entries, journals, periodicals, legal documents
- Additional secondary texts (print and electronic): databases, textbook excerpts, historical analyses, history websites, periodicals

History 7: U.S. History to the Civil War

“No man's knowledge here can go beyond his experience.”
- John Locke

Students will experience the history of the United States from the Colonial era through the Civil War era, comparing the people and events with dynamic readings and studies from other cultures and peoples in the Western hemisphere. Texas history will be incorporated into the broader scope of the history of the United States. Through comparative and thematic inquiry, students will discover historical connections among events and people in order to develop a diverse perspective and form their own historical narratives of the past. Students will then embark on an independent study of history, producing a formal research paper of their choosing that analyzes shared themes, ideas, structure, and/or conflict. The course incorporates a variety of historical texts, artifacts, art, and fictional texts to create a holistic experience of each time period.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Incorporating direct quotes in their writing ● Sentence fluency, style, and elevated rhetoric ● Advanced inquiry and source evaluation ● Sophisticated, evidence-based oral and written responses ● Formal, text-based discussions in which students actively listen, critically think, and tactfully articulate their thoughts and questions
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Analyzing primary and secondary sources ● Close reading ● Note taking ● Research ● Mapping and geography ● Cultural competency ● Classroom discussion and debate ● Writing competency through practice with persuasive, analytical, expository, and narrative writing

By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Compose written and oral responses in which they form and support a claim with thoughtful evidence and effective reasoning ● Collect and compose detailed, organized notes independently ● Read and evaluate texts closely with a purpose ● Conduct formal research, evaluate sources, and construct an evidence-based and argument-driven comparative research paper
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Resources Used:
<ul style="list-style-type: none"> ● <i>History Alive! The United States Through Industrialism</i> (TCI Publishing) ● Various primary and secondary source documents ● <i>America: Story of Us</i> (video) ● Reading Like a Historian by Stanford History Education Group ● Additional primary texts (print and electronic): diary entries, journals, periodicals, legal documents ● Additional secondary texts (print and electronic): databases, textbook excerpts, historical analyses, history websites, periodicals

Debate 7

Debate 7 is a trimester-long course designed to develop fundamental skills in public speaking, critical thinking, and advocacy through in-class competition in debate. Various activities are designed to prepare students for the following aspects of a debate round: proposal advocacy, cross-examination, note taking, risk assessment, and refutation. These activities lead up to participation in a pair of in-class debate rounds where the student will prepare, with a small group of their peers, to compete against an opposing team on both sides of the 2021-2022 national debate topic: Resolved: the United States federal government should substantially increase its security cooperation with NATO in one or more of the following areas: artificial intelligence, biotechnology, cybersecurity.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Defending a central advocacy statement (plan/thesis) ● Specialized column-based note taking (flowing) ● Cross-examination ● Argumentation using Tolumin’s Model (claim/warrant/data) ● Use of search engines to find evidence ● Citation of evidence

	<ul style="list-style-type: none"> ● Paraphrasing evidence
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Creativity - In debate, even the rules are debatable ● Logic - Every argument that is made in debate must have support ● Critical Thinking - Debate is a game. It's encouraged to explore arguments with which you don't necessarily agree
By the end of the trimester, students will be able to:	<ul style="list-style-type: none"> ● Synthesize the introductory skills and apply them in the context of a debate round

Resources Used:
<ul style="list-style-type: none"> ● The NDCA Open Evidence Project - An open source site for sharing research files produced at debate camps over the previous summer ● Debate files produced by Kinkaid debate students and coaching staff accessed via Canvas and/or Dropbox

History 8: U.S. History from Reconstruction to Today

“American history is longer, larger, more varied, more beautiful,
and more terrible than anything anyone has ever said about it.”

– James Baldwin

Students will examine the history of the Reconstruction Era through the 21st century, focusing on the U.S. with comparative readings and studies from other cultures and peoples in the Western Hemisphere. This course will use the conceptual lens of economic, social, and political change to explore the impact of historical forces such as expansionism, industrialization, migration, conflict, and globalization. By investigating and comparing different cultures and nations, students are better able to contextualize important events in U.S. history and their personal biographies within the broader context of the Western Hemisphere. Throughout the course, eighth grade students continue to build on their research skills, culminating with an argumentative research paper that incorporates not only an analysis of primary and secondary sources, but also a demonstration of their understanding of expository writing.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Sourcing ● Corroboration

	<ul style="list-style-type: none"> ● Contextualization ● Constructing counterarguments ● Recognizing and explaining inconsistencies in various accounts ● Subheading notes ● Advanced analysis of text, images, charts, graphs, maps
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Identifying bias ● Map skills ● Research ● Classroom discussion and debate ● Writing competency through practice with persuasive, analytical, expository, and narrative writing ● Critical reading ● Cultural competency
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Generate original research questions ● Identify relevant primary and secondary sources ● Analyze concrete historical evidence ● Create thesis statements ● Construct nuanced counterarguments ● Support their claims with concrete historical evidence from a wide-range of sources

Resources Used:
<ul style="list-style-type: none"> ● <i>History Alive! Pursuing American Ideals</i> (TCI Publishing) ● <i>History Lessons: How Textbooks from Around the World Portray U.S. History</i> ● <i>America: Story of Us</i> (video and companion book) ● <i>Reading Like a Historian</i> by Stanford History Education Group ● Additional primary texts (print and electronic): diary entries, journals, periodicals, legal documents ● Additional secondary (print and electronic): databases, textbook excerpts, historical analyses, history websites, periodicals

Debate 8

Debate 8 is a year-long rotation elective designed to help develop public speaking, critical thinking, and valuable life skills through interscholastic competition in debate. These competitions will occur on various weekends throughout the course of the year. This course prepares students to compete in policy format of debate on both sides of the 2021-2022 national debate topic: Resolved: the United States

federal government should substantially increase its security cooperation with NATO in one or more of the following areas: artificial intelligence, biotechnology, and cybersecurity.

As a participant of the Kinkaid debate team, students will have the opportunity to compete at the local, regional and national levels of competition. Many of the in-class assignments are used to prepare the students against the debate cases and arguments that opposing teams are expected to advocate at upcoming tournaments. Eligibility for travel at the various levels will be determined by sustained commitment to work, research, and practice.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Disadvantages - Developing scenarios that demonstrate harms generated by a proposal ● Counterplans - Developing alternative policy proposals to demonstrate opportunity costs ● Kritiks - Use of philosophy to question argumentative assumptions ● How to answer the above argument types ● Debate theory - A way to argue in favor or against ● Debater-initiated rules for the debate round
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Creativity - In debate, even the rules are debatable ● Logic - Every argument that is made in debate must have support ● Critical Thinking - Debate is a game. It's encouraged to explore arguments with which you don't necessarily agree
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Utilize a variety of negative argument types in interscholastic debate rounds ● Effectively answer a variety of negative argument types in interscholastic debate rounds

MATHEMATICS

Math Department Philosophy

The Kinkaid Middle School Math Department fosters the development of curiosity, critical thinking and ingenuity by creating an environment in which students collaboratively explore mathematics. Students

are expected to persevere through times of discomfort in learning, while developing the resilience to solve real world problems. Our students will:

- Understand how mathematical ideas are interconnected and build on one another by drawing on prior knowledge.
- Develop number sense by communicating multiple ways of representing numbers, relationships among numbers, and number systems.
- Compute fluently, make reasonable estimates, and analyze patterns.
- Examine and represent mathematical situations using algebraic symbols.
- Apply and adapt a variety of appropriate strategies to solve problems.
- Use the language of mathematics to express mathematical ideas.

Math 5

In 5th grade mathematics, students will further their computational proficiency and number sense abilities. Topics covered during the year emphasize decimal operations, percent, estimation, fraction operations, ratios, proportions, statistics, graphing, measurement, problem solving, integers, and geometry.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Metric Conversions ● Changing Customary Units ● Powers and Exponents ● Order of Operations ● Decimal Operations ● Distributive Property ● Divisibility Rules ● Prime Factorization ● GCF and LCM ● Fraction Operations ● Measures of Central Tendency ● Bar and Circle Graphs ● Writing Equations ● Solving 1-step Equations ● Classifying Angles ● Similar and Congruent Figures ● Percent of Change ● Area, Perimeter, and Circumference ● Surface Area and Volume of Rectangular Prisms ● Integer Operations

	<ul style="list-style-type: none"> ● Writing and Solving Proportions
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Whole Number Operations ● Measurement ● Fraction and Decimal Operations ● Decimal Place Value ● Estimation ● Equivalent Fractions ● Graphing on the Coordinate Plane ● Ratios and Rates ● Problem Solving with word problems
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Incorporate all skills learned by solving and applying real world multi-step problems

Resources Used:
<ul style="list-style-type: none"> ● Required Workbooks: <i>Envision Mathematics by Savvas Grade 5, Volume 1 and 2</i>

Math 6

The focus of sixth grade math is to continue building a foundation of basic understanding in number operations, quantitative reasoning, and emerging algebraic reasoning skills. Students will use all operations with decimals, fractions, and integers, as well as using proportional relationships in percent, geometry measurement and probability. Problem solving and communicating mathematical thinking both orally and in written work are emphasized.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Real Number System ● Absolute Value ● Writing and Solving Proportions ● Percent Applications ● Financial Literacy ● Integer Operations ● Variables and Algebraic Expressions ● One- and Two-Step Equations ● Writing and Graphing Inequalities ● Equations and Angle Relationships ● Parallel lines and transversals

	<ul style="list-style-type: none"> ● Formulas with area and perimeter ● Volume and Surface Area
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Operations with fraction, decimals, and percent ● Order of Operations ● Simplifying exponents ● Prime Factorization ● Writing and comparing ratios ● Coordinate Geometry ● Measures of Central Tendency
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Problem solve and communicate mathematical thinking both orally and in written work for all topics listed above

Resources Used:
Required Workbooks: <i>Envision Mathematics Grade 6, Volume 1 and 2</i>

Honors Math 6

This course builds on the already solid foundation of students to pursue the Math 6 curriculum more deeply and broadly. Students will use all math operations in studying rational numbers. Students will undertake the advanced study of proportions, percents, rates, 2- and 3-dimensional geometry, probability and similarity. The course will also include several pre-algebra applications, including variable operations, algebra equations, combining like terms and solving algebraic equations. Substantial emphasis will be placed on solving complex word problems, quantitative reasoning and communicating mathematical and algebraic concepts both orally and in written work.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Real Number System ● Absolute Value ● Writing and Solving Proportions ● Percent Applications ● Financial Literacy ● Integer Operations ● Variables and Algebraic Expressions ● One- and Two-Step Equations ● Writing and Graphing Inequalities ● Equations and Angle Relationships

	<ul style="list-style-type: none"> ● Parallel lines and transversals ● Formulas with area and perimeter ● Volume and Surface Area
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Operations with fraction, decimals, and percent ● Order of Operations ● Simplifying exponents ● Prime Factorization ● Writing and comparing ratios ● Coordinate Geometry ● Measures of Central Tendency
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Problem solve and communicate mathematical thinking both orally and in written work for all topics listed above.

Resources Used:
Required Workbooks: <i>Reveal Math Accelerated, Volume 1 and 2</i>

Pre-Algebra (Grade 7)

Pre Algebra is a foundational course that prepares students for the rigors of Algebra I the following year. Students are challenged to use critical thinking to solidify key mathematical skills and expand their knowledge of algebraic concepts. Students will focus on developing every component of algebraic thinking while strengthening their mathematical skills specific to solving and graphing equations. Students also have a variety of real-world projects involving financial literacy and geometric concepts.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Exponent properties and operations ● Advanced equation solving ● Writing, graphing, and solving inequalities ● Linear equations with graphing ● Linear equations and proportionality ● Similar and Congruent Figures ● Probability and counting strategies ● Squares and Square Roots ● The Pythagorean Theorem ● Geometry with Algebraic components ● Surface Area and Volume of pyramids, cones, and spheres

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Integer operations ● Order of Operations ● Evaluating exponents ● Writing and Simplifying Expressions ● Solving Equations ● Solving Inequalities ● Operations with Fractions, Decimals, and Percent ● Financial Literacy ● Writing and Solving Proportions ● Parallel lines and Transversals ● Triangles and Angles ● The Coordinate Plane ● Formulas with area, circumference, surface area, and volume
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Problem solve, communicate mathematical thinking, test the accuracy of their solutions, write and solve a variety of word problems, and know their own best methods of preparing for assessments for all topics listed above.

Resources Used:	
<p>Required Workbook: <i>Reveal Math Course 3, Volume 1 and 2</i> Text: <i>Reveal Math Course 3</i> (electronic; hard copy purchase optional)</p>	

Honors Pre-Algebra (Grade 7)

Pre-Algebra is a foundational course that prepares students for the rigors of Algebra I the following year. Students are challenged to use critical thinking to solidify key mathematical skills and expand their knowledge of algebraic concepts. Students will focus on developing every component of algebraic thinking while strengthening their mathematical skills specific to solving and graphing equations. Students also have a variety of real-world projects involving financial literacy and geometric concepts.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Exponent properties and operations ● Advanced equation solving ● Writing, graphing, and solving inequalities ● Linear equations with graphing ● Linear equations and proportionality ● Similar and Congruent Figures

	<ul style="list-style-type: none"> ● Probability and counting strategies ● Squares and Square Roots ● The Pythagorean Theorem ● Geometry with Algebraic components ● Surface Area and Volume of pyramids, cones, and spheres
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Integer operations ● Order of Operations ● Evaluating exponents ● Writing and Simplifying Expressions ● Solving Equations ● Solving Inequalities ● Operations with Fractions, Decimals, and Percent ● Financial Literacy ● Writing and Solving Proportions ● Parallel lines and Transversals ● Triangles and Angles ● The Coordinate Plane ● Formulas with area, circumference, surface area, and volume
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Problem solve, communicate mathematical thinking, test the accuracy of their solutions, write and solve a variety of word problems, and know their own best methods of preparing for assessments for all topics listed above

Resources Used:
<p>Required Workbook: <i>Reveal Math Course 3, Volume 1 and 2</i></p> <p>Text: <i>Reveal Math Course 3</i> (electronic; hard copy purchase optional)</p>

Algebra (Grade 8)

Algebra I is an introduction to the foundational concepts, methods and applications of Algebra. Topics covered include: expressions, equations, functions, properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic equations and functions, and radicals expressions and equations.

Mathematics placement in the ninth grade will depend on the student's skills, mastery, and work habits.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Solve and graph compound inequalities ● Solve and graph absolute value equations and absolute value inequalities ● Writing, solving, and graphing a system of equations ● Writing, solving, and graphing a system of inequalities ● Identifying functions and relations ● Identifying the domain and range ● Adding, subtracting and multiplying polynomials. ● Solving uniform motion problems ● Factoring polynomials ● Simplifying radical expressions ● Operations with radicals ● Solving quadratic functions
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Write, simplify, and solve expressions, equations and inequalities ● Laws of Exponents ● Simplifying algebraic fractions ● Ratios and proportions ● Percent of change ● Operations with rational and irrational numbers ● Squares and square roots ● Coordinate geometry; graphing linear functions
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Problem solve, communicate mathematical thinking, analyze patterns, test the accuracy of their solutions, and represent mathematical relationships in a variety of ways for all topics listed above

Resources Used:
<p>Required Workbook: <i>Reveal Algebra Volume 1 and 2</i></p> <p>Text: <i>Reveal Algebra Volume 1 and 2 (electronic; hard copy purchase optional)</i></p>

Honors Algebra (Grade 8)

Algebra I is an introduction to the foundational concepts, methods and applications of Algebra. Topics covered include: expressions, equations, functions, properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear

inequalities, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic equations and functions, and radicals expressions and equations.

Mathematics placement in the ninth grade will depend on the student's skills, mastery, and work habits.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Solve and graph compound inequalities ● Solve and graph absolute value equations and absolute value inequalities ● Writing, solving, and graphing a system of equations ● Writing, solving, and graphing a system of inequalities ● Identifying functions and relations ● Identifying the domain and range ● Adding, subtracting and multiplying polynomials. ● Solving uniform motion problems ● Factoring polynomials ● Simplifying radical expressions ● Operations with radicals ● Solving quadratic functions
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Write, simplify, and solve expressions, equations and inequalities ● Laws of Exponents ● Simplifying algebraic fractions ● Ratios and proportions ● Percent of change ● Operations with rational and irrational numbers ● Squares and square roots ● Coordinate geometry; graphing linear functions
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Problem solve, communicate mathematical thinking, analyze patterns, test the accuracy of their solutions, and represent mathematical relationships in a variety of ways for all topics listed above.

Resources Used:
<p>Required Workbook: <i>Reveal Algebra Volume 1 and 2</i></p> <p>Text: <i>Reveal Algebra Volume 1 and 2 (electronic; hard copy purchase optional)</i></p>

Honors Geometry (Grade 8)

This course emphasizes logical thinking and problem solving through two-dimensional geometry concepts, and an introduction to elements of three-dimensional geometry. The student is expected to learn the relationship between algebra and geometry, the role of logical thinking in mathematics, the necessity for clarity and precision of language in mathematics. Students are expected to make connections between their prerequisite knowledge and new ideas, as well as between geometry concepts and their global applications. In the honors sections, there is an expectation that students have a strong algebra foundation, so that it can be seamlessly utilized in deeper and more rigorous problems.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● Construction, proofs● Algebraic problem solving● Coordinate geometry● Coding● Inductive and deductive reasoning● Lines and angular relationships formed● Congruent and similar polygons● Circles and arcs● Surface areas/volumes of plane figures and geometric solids
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Writing, simplifying, and solving expressions, equations and inequalities● Laws of Exponents● Simplifying algebraic fractions● Ratios and proportions● Percent of change● Operations with rational and irrational numbers● Squares and square roots● Coordinate geometry● Graphing linear functions
By the end of the year, students will be able to:	<ul style="list-style-type: none">● Problem solve, communicate mathematical thinking, analyze patterns, and represent mathematical relationships in a variety of ways for all topics listed above

Resources Used:
Required Workbook: none

SCIENCE

Science Department Philosophy

The Kinkaid Middle School Science Department is dedicated to developing students' understanding of scientific inquiry and helping them visualize science as a process of asking questions. Students engage in scientific exploration by applying critical-thinking and evidence-based approaches to understanding the world around them.

Our students will:

- Learn how to collect and process data and then analyze evidence and information gathered from investigations to form well-supported and logical conclusions.
- Apply science knowledge and skills to become responsible citizens of our dynamic world and make informed decisions.
- Engage in science discussions that encourage sharing of diverse perspectives and backgrounds
- Analyze and understand new information through design opportunities that allow students to expand and modify the way they view the evolving world.
- Learn that struggle and risk-taking develops the mindset to work through challenges inside and outside the classroom.
- See themselves reflected in the classroom and the science curriculum.

Science 5

Students in fifth grade science will study foundational science concepts and develop a full compilation of scientific skills. Through hands-on activities, scientific labs, and student-designed projects, students will demonstrate the understanding and proficiency of knowledge and skills that have been practiced. Units of study include, but are not limited to: the nature of science, properties of matter, force and motion, forms of energy, natural resources and the solar system. We try to do one science-related field trip per year. Past trips have included NASA and Brazos Bend State Park.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● How to design investigations include independent and dependent variables and constants● The concept of density and how to calculate using the formula $d=m/v$● Simple metric conversions● Determining if a change is physical or chemical based on evidence● The concept of what energy is, the different forms of energy and their uses

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Demonstrating safe practices and the use of safety equipment ● Making inferences based on prior knowledge and observations ● Collecting, recording and analyzing information using a variety of tools such as graduated cylinders, stopwatches, balance scales and spring scales ● Measuring with precision and accuracy ● Planning and implementing investigations which follow the scientific method: asking questions, formulating hypotheses, collecting data and interpreting results ● Using models and simulations to represent the natural world
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Construct appropriate simple graphs, tables, maps, and charts in order to organize, examine, and interpret information ● Communicate findings and results through various methods such as summaries, lab reports, oral reports, drawings and data tables ● Classify matter based on measurable and testable properties including mass, magnetism, state of matter, density, solubility and conductivity

Resources Used:
<p>Textbook:</p> <ul style="list-style-type: none"> ● ScienceSaurus Student Handbook Level 4-5 <p>Online Resources:</p> <ul style="list-style-type: none"> ● Nearpod

Science 6

Sixth grade science dives into a deeper understanding of the earth using scientific methodology and processes. Units of study include, but are not limited to: geology, plate tectonics, interior of Earth, Earth's surface, Earth's atmosphere, and the history and future of space exploration. Science skills are emphasized to help students progress in their understanding and application of conceptual sciences. Students are asked to participate in several inquiry labs and projects throughout the school year.

Course Objectives

<p>Students will be introduced to:</p>	<ul style="list-style-type: none"> ● Designing and implementing an experiment with control and experimental groups ● Science writing with emphasis on evidence and reasoning ● Analyzing data and interpreting graphs to make evidence based conclusions ● Creating line graphs (and double line graphs) with appropriate scale and title ● Interpreting and creating scale factor and contour lines on maps ● Understanding pressure, temperature and density interactions ● Proper usage of dissection microscopes
<p>Continued reinforcement will be placed on:</p>	<ul style="list-style-type: none"> ● Demonstrating safe practices and the use of safety equipment. Practicing appropriate use and conservation of resources, including disposal, reuse, or recycling of materials ● Collecting and recording data using metric units and qualitative means such as labeled drawings, writing, and graphic organizers ● Constructing tables and graphs, using repeated trials to organize data and identify patterns ● Using models to represent aspects of the natural world ● Making inferences based on prior knowledge and observations ● Collecting, recording and analyzing information using a variety of tools such as graduated cylinders, stopwatches, and digital scales ● Introducing elements on the periodic table ● Measuring with precision and accuracy ● Creating and interpreting basic graph components ● Designing an experiment with appropriate independent and dependent variables, constant variable ● Recognizing when to use appropriate types of experiment and graphs ● Understanding the concept of density and how to calculate it ● Calculating metric conversions
<p>By the end of the year, students will be able to:</p>	<ul style="list-style-type: none"> ● Construct appropriate simple graphs, tables, maps, and charts in order to organize, examine, and evaluate information ● Make conclusions using evidence based reasoning

	<ul style="list-style-type: none"> ● Design and implement an experiment to test a hypothesis. with appropriate variables and experimental and control groups ● Communicate scientific findings with others
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Resources Used:
<p>Textbook:</p> <ul style="list-style-type: none"> ● <i>CPO Earth Science CR</i> (2017) <p>Online Resources:</p> <ul style="list-style-type: none"> ● https://phet.colorado.edu ● Nearpod ● EdPuzzle

Science 7

Seventh grade science is an introductory biology course. The emphasis is on learning through hands-on experiences, often of a cooperative nature. Lab work includes using microscopes, observing organisms, dissecting organisms, graphing, collecting, analyzing and interpreting meaningful data, and designing experiments. Units of study include, but are not limited to: the nature of science, evolution, cells, ecology, diseases, genetics, and the human body. Each year we try to do a science field trip. Past field trips have been to Galveston.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Collecting data by creating a data table and knowing how to graph the data on the computer ● Graphing Components--x & y axis, numbering on line, equal intervals, labels, scientific title, when to use which type of graph ● Graphing on the computer using Google Sheets ● Scientific Writing Skills (3rd person, reasoning, objective language) ● Microscope usage ● Dissection technique
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Demonstrating safe practices and the use of safety equipment ● Scientific Method (Independent variable, dependent variable, experimental group, control group, constant) ● Making inferences based on prior knowledge and observations ● Analyzing data and graphs

	<ul style="list-style-type: none"> ● Differentiate between a Law and Theory ● Reinforce sources used and how to cite them
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Design controlled experiments using the scientific method, such as investigating what makes termites follow a line, or how different environments affect isopod behavior ● Collect and analyze data using scientific representations, such as calculating averages and drawing line graphs and bar graphs ● Write formal lab reports using scientific language to draw valid conclusions based on the evidence collected from their experiment, such as what antibiotic works best against different types of bacteria ● Perform dissections, using proper scientific tools such as scalpels and probes ● Properly use microscopes to view plant and animal cells, on low, medium and high power

Resources Used:
Textbook: <ul style="list-style-type: none"> ● McGraw Hill Life iScience

Science 8

Eighth grade science covers concepts from physical sciences. Under chemistry, students will learn how to read a periodic table, describe the structure of an atom, diagram chemical equations and describe the behavior of solutions. Under physics, students learn about how to calculate changes in motion, transfer of energy, forces and electricity. Students are trained on the engineering process and utilize that methodology on different designed-based projects, such as building a rocket or designing a rollercoaster.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Balancing a chemical equation ● Calculating different concepts using scientific formulas such as density, speed, acceleration, force, work, power, potential energy and kinetic energy ● Manipulating formulas ● Using dimensional analysis to convert measurement unit ● Reading the periodic table to create a diagram of atomic structure

	<ul style="list-style-type: none"> ● Creating models to represent the natural phenomena, such as Lewis Dot Diagrams and kinetic molecular theory, and Bohr models ● Identifying types of chemical reactions ● Knowing the difference between precision and accuracy ● Using significant digits to model precision ● Interpolating and extrapolating data using best-fit lines. ● Creating and interpreting motion graphs
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Collecting and recording quantitative data using metric units and qualitative means such as labeled drawings, writing, and graphic organizers ● Constructing tables and graphs using components such as x & y axis, numbering on line, equal intervals, labels, scientific title, when to use which type of graph ● Using and creating models to represent aspects of the natural world ● Making inferences based on prior knowledge and observations ● Collecting, recording and analyzing information using a variety of tools such as graduated cylinders, stopwatches, balance scales and spring scales ● Graphing on the computer using Google Sheets ● Using scientific writing skills (3rd person, reasoning, objective language) ● Designing and implementing an experiment with control and experimental groups ● Reflecting on scientific process
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Balance a chemical equation ● Use significant digits to communicate precision ● Interpolate and extrapolate data points from existing data ● Identify types of errors in an experiment ● Use dimensional analysis to convert units ● Determine atomic structure by reading the Periodic Table ● Use Newton's laws of motion to describe motion ● Determine the frequency and amplitude of waves ● Create and interpret motion graphs ● Use Newton's Second Law of Motion for calculating acceleration

Resources Used:

Textbook:

- McGraw Hill Physical iScience & Reading Essentials

WORLD LANGUAGES

World Languages Department Philosophy

The primary goal of the Middle School World Language program is to foster a love of language learning by developing communicative competence in a second language and generating a broader appreciation for and curiosity about other cultures. We offer engaging, inclusive, and interactive classes where students gain confidence in communicating in their chosen language of study. Teachers provide an environment where students feel comfortable taking risks and can learn from their own mistakes. The aim is to make the learning of languages a highly rewarding and enjoyable experience while preparing students for success in advanced language study in the Upper School and beyond. We hope to inspire and encourage students to become lifelong learners as they prepare to lead, serve, and become contributing citizens in the global community.

Which are languages offered?

Students in grade 5 take a semester each of French and Spanish. Students in grade 6 take a trimester each of French, Latin, and Spanish. Beginning in grade 7, students choose one language to study for the next two years.

What is the focus of the French/Spanish curriculum?

French and Spanish classes align with ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards and focus on building proficiency in all modes of communication - interpersonal, interpretive, and presentational communication.

What do the students learn in French/Spanish classes?

Students learn to interpret oral and written materials, converse with others, and present their ideas in the target language. As they acquire the skills of listening, speaking, reading, and writing, students are encouraged to evaluate information and perspectives from diverse communities and make comparisons and connections with their own culture.

How do students learn in the French/Spanish classroom?

Students participate in a variety of interactive and collaborative activities that expand their communication skills and cultural understanding. They listen, speak, read, and write in the target language and engage with authentic materials (written, visual, and audio) to expand their knowledge of both language and culture. Instruction is guided by a textbook/workbook which is supplemented by the teacher and tailored to the class. In addition, students read short novels as a way to see the grammar and vocabulary in context and to enrich their cultural knowledge. Students develop and reinforce their aural and oral skills. Students also use technology to support their learning with games, interactive exercises, and projects.

What is the focus of the Latin curriculum?

The Latin program explores Ancient Roman culture and civilization through reading adapted Latin prose. The class emphasizes grammar, syntax, vocabulary, reading skills, and comprehension. Students develop an understanding of the content, style, and values of Roman civilization, with special reference to the first century AD.

What do students learn in Latin?

Students develop their ability to think critically by reading, by analyzing prose, and by comparing Latin to other languages. Latin enhances the students’ ability to make connections with modern languages by providing a strong foundation through the study of grammar and derivatives.

How do students learn in the Latin classroom?

Students read adapted Latin stories, focusing on reading comprehension. There is a strong emphasis on building vocabulary and understanding the cultural context in which the characters live.

Spanish

Spanish 5

This is a course in which aural/oral skills and acquisition of vocabulary are emphasized. Students will aim at the mastery of Spanish pronunciation and in the manipulation of vocabulary and grammar for the written language. Students will progress toward these goals by means of individual aural/oral work in the classroom, written and oral reproduction of dialogues, and carefully structured exercises. Customs and traditions are studied which enhance students' awareness of Spanish culture.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Greetings, salutations, farewells ● Names in Spanish ● Classroom Commands ● Numbers 0- 100 ● Time expressions ● Body parts ● Tú versus Usted ● Telling time ● School supplies ● Calendar (days, months) ● Nouns and articles ● Punctuation marks

	<ul style="list-style-type: none"> ● Alphabet (phonetic sounds and letter combinations) ● Weather expressions ● Seasons
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Daily conversations ● Responding to classroom directions ● Talking about things in the classroom ● Reinforcing the material covered
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Greet people at different times of the day ● Introduce themselves to others ● Respond to classroom directions ● Begin using numbers ● Tell time ● Identify parts of the body ● Talk about things in the classroom ● Ask questions about new words and phrases ● Use the Spanish alphabet to spell words ● Talk about things related to the calendar ● Describe weather conditions ● Identify the seasons

Resources Used:
<ul style="list-style-type: none"> ● Text: <i>Encuentros 1A</i> (Online - Vista Higher Learning Platform), ● Workbook: <i>Encuentros 1A</i> Cuaderno de práctica ● Various online platforms, such as Conjuguemos.com, Gimkit, Kahoot

Spanish 6

Spanish 6 is a course in which aural-oral skills and acquisition of vocabulary are emphasized. Students aim at mastery of Spanish pronunciation and in manipulation of vocabulary and grammar. Students progress toward these goals by means of individual oral work in the classroom, written and oral reproduction of dialogues, and through carefully structured exercises. Customs and traditions are studied which enhance the student's awareness of Spanish culture.

Course Objectives:

<p>Students will be introduced to:</p>	<ul style="list-style-type: none"> ● Expressing themselves using the vocabulary introduced individually ● Asking someone's name and giving their name ● Asking how someone is and saying how they are ● introducing people and saying where they are from ● Using subjects and verbs in a sentence ● Saying time, the date, the day, and the season ● Reading descriptions of school subjects and schedules ● Talking and writing about classes, school activities, and likes and dislikes ● Exchanging information about classes and activities they and their friends have in common ● Read, listen to, and understand information about the school day, subjects and classes, and school supplies ● Read and write about school subjects and schedules ● Discuss and compare classes and opinions about school ● Identify, talk to, and write about different people
<p>Continued reinforcement will be placed on:</p>	<ul style="list-style-type: none"> ● Generating conversations amongst friends ● Holding detailed conversations about the weather
<p>By the end of the year, students will be able to:</p>	<ul style="list-style-type: none"> ● Read, listen to, and understand information about activities people like and don't like to do ● Talk and write about what they and others like and don't like to do ● Describe their favorite activities and ask others about theirs ● Exchange information while comparing what they like to do ● Write about and discuss daily activities

Resources Used:	
<ul style="list-style-type: none"> ● Text: <i>Encuentros 1A</i> (Online - Vista Higher Learning Platform), ● Workbook: <i>Encuentros 1A</i> Cuaderno de práctica ● Various online platforms, such as Conjuguemos.com, Gimkit, Kahoot 	

Spanish 7

In Spanish 7, the students progress toward mastering the pronunciation and spelling of the Spanish language, enrichment of everyday vocabulary, and a grasp of the grammar, both in larger basic fundamentals and in limited smaller points. Orally, the students participate in drills, answer questions, direct questions to other students, read aloud and perfect conversation skills. In writing, the students do exercises from the text and the workbook, answer oral and written questions and compose paragraphs. Students read authentic material as well as short, beginning level fictional novels. In addition, the students are introduced to cultural and historical information to provide a basic knowledge of the Spanish language and culture.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● Using present tense regular and irregular verbs to talk about and describe family and friends● Describing rooms in a house and household chores associated with each room● Making comparisons and expressing opinions about clothing and footwear● Express location of items in shopping centers● Expressing leisure activities that can be done at home● Ordering food in a restaurant and expressing needs politely● Exchanging information while giving advice● Telling someone what to do and what not to do● Discussing prices and describing clothing and gifts at a store● Talking about events that occurred and were completed in the past● Retelling the main idea of a simple, culturally authentic story in the target language with prompting and support
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Following oral and written instructions given in the target language● Asking and answering questions using the target language● Deriving meaning through the use of listening, viewing and reading strategies● Identifying, understanding and analyzing input that is heard, read or viewed on a variety of topics from authentic resources● Interacting and negotiating meaning in spontaneous spoken or written conversations to exchange and share information, reactions, feelings and opinions● Presenting information, concepts and viewpoints to inform,

	<p>explain, persuade and narrate in spoken or written language when negotiation of meaning is not possible</p> <ul style="list-style-type: none"> ● Comparing basic sound patterns and grammatical structures between the target language and own language ● Interacting with intercultural competence, using knowledge and understanding of native and other cultures ● Identifying products and practices to understand perspectives
<p>By the end of the year, students will be able to:</p>	<ul style="list-style-type: none"> ● Create with language, ask and answer simple questions on familiar topics, and handle a simple situation or topic. ● Understand the main idea and some pieces of information on familiar topics that are spoken or written ● Speak and write in various time frames- the present tense, near future, and occasionally in the past tense ● Describe people and things in detail ● Tell a friend or close family member what to do or not do ● Express thoughts and opinions on various topics and situations ● Ask clarifying questions to negotiate meaning in spontaneous spoken or written conversations ● Apply circumlocution strategies ● Make comparisons between products and practices in their own and other cultures

Resources Used:
<ul style="list-style-type: none"> ● Text: <i>Encuentros 1A</i> (Online - Vista Higher Learning Platform), ● Workbook: <i>Encuentros 1A</i> Cuaderno de práctica ● Novels: A variety of novels and short stories included in the Flango subscriptions ● Various online platforms, such as Conjuguemos.com, Flipgrid, Nearpod, Gimkit, Blooket, Kahoot

Spanish 8

Spanish 8th is a continuation of the Middle School Spanish Program. Vocabulary and grammar concepts introduced in the previous grade levels will be recycled into the current year to ensure a solid foundation of the language. Students will learn new vocabulary and grammar concepts which will enhance their communication skills. The course will include aural and oral class activities to further develop their listening and speaking abilities. Writing will be an integral component of the course this year.

Additionally, literature units will be incorporated each semester to prepare them for Upper School class expectations. Cultural units have been embedded into the curriculum in order to broaden their understanding of Spanish-speaking countries and help them become citizens of the world.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Body parts and their basic functions ● Describing using the five senses. ● Daily hygiene routines ● Reflexive pronouns ● Talk about physical and emotional conditions ● Discuss basic illnesses, basic remedies, and healthy lifestyle choices ● Give commands and advice ● Express habits ● Explore cultural aspects of Spain. ● Identify professions and workplaces ● Express future career paths ● Give commands ● Express free-time activities ● Talk about intentions ● Demonstrate interest in certain hobbies ● Express the continuation of an action ● Show interest or disinterest in sports ● Associate sports with sport equipment ● Express understanding of the differences between the Spanish words for “to play” ● Explore various aspects of the Hispanic culture in the United States. ● Talk about past actions ● Discuss the different modes of transportation ● Use travel vocabulary ● Express when actions related to travel ● List travel necessities and accessories ● Talk about destinations and accommodations ● Express when actions happened in the past ● Give negative commands ● Specify locations and give directions ● Describe the customs, geographical aspects and diversity of Argentina. ● Wish someone good luck, express admiration, and state

	<p>quantity</p> <ul style="list-style-type: none"> ● Learn about the universe through the text ● Express cause ● Describe the geographical and political divisions of a country ● Quantity in uncertain terms ● Describe nature and the environment ● Reflect on past actions ● Express permission and prohibition ● Explore the cultural aspects of Chile
<p>Continued reinforcement will be placed on:</p>	<ul style="list-style-type: none"> ● Following oral and written instructions given in the target language ● Asking and answering questions using the target language ● Deriving meaning through the use of listening, viewing and reading strategies ● Identifying, understanding and analyzing input that is heard, read or viewed on a variety of topics from authentic resources ● Interacting and negotiating meaning in spontaneous spoken or written conversations to exchange and share information, reactions, feelings and opinions ● Presenting information, concepts and viewpoints to inform, explain, persuade and narrate in spoken or written language when negotiation of meaning is not possible ● Comparing basic sound patterns and grammatical structures between the target language and own language ● Interacting with intercultural competence, using knowledge and understanding of native and other cultures ● Identifying products and practices to understand perspectives
<p>By the end of the year, students will be able to:</p>	<ul style="list-style-type: none"> ● Identify personal hygiene habits that protect against illness ● Compare personal hygiene habits and exchange advice ● Convey the importance of personal hygiene habits and describe what they are ● Discover the preferred pastimes of people in the Spanish-speaking world ● Answer questions and offer opinions about leisure activities and events ● Express their opinions and preferred leisure-time activities ● Comprehend video and text related to travel in Argentina

	<ul style="list-style-type: none"> ● Describe past actions and ask and answer questions about past events ● Describe places and actions related to travel and to tell someone what to do and what not to do ● Read and interpret a poem in Spanish ● Describe a natural element in poetry form and to express cause and motivation ● Ask and answer questions about cause and to talk about past actions
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Resources Used:	
	<ul style="list-style-type: none"> ● Textbook: <i>Encuentros 1B - Comunicación y Cultura</i> ● Encuentros 1B - Cuaderno de práctica ● Teacher generated activities ● Audio - Textbook program ● Videos - Textbook program ● Novels: A variety of novels and short stories included in the Flangoos subscriptions ● <u>Tumba</u> - Reading Book and Audio Book ● <u>Los Baker van a Perú</u> - Reading Book and Audio Book

Intro to Spanish 8

This course is an introduction to the Spanish language. Students work to attain a comprehension of written and spoken Spanish and progress toward writing and speaking the language themselves. Students gain understanding of core grammar concepts, vocabulary acquisition, and pronunciation through guided practice class activities as well as independent work and projects. Activities are aimed at developing listening skills, reading comprehension, and self-expression in speaking and writing Spanish. The purpose of the course is to build a strong foundation of the language and prepare students for a successful year in Spanish I.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Greetings and farewells in Spanish ● Common expressions of courtesy ● Vocabulary related to the calendar

	<ul style="list-style-type: none"> ● Formal and informal introductions ● Adjectives used to describe people and objects ● Vocabulary relevant to school subjects and class activities ● Expressions of time and the clock ● Terms regarding school supplies and articles of clothing found in stores ● Modes of transportation to school and from school ● Extracurricular school activities and clubs ● Vocabulary related to feelings ● Foods and beverages found in grocery stores and restaurants
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Following oral and written instructions given in the target language ● Asking and answering questions using the target language ● Deriving meaning through the use of listening, viewing and reading strategies ● Interacting and negotiating meaning in spontaneous spoken or written conversations to exchange and share information, reactions, feelings and opinions ● Interacting with intercultural competence, using knowledge and understanding of native and other cultures
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Introduce themselves, greet and take leave of others ● Use common expressions of courtesy ● Speak about the calendar, the seasons of the year and describe the weather ● Address people formally and informally ● Use adjectives to describe the physical appearance and personality traits of people and objects ● Describe and express opinion of school subjects and class activities ● Time: give the time, inquire about the time and tell the time an event takes place ● Identify and describe school supplies and articles of clothing ● Shop for school supplies and clothing ● Inquire about the price of items in a store ● Talk about modes of transportation to school ● Talk about school activities ● Express feelings and inquire about other people’s feelings. ● Identify foods and beverages ● Navigate a meal at a restaurant: request a table, order food,

	and pay for the meal <ul style="list-style-type: none"> ● Shop for food at a supermarket
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Resources Used:
<ul style="list-style-type: none"> ● Text: <i>Buen Viaje</i> ● Vocabulary and Grammar Workbook that included Audio Activities ● Novels - <u>Los Baker van a Perú</u> (present tense) ● Various Online platforms such as Conjuguemos.com, Señor Wooly, Gimkit, Quizizz, Kahoot, Testmoz, Socrative

French

French 5

In French 5, the students will use all three communication modes- interpersonal, interpretive, and presentational. The class will be 90% of the time in French and the students will get a general introduction to the French language and culture. The students will have plenty of opportunities to practice simple everyday life conversations, to do daily pronunciation activities, to read authentic materials, and to learn about the culture of French speaking communities. During this course, every day the students have class, they are expected to practice what they learned for 15 minutes. It is called *independent practice*.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Using the present tense of the most common daily verbs. ● Talking about themselves. ● Expressing and asking about preferences, needs, and opinions. ● Exchanging information in informal conversations
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Using French to communicate with peers and the teacher ● Asking and answering questions using the target language ● Participating actively and staying on task in French ● <u>Practicing everyday what we learn in class for 15 minutes</u> ● Expressing feelings, sensations, and opinions in French ● Interacting with one another applying previously learnt material but completely spontaneous.

	<ul style="list-style-type: none"> ● Understanding some cultural practices and perspectives from the French speaking world and comparing them to their own.
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Create simple sentences with brief elaboration to ask and answer simple questions on familiar topics, and handle simple unrehearsed conversations in the interpersonal mode. ● Understand the main idea and some key details from authentic materials. ● Express themselves in the present. ● Describe themselves physically, emotionally, and their personality. ● Sustain conversations and add culturally appropriate expressions that apply to the specific situation. ● Use greetings, apologies, congratulations, thanksgivings, descriptions, requests, etc., to communicate with others

Resources Used:
<p>Texts: ALL materials are published and available in Canvas, and these extra books are part of the classroom library.</p> <ul style="list-style-type: none"> ● <i>Le masque maudit</i> - Séverine Vidal - Zelda Zonk ● <i>Sous la même étoile</i> - Antoine Dole - Amélie Dufour ● <i>Sami et Julie au parc d'attractions</i> - Emmanuelle Massonaud ● <i>Poisson d'avril!</i> - Emmanuelle Massonaud ● <i>Les p'tites poules et les amis masques</i> - Marie-Christine Olivier ● <i>L'ami de Carmélito</i> - Marie-Christine Olivier ● <i>Carmen entre au CP</i> - Marie-Christine Olivier ● <i>Le nouveau</i> - Marie-Christine Olivier ● <i>Recueil de textes Niveau 1 Vol 2</i> - Claude Huguenin ● <i>Recueil de textes Niveau 2</i> - Claude Huguenin ● <i>Hugo tête en l'air</i> - Evelyne Barge - Marco Overzee ● <i>Cahier de Français</i> - Jineth Way (All students have access to the Canvas course and receive a copy of all materials)

French 6

In French 6, the students will use all three communication modes- interpersonal, interpretive, and presentational. The class will be 90% of the time in French and the students will get a general introduction to the French language and culture. The students will have plenty of opportunities to practice simple everyday life conversations, to do daily pronunciation activities, to read authentic

materials, and to learn about the culture of French speaking communities. During this course, every day the students have class, they are expected to practice what they learned for 15 minutes. It is called *independent practice*.

Course Objectives:	
Students will review:	<ul style="list-style-type: none"> ● Using the present tense of the most common daily verbs. ● Talking about themselves. ● Expressing and asking about preferences, needs, and opinions. ● Exchanging information in informal conversations
Students will learn to:	<ul style="list-style-type: none"> ● Talk about their families. ● Express their preferences and ask about clothing, food, places to visit, and needs. ● Exchanging information in informal conversations about clothing, food, places to visit, and needs.
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Using French to communicate with peers and the teacher ● Asking and answering questions using the target language ● Participating actively and staying on task in French ● Practicing everyday what we learn in class for 15 minutes ● Expressing needs, feelings, and opinions in French ● Interacting with one another applying previously learnt material ● Understanding cultural practices and perspectives from the French speaking world about clothing, food, places to visit, and needs.
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Describe themselves physically, emotionally, and their personality. ● Sustain conversations and add culturally appropriate expressions that apply to the specific situation. ● Use greetings, apologies, congratulations, thanksgivings, descriptions, requests, etc., to communicate with others ● Create more complex sentences with brief elaboration to ask and answer simple questions on familiar topics, and handle simple unrehearsed conversations in the interpersonal mode ● Understand the main idea and some key details from authentic materials in the interpretive mode. ● Express themselves in the present and near future tenses ● Describe themselves, their family and activities.

Resources Used:

Texts: ALL materials are published and available in Canvas, and these extra books are part of the classroom library.

- *Le masque maudit* - Séverine Vidal - Zelda Zonk
- *Sous la même étoile* - Antoine Dole - Amélie Dufour
- *Sami et Julie au parc d'attractions* - Emmanuelle Massonaud
- *Poisson d'avril!* - Emmanuelle Massonaud
- *Les p'tites poules et les amis masques* - Marie-Christine Olivier
- *L'ami de Carmélito* - Marie-Christine Olivier
- *Carmen entre au CP* - Marie-Christine Olivier
- *Le nouveau* - Marie-Christine Olivier
- *Recueil de textes Niveau 1 Vol 2.* - Claude Huguenin
- *Recueil de textes Niveau 2* - Claude Huguenin
- *Hugo tête en l'air* - Evelyne Barge - Marco Overzee
- *Cahier de Français* - Jineth Way

(All students have access to the Canvas course and receive a copy of all materials)

French 7

French 7 builds on the foundation that students received in the 6th grade and prepares them for 8th grade French. They will continue to expand and develop the previously introduced language skills reading, listening, speaking and writing, through a variety of activities designed to complement each other and to produce material that is timely and interesting. Oral work focuses on the acquisition of certain idiomatic expressions that will allow the student to express himself/herself freely within the specific framework of given situations. Written work compliments oral work through a variety of activities from the text, workbooks, dictated material and personal presentations. As they learn about French culture and civilization, students will acquire some basic skills on contemporary spoken French. Study skills essential to language learning will be systematically introduced.

Course Objectives:

Students will be introduced to:

- Using present tense regular and irregular verbs to talk or write about a variety of familiar topics such as school subjects, academic life, oneself, others, everyday activities, and occupations
- Engaging in short social interactions using phrases and simple sentences

	<ul style="list-style-type: none"> ● Exchanging information using simple language about personal preferences, needs, and feelings ● Identifying countries and cultural traditions and perspectives from the francophone world ● Holding daily conversations on the basics: greetings, days, time, dates, weather, seasons ● Determining articles based on gender and number of a noun ● Expressing negation ● Asking questions and exchanging information ● Describing people and things with adjectives & agreement ● Identifying which subject pronoun to use when talking to or about people or things ● Learning numbers 0-100 ● Using possessive adjectives to talk about family, friends, and pets ● Using prepositions of location and disjunctive pronouns to talk about occupations ● Retelling the main idea of a simple, culturally authentic story in the target language with prompting and support
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Following oral and written instructions given in the target language ● Asking and answering questions using the target language ● Deriving meaning through the use of listening, viewing and reading strategies ● Identifying, understanding and analyzing input that is heard, read or viewed on a variety of topics from authentic resources ● Interacting and negotiating meaning in spontaneous spoken or written conversations to exchange and share information, reactions, feelings and opinions ● Presenting information, concepts and viewpoints to inform, explain, persuade and narrate in spoken or written language when negotiation of meaning is not possible ● Interacting with intercultural competence, using knowledge and understanding of native and other cultures ● Identifying products and practices to understand perspectives ● Comparing basic sound patterns and grammatical structures between the target language and own language
By the end of the year,	<ul style="list-style-type: none"> ● Create with language, ask and answer simple questions on

students will be able to:	<p>familiar topics, and handle a simple situation or topic.</p> <ul style="list-style-type: none"> ● Understand the main idea and some pieces of information on familiar topics that are spoken or written ● Speak and write in various time frames- the present tense, near future, and occasionally in the past tense ● Describe people and things in detail ● Express thoughts and opinions on various topics and situations ● Ask clarifying questions to negotiate meaning in spontaneous spoken or written conversations ● Apply circumlocution strategies ● Make comparisons between products and practices in their own and other cultures
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Resources Used:
<ul style="list-style-type: none"> ● Textbook and workbook: <i>D'accord 1A</i> ● Teacher-created handouts and resources ● Cahier de Français

French 8

This course continues the middle school journey of communicating in French and exploring the francophone (French-speaking) world. Students grow in their capability and confidence in the language by practicing interpretive, interpersonal, and presentational communication tasks using authentic resources. Students further develop their skills in listening, speaking, reading, and writing in order to increase their cultural and language proficiency. Reaching French 1 level by the end of the course, students will be prepared for advanced language study in the upper school (French 2 level).

Course Objectives	
Students will be introduced to:	<ul style="list-style-type: none"> ● Talking about identity, relationships, and activities using common regular and irregular verbs in the present and past ● Communicating transactionally about dining, shopping, weather, clothing, sports & leisure activities ● Expressing commands, suggestions, opinions, and negation ● Narrating time with <i>passé composé</i>, recent past, continuous present, and near future. ● Understanding the differences between <i>passé composé</i> and <i>imparfait</i>

	<ul style="list-style-type: none"> ● Referencing people, places, and things with object pronouns ● Making comparisons between their own and others' cultures ● Pronouncing words and phrases comprehensively ● Deriving meaning through the use of listening, viewing and reading strategies ● Negotiating meaning in spontaneous spoken or written conversations to exchange and share information, reactions, feelings and opinions ● Presenting information, concept, and viewpoints to inform, explain, persuade, and narrate in spoken or written language
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Expressing preferences and other information about self ● Describing people, places, and things ● Asking questions ● Reading and listening for comprehension ● Making written & spoken statements about familiar topics ● Pronouncing French sounds accurately
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Narrate actions in the past, present, and near future ● Read, comprehend, and interpret authentic francophone texts ● Listen/watch, comprehend, and interpret authentic francophone video and audio ● Express original ideas in writing and speaking with complete sentences ● Speak and write in a manner comprehensible to a native speaker ● Ask & answer questions in spontaneous conversation about familiar topics ● Ask clarifying questions to negotiate meaning in spontaneous spoken or written conversations ● Apply circumlocution strategies ● Identify cultural products, practices, and perspectives from francophone cultures and compare these cultural elements to their own

Resources Used:
<ul style="list-style-type: none"> ● Textbook and Workbook: <i>D'accord 1B</i> ● Various online resources

Latin

Latin 6

This course introduces students to the foundations of the Latin language and Roman culture. It is unusual in that students learn the language through active use, employing methods commonly used in modern-language teaching and learning. The goal is for the learners to develop automaticity in the four categories of language learning: listening, speaking, reading and writing.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Communication – communicating in Latin, with an emphasis on speaking and listening ● Communication – Storytelling in Latin ● Culture – knowledge and understanding of Roman culture ● Connections – connections with other disciplines ● Comparisons – insight into their own language and culture
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Understanding of the Latin inflection system ● Vocabulary building ● The singular of the present tense in all four conjugations (+ the “-io” verbs) ● The verb “esse” (to be) ● The Nominative, Vocative, Accusative and Ablative cases in three declensions ● Noun & verb agreement ● Noun & adjective agreement ● Prepositional phrases ● “Everyday” speech
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Use the singular present tense in all four conjugations (+ the “-io” verbs) ● Use the imperative ● Use adjectives ● Use the present active infinitive as a complement to finite verbs ● Reinforce and further their knowledge of other disciplines through their study of Latin ● Recognize and use elements of the Latin language to increase

	<p>knowledge of their own language</p> <ul style="list-style-type: none"> ● Realize that the positional grammar of English and many other modern European languages is not universal ● Ground themselves as part of a tradition that spans two-and-a-half millennia
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Resources Used:	
	<ul style="list-style-type: none"> ● Materials available on Canvas ● Christophe Rico, <i>Unus Duo Tres</i>, Jerusalem: Polis Institute Press, 2022

Latin 7

This course continues the process of introducing students to the foundations of the Latin language and Roman culture. The goal is for the learners to develop automaticity in the four categories of language learning: listening, speaking, reading and writing. The course integrates grammar and syntax, vocabulary, and the culture of ancient European civilizations that remain part of our heritage today.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Communication – communicating in Latin, with an emphasis on speaking, listening, reading and writing ● Culture – knowledge and understanding of Roman culture ● Connections – connections with other disciplines ● Comparisons – insight into their own language and culture
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Understanding of the Latin inflection system ● Vocabulary building ● The present tense, singular and plural, in all four conjugations (+ the “-io” verbs) ● The verb “esse” (to be) ● The Nominative, Vocative, Accusative, Genitive, Dative, and Ablative cases in three declensions ● Noun & verb agreement ● Noun & adjective agreement ● Prepositional phrases ● “Everyday” speech ● Developing the ability to relate and tell simple stories in Latin ● Roman life and culture of mid-1st century AD Pompeii

	<ul style="list-style-type: none"> ● Latin sentences structures ● Noun cases in three declensions ● Noun & verb agreement ● Noun & adjective agreement ● Prepositional phrases
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Use the singular and plural of present, perfect, and imperfect tenses in all four conjugations (+ the “-io” verbs) ● Use the imperatives, singular and plural ● Use adjectives ● Use the most common irregular verbs (e.g., “volo”) ● Recognize all six Latin cases and articulate their uses ● Use the present active infinitive as a complement to finite verbs ● Reinforce and further their knowledge of other disciplines through their study of Latin ● Recognize and use elements of the Latin language to increase knowledge of their own language ● Ground themselves as part of a tradition that spans two-and-a-half millennia

Resources Used:
<ul style="list-style-type: none"> ● Course materials available on Canvas ● Christophe Rico, <i>Unus Duo Tres</i>, Jerusalem: Polis Institute Press, 2022 ● Cambridge Latin Course <i>UNIT I, Cambridge Elevate</i> (Online Text)

Latin 8

The Course presents language not as an end in itself, but as a means of gaining access to literature and to the culture from which it springs. The course integrates grammar and syntax, vocabulary, and the culture of ancient European civilizations that remain part of our heritage today. Students develop an understanding of the content, style, and values of Roman civilization, with special reference to the first century AD. Students spend time on derivatives and word study to supplement English vocabulary-building skills. This course provides a strong foundation that allows students to move into Latin at the Upper School level.

Course Objectives:

<p>Students will be introduced to:</p>	<ul style="list-style-type: none"> ● Communication – communicating in Latin ● Culture – knowledge and understanding of Roman Imperial culture during the 1st century CE ● Connections – coalesce their expanding knowledge with other disciplines ● Comparisons – insight into their own language and culture ● Communities - wider communities of language and culture
<p>Continued reinforcement will be placed on:</p>	<ul style="list-style-type: none"> ● Roman life and culture of mid-1st century AD Pompeii ● Latin sentences structures (simple to moderately complex) ● Vocabulary building ● Conjugations in three tenses ● Conjugations of “esse” (to be) ● Noun cases in three declensions ● Noun & verb agreement ● Noun & adjective agreement ● Prepositional phrases
<p>By the end of the year, students will be able to:</p>	<ul style="list-style-type: none"> ● Read, understand, and interpret Latin ● Orate, listen to, and write in Latin as part of the language learning process ● Demonstrate an understanding of the perspectives of Roman culture as revealed in the practices and products of the Romans ● Reinforce and further their knowledge of other disciplines through their study of Latin ● Expand their knowledge through the reading of Latin and the study of ancient cultures ● Recognize and use elements of the Latin language to increase knowledge of their own language ● Compare and contrast their own culture with that of the Roman world ● Use their knowledge of Latin in a multilingual world ● Use their knowledge of Roman culture in a world of diverse cultures

Resources Used:	
<ul style="list-style-type: none"> ● Cambridge Latin Course <i>UNIT 1, Cambridge Elevate</i> (Online Text) 	

SPECIAL CLASS ROTATION FOR LATIN 8 STUDENTS

Overview

In the previous academic school year, we began offering Latin as a world language option for 6th and 7th grade students. Because the Kinkaid Middle School is committed to giving each child an introductory Latin experience, the majority of students in 8th grade will continue to take a halftime Latin course in addition to their chosen world language. Students currently enrolled in full-time Latin 8 will take a special rotation of classes instead of the half-time Introductory Latin class. These classes will also meet on a half-time basis, allowing the students to have a Study Hall twice a week. These classes will be graded on a Citizenship scale (O,G,N,U) based on effort and participation.

Outdoor Education 8

The Outdoor Education class will use group and individual activities to enhance students' skills in leadership, collaboration, and communication. By engaging in a series of outdoor group challenges, students will focus on observation, active listening, problem-solving, and reflection. As the challenges continue to grow in complexity, students will engage in the experiential learning cycle of experimenting, processing, sharing, and revising. The majority of these challenges will occur outdoors and many will include low-ropes challenge course elements.

Philosophy 8

The goals of Philosophy 8 are to invite students to engage in a philosophical journey and reflect on various topics of interest such as identity, friendship, justice, ethics etc. They will also learn about Western philosophical trends through time, starting in Ancient Greece. This is not a debate class; every student will be invited to forge and to discuss their own thoughts in a Socratic method where respect, active listening, and participation will prevail. In parallel, students will read and study Jostein Gaarder's classic novel Sophie's World and through the main character will get familiar with philosophical history and concepts.

AI - Prompt Engineering 8

Students in AI - Prompt Engineering 8 will be learning about artificial intelligence (AI) in a course that dives into AI and large language models (LLM). Students will interact with OpenAI's ChatGPT and other generative AI tools, learning how to create effective prompts and exploring the ethical considerations of AI. Through hands-on projects, students will enhance their creative and critical thinking skills. Students will also learn how bias can be introduced into these systems. This course will integrate communication, creativity, and technology, providing a unique lens into the fast-evolving digital landscape.

TECHNOLOGY

Technology Department Philosophy

Students at Kinkaid utilize technology as an essential part of their learning process, so that they will be able to:

- Act as active, responsible, and ethical citizens in the digital realm
- Communicate thoughts and ideas using a variety of digital media
- Create and consume digital information and technology mindfully and intelligently
- Apply technology innovatively in a variety of settings and circumstances

The implementation of this vision plays itself out in two distinctly different ways. The first is leveraging the school issued 1:1 laptops and embedding technology skills, mindsets, and dispositions into the academic curriculum, not simply for its own sake, but rather to enhance the teaching and learning of core subject areas in meaningful ways.

The second way for students to establish their technological foundation is through their participation in our required sixth grade technology course and through a technology elective offered in the seventh grade. In these courses, the student's learning will give them ample opportunities to explore our three major areas of focus and foundational application skills, such as word processing, use of spreadsheets, image manipulation, audio and video editing, (digital) citizenship and wellness, which focuses on a balanced and purposeful use of technology, and the exploration of computer science, design, engineering, and fabrication skills. Students in these classes are provided opportunities to explore their passions, express themselves creatively, and model real-world scenarios via project based experiences.

Technology 6

Utilizing creativity, collaboration, communication, and critical thinking students will explore a variety of computer applications and technology skills in the sixth grade technology course. Students will engage in hands-on, project-based lessons in the following areas: coding and programming; physical computing; 3D design and printing; Digital Wellness; using images, audio, and video to construct a narrative or argument; and utilizing the Google Apps. All students are instructed in our state-of-the-art makerspace, The Nest, and make use of our tools housed there. These experiences help support students further their work in their core classes and provide a foundation for autonomous learning in the realm of computer technology.

Course Objectives:	
Students will be	<ul style="list-style-type: none">● Google Apps: including Mail, Docs, Sheets, Slides, Drawing, Drive● The design-thinking cycle: Empathize, Define, Ideate, Prototype, Test

Course Objectives:	
introduced to:	<ul style="list-style-type: none"> ● Physical computing: enhancing programming and coding with sensors in physical objects in order to interact with the world around the object ● Using a variety of media creation software to create an original project
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Digital Citizenship and Wellness skills which align with Kinkaid's core values and mission statement ● Writing programs with block coding ● Critical thinking, problem solving, and troubleshooting skills
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Design a 3D object that is thoughtful in design, function, and style ● Create an original media project ● Write a simple program using Scratch ● Use technology in a balanced and mindful way

Resources Used:
<p><i>Included but not limited to:</i></p> <ul style="list-style-type: none"> ● Google Apps for Education ● Micro:Bit ● MakeyMakey ● Scratch ● Turtle Art ● Tinkercad ● Gigabot ● Raspberry Pi ● Legos ● Code.org ● Nitrotype ● GarageBand ● Interland

Technology 7

The Technology 7 elective has been designed to allow students who have completed the Technology 6 course an opportunity to explore topics in greater depth. Nurturing creativity and critical thinking through design projects is the focal point of this hands-on course as students identify problems in the world around them and develop solutions using technology and the wide variety of tools in the Kinkaid Middle School maker space, The Nest.. From learning how to design and create graphics in 2D to

designing 3D printed solutions to real world problems, students are provided ample opportunities to take ownership of their own learning while gaining valuable 21st skills.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Create and edit vector graphics ● Create and edit raster graphics ● Create and edit digital photos ● Create and edit 3D models ● Create and edit 3D animations ● Artificial Intelligence and Machine Learning
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● The principles of design ● 3D design skills ● Block Coding ● Physical computing ● How to decipher code
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Design a one-of-a-kind t-shirt using vector/raster graphics ● Design a one-of-a-kind poster using digital photos/graphics ● Design a 20 second 3D animation ● Design a 3D printed solution to a real world problem ● Design an Arduino driven animatronic

Resources Used:
<ul style="list-style-type: none"> ● Gigabot 3-D Printer ● Laser Cutter ● Vinyl Cutter ● Arduino Uno ● Adobe

1:1 Laptop Program for Grade 5-8 Students

The Kinkaid School strives to effectively integrate technology into instruction. The Middle School 1:1 Laptop Program supports both the Middle School’s goal to continuously improve student experiences and the technology department’s vision to leverage the use of technology in engaging and transformative ways. By placing a tool directly in the hands of students, we aim to:

- Encourage students to seek out new and innovative ways to research, create, challenge, question and share

- Support students in taking ownership of their learning
- Nurture active and engaged learners who are inquisitive critical thinkers
- Provide access to global information as well as uncharted connection to places and people around the world
- Utilize technology to support the very skills we strive to teach

Canvas Learning Management System

Beginning in the 2021-22 academic year, the Kinkaid Middle adopted the Canvas Learning Management System from Instructure. The use of Canvas provides students with...

Greater integrations between Canvas and our other digital learning platforms to create a more unified learning experience. The Canvas LMS supports a wider range of digital tools and platforms, which can be integrated within Canvas. This means faculty will be able to embed content from digital textbook resources from Savvas (Pearson) TCI, and McGraw Hill, , tools from Adobe’s Creative Suite, and library resources so students don’t have to leave Canvas in order to access them.

A better student experience. Canvas provides a richer set of calendaring tools and a list of “to do” items that are more easily accessible to students, helping them to learn to plan and organize their learning in a way that best suits their needs.

Better preparation for the future. The Upper School and 85% of Kinkaid’s graduates, as of 2021, matriculate to colleges and universities which are using Canvas as their LMS, including the University of Texas, Texas A&M, the Ivy League, and most prestigious colleges and universities.

ATHLETICS & PHYSICAL EDUCATION

Athletics & Physical Education Department Philosophy

Kinkaid Athletics & Physical Education provides comprehensive and diverse experiences in both Physical Education (Grades 5 & 6) and Athletic Team Sports (Grades 7 & 8) through a curriculum and athletic program that focuses on skills-development, movement, sports fundamentals, game strategies, and sportsmanship. Through our deliberate instruction, energy, and strong teacher-coach-mentors, we provide student-athletes multiple opportunities and platforms to grow as individuals and teammates along with developing life lessons and practices that will serve them well beyond their years at Kinkaid.

Physical Education 5

Students will participate in a sports education curriculum, which is based on learning the necessary skills to participate in a myriad of activities. The sport options available in seventh and eighth grade are introduced in seasonal units. Basic skills are taught, practiced and used in small game situations leading up to participation in regulation games. Students learn sport skills, cooperation, sportsmanship, rules and strategies in each unit. Fitness is incorporated into the daily lesson plans. One-week units on “lifetime activities” such as badminton, weight room work, and bocce, are also introduced for the first time in the curriculum.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● The basic skills of most sports offered by Kinkaid’s MS athletic programs● Different components such as strategy, sportsmanship, teamwork and mental skills
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Developing motor and manipulative skills in conjunction with the sport or lifetime activity in which they are participating
By the end of the year, students will be able to:	<ul style="list-style-type: none">● Grasp key components of each sport offered at Kinkaid. This will be a stepping stone towards their continued development as they enter our 6th grade program

Resources Used:
<ul style="list-style-type: none">● Appropriate equipment for each sport or lifetime activity

Physical Education 6

Students will participate in a sports education curriculum, which is based on learning the necessary skills to participate in a myriad of activities. The sport options available in seventh and eighth grade are introduced in seasonal units. Basic skills are taught, practiced and used in small game situations leading up to participation in regulation games. Students learn sport skills, cooperation, sportsmanship, rules and strategies in each unit. Fitness is incorporated into the daily lesson plans. One-week units on “lifetime activities” such as badminton, weight room work, and bocce, are also incorporated throughout the year.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● The basic skills of most sports offered by Kinkaid’s MS athletic programs● Different components such as strategy, sportsmanship, teamwork and mental skills● The opportunity to participate and compete with the MS Track team in the HJPC
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Developing motor and manipulative skills in conjunction with the sport or lifetime activity they are participating in
By the end of the year, students will be able to:	<ul style="list-style-type: none">● Grasp key components of each sport offered at Kinkaid.● This will be a stepping stone towards their continued development as they enter MS Athletics where they can compete for a variety of sports programs over the course of a year

Resources Used:
<ul style="list-style-type: none">● Appropriate equipment for each sport or lifetime activity

Track & Field 6 – Spring (Optional)

The first opportunity to compete on a team for Kinkaid occurs in the spring for sixth grade students. Boys and girls may choose to train and compete with the track and field team. Practice is during physical education class, and meets will be held after school.

7th Grade Athletic Teams

All seventh grade students will participate in a sport during all three seasons (fall/winter/spring). Kinkaid offers a full range of sport opportunities to our Middle School students. As a member of an athletic team,

students will learn the fundamentals necessary to continue developing and improving individual skills. Additionally, students will work toward understanding team strategies and build chemistry through daily interaction with their teammates. A solid work ethic, respect for opponents, officials, and coaches and the desire for continued improvement are the expectations. Inherent in athletic participation at Kinkaid students will find opportunities for leadership, developing friendships and learning to take risks in a safe and supportive environment.

	Fall Season	Winter Season	Spring Season
Boys' Sports	Cross Country Football Volleyball	Basketball Soccer Swimming Wrestling	Baseball Golf Lacrosse Tennis Track & Field
Girls' Sports	Cross Country Cheerleading Field Hockey Volleyball	Basketball Soccer Swimming	Softball Golf Lacrosse Tennis Track & Field

8th Grade Athletic Teams

All eighth grade students will participate in a sport during all three seasons, unless they have obtained outside credit for one season. The Cardio class option (available during all three seasons) can be taken during one season of eighth grade in lieu of a team sport. Kinkaid offers a full range of sport opportunities to our Middle School students. As a member of an athletic team, students will learn the fundamentals necessary to continue developing and improving individual skills. Additionally, students will work toward understanding team strategies and build chemistry through daily interaction with their teammates. A solid work ethic, respect for opponents, officials, and coaches and the desire for continued improvement are the expectations. Inherent in athletic participation at Kinkaid, students will find opportunities for leadership, developing friendships and learning to take risks in a safe and supportive environment.

	Fall Season	Winter Season	Spring Season
Boys' Sports	Cross Country Football Volleyball Cardio	Basketball Soccer Swimming Wrestling Cardio	Baseball Golf Lacrosse Tennis Track & Field

			Cardio
Girls' Sports	Cross Country Cheerleading Field Hockey Volleybal Cardio	Basketball Soccer Swimming Cardio	Softball Golf Lacrosse Tennis Track & Field Cardio

VISUAL & PERFORMING ARTS (VPA)

VPA Department Philosophy

Kinkaid Arts provides comprehensive arts experiences and instruction through a student-centered curriculum that fosters collaboration, creativity, and problem solving. Through our energy, focus and master teachers, we provide artists and audiences an opportunity to learn more about both themselves and others.

Music

Music 5 (part of 5th grade Arts rotation)

In fifth grade music, students will experience the joy of making music well with others. Students will sing, play instruments and move. Students will increase their knowledge of music theory which will improve their ability to read music. Students will perform often in class. At the end of the quarter, we will present a “Demonstration Class” to the parents. The goal of this course is to inspire students to become life-long musicians.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● Ukulele technique and tablature● Music Games● Reading rhythm by counting, transitioning from the takadimi system used in lower school to the number system used in MS and HS
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Skills that build ensemble● Sight-singing with solfege● Singing beautifully in polyphony● Building confidence as a performing musician● Skills needed to navigate a choral score
By the end of the quarter, students will be able to:	<ul style="list-style-type: none">● Participate fully and successfully in a rehearsal● Perform a class demonstration that includes choral and ukulele repertoire● Sing and play a solo and in small ensembles

Resources Used:
<ul style="list-style-type: none">● Resources provided in Music

Band 6 (part of 6th grade Arts rotation)

The sixth grade band is a class which introduces the fundamentals of playing a band instrument. Instruments included are flute, clarinet, French horn, trumpet, trombone, euphonium and tuba. Private lessons taught by professional musicians are available for all instruments.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● Aural Skills (ear training)● Reading of music notation and rhythm● Correct instrument assembly, posture, and tone production● Playing an assigned wind or percussion instrument● Performance skills
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Building Aural Skills● Musical Note Reading Skills● Understanding and execution of pulse and rhythm● Body Positioning to hold the assigned instrument: Posture, Balance, and Hand Positions● Control of Air and Breathing concepts for the assigned wind instrument● Accurate Embouchure (mouth position) for wind instruments to produce a characteristic tone quality● Basics of Articulation● Playing in unison● Performance Practice
By the end of the year, students will be able to:	<ul style="list-style-type: none">● Play their assigned instrument at an introductory level: woodwind and brass students playing the first 5 notes; percussion students playing all rudiments required in 7th grade music● Play Various musical selections from <i>Standard of Excellence Book 1</i>● Perform in a class demonstration of musical selections

Resources Used:
<ul style="list-style-type: none">● Text: <i>Standard of Excellence Book 1</i>

Choir 6 (part of 6th grade Arts rotation)

The focus of this course is choral singing. The goal of this course is to develop the skills and technique to enjoy singing beautifully together. At the end of the quarter, we will present a “Demonstration Class” to the parents. The goal of this course is to inspire students to become life-long musicians.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● Singing more advanced polyphony● Performing as a choir
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Healthy vocal technique and singing range● Navigating a choral score● Reading rhythm and pitch
By the end of the quarter, students will be able to:	<ul style="list-style-type: none">● Participate fully and successfully in a choral rehearsal● Participate fully and successfully in a choral performance● Sing beautifully solo, and in ensembles

Resources Used:
<ul style="list-style-type: none">● Choral octavos provided in class

Orchestra 6 (part of 6th grade Arts rotation)

The sixth grade orchestra introduces the fundamental skills used in playing a string instrument. Instruments included are the violin, viola, cello and string bass. Private lessons taught by professional musicians are available.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">● Basic playing techniques to produce a characteristic tone for the instrument, including proper playing posture, correct instrument position, proper bow grip and correct bow stroke● Reading of musical notation and rhythm
Continued reinforcement will be placed on:	<ul style="list-style-type: none">● Creating proper tones on the instrument as the quarter progresses
By the end of the year, students will be able to:	<ul style="list-style-type: none">● Understand the notes of the D scale using the D and A string (G string for basses) and be able to correlate these notes with

	<p>their position on the musical staff</p> <ul style="list-style-type: none"> ● Read any combination of these notes in common time with the use of quarter notes and quarter rests
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Resources Used:
Text: <i>Essential Elements for Strings, Book 1</i>

Band 7 (half-time or full-time 7th grade elective)

This is a year-long course available on a full-time or half-time basis. This course is a continuation of the sixth grade beginning band with emphasis on developing the technical skills acquired during sixth grade. The focus of this full-time course will be the development of the individual’s music-reading abilities, technique, interpretive skills, theoretical knowledge of music and the ability to work well within an ensemble. Also emphasized is the expansion of the student’s musical experience through exposure to a variety of literature. This band will also play several concerts during the year. There are very few requirements, other than home practice, outside of regular school hours. There are no conflicts with sports or other extracurricular activities. Private lessons, taught by professional musicians, will be offered for all instruments.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Aural skills (ear training) ● Reading of music notation and rhythm ● Getting reacquainted with playing the assigned wind or percussion instrument from 6th grade ● Performing as an ensemble ● Performance skills in a concert and solo setting
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Reinforcing the basic musical skills introduced in 6th grade band ● Building aural skills ● Musical note reading skills ● Understanding and execution of pulse and rhythm ● Body positioning to hold the assigned instrument: posture, balance, and hand positions ● Control of air and breathing concepts for the designated wind instrument ● Accurate embouchure (mouth position) for wind instruments to produce a characteristic tone quality

	<ul style="list-style-type: none"> ● Basic articulation and additional more advanced articulation techniques ● Expressive aspects of music such as dynamics, slurring, phrasing, style, vibrato ● Performance practice as an ensemble with different instrument sections playing different parts
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Play their assigned instrument at an intermediate level. ● Play various musical exercises from <i>Warm-Ups and Beyond</i> ● Play various musical selections from <i>Standard of Excellence Book 1</i> ● Perform an individual solo for adjudication for their designated instrument ● Play additional musical selections for concert performances

Resources Used:	
	<ul style="list-style-type: none"> ● Texts: <i>Standard of Excellence Book 1, Warm-Ups and Beyond</i> ● 7th grade level band concert selections ● 7th grade level solo selections for the designated instrument

Choir 7 (7th grade elective)

Because this is a year-long course, the 7th grade choir is able to perform more advanced literature. Depending on the roster, we could sing in four part harmony: soprano, alto, tenor and bass. This choir performs regularly; on campus and off.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Performing choral music in a formal concert setting ● Navigating music as a Soprano, Alto, Tenor or Bass
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Navigating a choral score ● Reading melodies and rhythms ● Developing healthy singing tone and vocal range ● Singing beautifully solo and with others
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Participate fully and successfully in a choral rehearsal ● Participate fully and successfully in a choral performance ● Sing beautifully in harmony with others

Resources Used:
<ul style="list-style-type: none"> ● Choral scores provided in class

Orchestra 7 (half-time or full-time 7th grade elective)

This is a year-long course available full-time or on a rotating basis. The course is a continuation of sixth grade orchestra class with emphasis on the expansion and development of the technical skills learned in sixth grade as well as further developing ensemble skills necessary for public performance. Students who attain the necessary technical skills to perform with the advanced orchestra will be included in those activities whenever possible. There are few rehearsals outside of school hours. Private lessons, taught by professional musicians, are available.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● A repertoire of music that has increasingly independent musical parts and contains more technically demanding and rhythmically demanding material
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Proper fundamental playing techniques ● Development of good ensemble skills and rehearsal habits ● The concept of playing with good intonation will be paramount during the early going of this year as students learn technical skills involving the left hand
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Demonstrate the ability to read and recognize all notes in the first position on their instrument ● Understand duple rhythms divided down to the eighth note, including dotted quarter-note eighth-note rhythms ● Read, prepare and perform repertoire of Grade 1 level

Resources Used:
<ul style="list-style-type: none"> ● Texts: <i>Essential Elements for Strings, Book 1</i> and <i>String Essentials</i>, scale book ● Published Orchestra sheet music for performances

Band 8 (8th grade elective)

The focus of the course will be to continue the development of the individual's music reading abilities, technique, interpretive skill and theoretical knowledge of music. Students will work in small ensemble settings, which allows for more individualized attention and places greater importance on each member. There will be an emphasis on classical literature, auditioning and student leadership. The band will perform in two to three concerts and one group contest. There are very few conflicts with any student sports or other extracurricular activities. Private lessons, taught by professional musicians, will be offered for all instruments. Lessons are taught during class.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Aural skills (ear training) ● Reading of music notation and rhythm ● Getting reacquainted with playing the assigned wind or percussion instrument from 6th and 7th grade ● Performing as an ensemble ● Performance skills in a concert and solo setting
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Reinforcing musical skills introduced in 6th and 7th grade band ● Building aural skills for purposes such as style matching and intonation ● Musical note reading skills at a more advanced level ● Understanding and execution of pulse and rhythm at a more advanced level ● Body positioning to hold the assigned instrument: posture, balance, and hand positions ● Control of air and breathing concepts for the designated wind instrument at a more advanced level ● Accurate embouchure (mouth position) for wind instruments to produce a characteristic tone quality ● Advanced articulation techniques ● Expressive aspects of music such as dynamics, phrasing, style, vibrato ● Performance practice as an ensemble with different instrument sections playing different parts
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Play their assigned instrument at an intermediate to advanced level. ● Play Various musical exercises from <i>Warm-Ups and Beyond</i> ● Play Various musical selections from <i>Standard of Excellence Book 1</i>

	<ul style="list-style-type: none"> ● Perform an individual solo for adjudication for their designated instrument ● Play additional musical selections for concert performances ● Feel competent enough on their instrument and music literacy to contribute at the HS level
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Resources Used:	
	<ul style="list-style-type: none"> ● Texts: <i>Standard of Excellence Book 1&2, Warm-Ups and Beyond</i> ● 8th grade level band concert selections ● 8th grade level solo selections for the designated instrument

Band 8 - Full Time (8th grade elective)

This is a full-time course for players with experience and advanced technical ability. Students meet with the Upper School band and participate in all the activities that are part of the Upper School band curriculum. Included in these activities are the Upper School varsity football games, several evening concerts, the ISAS Festival, one out-of-town contest and commencement, plus several individual competitions. Home practice is required, and private lessons, taught by professional musicians during class, are highly recommended.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Performing literature in non-standard time signatures/mixed meter ● Perform concert selections and scales in 5 flats or sharps ● Learning concert selections at a rapid pace ● Special emphasis on note/rhythm recognition and sight reading
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Musical note reading skills at a more advanced level ● Understanding and execution of pulse and rhythm at a more advanced level ● Body positioning to hold the assigned instrument: posture, balance, and hand positions ● Control of air and breathing concepts for the designated wind instrument at a more advanced level ● Accurate embouchure (mouth position) for wind instruments to produce a characteristic tone quality ● Advanced articulation techniques

	<ul style="list-style-type: none"> ● Expressive aspects of music such as dynamics, phrasing, style, vibrato
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Perform music across multiple genres and styles - jazz, classic, pop, etc. ● Understand advanced ensemble techniques such as balance and intonation ● Increase range and technique on their instrument ● Have an understanding of using their instrument to create emotion and expression

Resources Used:	
	<ul style="list-style-type: none"> ● Texts: <i>Warm-Ups and Beyond</i> ● Grade 2.5 - 4 level concert band selections

Choir 8 (8th grade elective)

Eighth grade choir is a continuation of the seventh grade choir. The literature is more challenging, and there is an increased emphasis placed on music theory and sight singing skills. Students will continue to build on ensemble skills and learn how to maneuver through their changing voices (boys and girls). There are multiple performance opportunities including singing in the community and participating in a choral competition in the spring.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● The fundamentals of healthy vocal production ● Best practices in rehearsal technique and performance
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● The power and impact of ensemble singing versus solo singing ● Honoring another person's act of bravery in sharing their voice
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Vocalize in a both healthy and artistic manner and perform as an experienced ensemble

Resources Used:	
	<ul style="list-style-type: none"> ● Various compositions of sheet music

Orchestra 8 (8th grade elective)

This course is designed for string players with some experience and technical facility. The focus of the course will be on the development of first-year and second-year string techniques and on the development of the ensemble skills necessary for public performance. Home practice is required. Students capable of performing with the advanced orchestra will be included in those activities whenever possible. Private lessons, taught by professional musicians are available.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none">• More advanced instrumental techniques (For example, the intermediate repertoire will call for instrumentalists to play in the third position.)• Repertoire that requires increased emphasis on more complex rhythms, articulations, and dynamics
Continued reinforcement will be placed on:	<ul style="list-style-type: none">• Proper fundamental playing techniques (posture, position, proper bow grip and bow stroke)• Development of good ensemble skills and rehearsal habits
By the end of the year, students will be able to:	<ul style="list-style-type: none">• Demonstrate the ability to read and recognize all notes in first position on their instrument• Be able to figure out alternate fingerings in third position• Understand duple rhythms divided down to the sixteenth-note, including dotted eighth-note sixteenth-note rhythms• Read, prepare and perform repertoire of at least grade 2 level

Resources Used:
<ul style="list-style-type: none">• Texts: <i>Essential Elements for Strings</i>, Book 2 and <i>String Essentials</i>, scale book• Published Orchestra sheet music for performances.

Orchestra 8 - Full Time (8th grade elective)

This full-time course is designed for string players with previous experience. The goals of the course at this level are to develop the knowledge of music theory, to improve individual sight-reading skills, to expand the technical capabilities on their instrument and to develop the ensemble skills necessary for public performance. The orchestra may perform several concerts during the year, and there are rehearsals

outside of school hours. Students are required to document evidence of home practice. Private lessons, taught by professional musicians, are available.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Higher level performance repertoire with students in the Upper School ensemble
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Learning new instrumental techniques through our performance repertoire ● Improving sight reading skills
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Handle significantly more challenging repertoire than would be the case if the same 8th grade student had just completed the rotating course

Resources Used:
<ul style="list-style-type: none"> ● Texts: <i>Essential Elements for Strings</i>, Book 2 and <i>Essential Strings</i> scale book ● Published Orchestra sheet music for performances.

Theatre

Creative Drama 5 (part of 5th grade Arts rotation)

Creative Drama introduces students to the expressive and collaborative theatre arts. Through improvisation, text interpretation, and team building, students will build confidence, creativity, and problem-solving skills while gaining trust in themselves and ensemble members.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● What is Drama? ● Ensemble Skills ● Creative Movement ● Using the Voice ● Emotional Literacy ● Basic Theatre History and Vocabulary

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Active Listening Skills ● Utilizing the three tools of the actor (mind, body, voice) in creative and challenging ways ● Giving constructive feedback and opinions ● Taking creative risks
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work ● Participate in defined responsibilities required to present a drama/theatre work informally to an audience ● Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work ● Use physical choices to create meaning in a drama/theatre work ● Present drama/theatre work informally to an audience <p>~(Taken from the National Core Arts Standards for Theatre)</p>

Resources Used:
<ul style="list-style-type: none"> ● National Core Arts Standards for Theatre ● Theatrefolk.com ● Dramanotebook.com ● Text: <i>Theatre Games for the Classroom</i> by Viola Spolin

Speech and Drama 7 (7th grade elective)

Building self-confidence through communication and creativity while speaking and performing in front of others is the primary focus of this course. Required to make written, oral, and visual presentations for a variety of different audiences, students expand their critical thinking skills while learning how to communicate thought, idea, and purpose to an audience.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● The structure of a speech ● Types of speeches ● Building blocks of speech presentations ● Acting skills ● Character analysis ● Actor script analysis

	<ul style="list-style-type: none"> ● Performance critiques and feedback
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Audience engagement, including eye contact, vocal enthusiasm, and body control ● Basic acting skills, including vocal choices, body control, and character relations
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Create and recognize high quality visual presentations ● Write a short speech with a hook, body and closer. ● Memorize and be able to deliver a speech of at least 2 minutes. ● Incorporate vocal choices, gestures, and eye contact into a presentation. ● Use full body acting. ● Create a simple character analysis including moment before, beats, and given circumstances.

Resources Used:
<ul style="list-style-type: none"> ● Textbook: none

Technical Theatre 7 (7th grade elective)

In Technical Theatre 7, students will learn about different technical elements of theatrical productions. These elements include scene construction, lights, sound, theatre studies, and design. Students will participate in a variety of projects, which provide a “hands-on” approach to understanding these elements. Technical Theatre students will be working with the different technical elements of theatrical production to support the productions and assemblies of the Kinkaid School.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Various types of tools ● Various types of lumber ● Theatrical construction techniques ● Theatrical lighting ● Theatrical sound ● Theatrical design

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Safety ● Accuracy ● Attention to details
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Build, install, and produce a variety of theatrical productions.

Resources Used:
<p>Teacher Reference Books:</p> <ul style="list-style-type: none"> ● <i>Backstage Handbook</i> by Paul Carter ● <i>The Technical Director's Toolkit</i> by Zachary Stribling & Richard Girtain ● <i>The Stage Management Handbook</i> by Daniel A. Lonazzi ● <i>Stage Rigging Handbook</i> by Jay O. Glerum ● <i>Stagecraft 1: A Complete Guide to Backstage Work</i> by William H. Lord ● <i>Teaching Introduction to Theatrical Design</i> by Eric Appleton & Tracey Lyons ● <i>Theatrical Design and Production</i> by J. Michael Gillette ● <i>Drafting for the Theatre</i> by Dennis Dorn, Mark Shanda ● <i>Stage Lighting for Theatre Designers</i> by Nigel H. Morgan ● <i>Designing with Light</i> by J. Michael Gillette

Drama 8 (8th grade elective)

This course is designed for students interested in developing their creative abilities through group improvisation, movement, stage illusion, scene work, stage combat and play production. Students will work on the Spring Showcases and on some aspect of the Eighth Grade Musical.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Basics of script analysis ● Basics of character analysis ● Improvisation ● Stage Makeup ● Ensemble Work ● Tableaus ● Masks

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Vocal Choices ● Physical Choices ● Storytelling ● Working as an ensemble
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Analyze a script ● Perform a monologue ● Perform 1 stage combat move safely

Resources Used:
<ul style="list-style-type: none"> ● Various plays for classroom study from Theatrefolk ● Various monologues from Drama Notebook ● School Subscription to Digital Theatre

Technical Theatre 8 (8th grade elective)

In Technical Theatre 8, students will learn about different technical elements of theatrical productions. These elements include scene construction, lights, sound, theatre studies, and design. Students will participate in a variety of projects, which provide a “hands-on” approach to understanding these elements. Technical Theatre students will be working with the different technical elements of theatrical production to support the productions and assemblies of the Kinkaid School.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Various types of tools ● Various types of lumber ● Theatrical construction techniques ● Theatrical lighting ● Theatrical sound ● Theatrical design
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Safety ● Accuracy ● Attention to details
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Build, install, and produce a variety of theatrical productions.

Resources Used:

Teacher Reference Books:

- *Backstage Handbook* by Paul Carter
- *The Technical Director's Toolkit* by Zachary Stribling & Richard Girtain
- *The Stage Management Handbook* by Daniel A. Lonazzi
- *Stage Rigging Handbook* by Jay O. Glerum
- *Stagecraft 1: A Complete Guide to Backstage Work* by William H. Lord
- *Teaching Introduction to Theatrical Design* by Eric Appleton & Tracey Lyons
- *Theatrical Design and Production* by J. Michael Gillette
- *Drafting for the Theatre* by Dennis Dorn, Mark Shanda
- *Stage Lighting for Theatre Designers* by Nigel H. Morgan
- *Designing with Light* by J. Michael Gillette

Dance**Creative Movement 5** (part of 5th grade Arts rotation)

Creative Movement offers students a space for exploration, improvisation, and expression through movement. Building creativity, confidence and problem-solving skills, students continue to develop large and fine motor skills, as well as coordination, rhythm, teamwork, and listening skills.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Locomotor movement ● Non-locomotor movement ● Space, form, and pathways ● Folk movement ● Classical arts movement ● Improvisation ● Movement composition
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Movement type with corresponding terminology ● Spatial awareness ● Structured movement ● Collaborative work ● Creativity
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Use correct terminology for types of movement ● Have an understanding of choreographic structure ● Work in small and large groups ● Understand the structure of movement class

Resources Used:
<ul style="list-style-type: none"> ● Dance terminology handouts

Dance 7 (7th grade elective)

This course is an introduction to dance as an art form. Students will experience a variety of dance genres and styles. The primary focus is on building a strong foundation in dance technique, including the further development of kinesthetic and spatial awareness. Students participate in choreography projects to enhance their own creative process. Dancers perform in a public dance concert or demonstration.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Technique ● Terminology ● Improvisation ● Spatial awareness ● Memorizing choreography ● Ballet, Jazz, Modern, and Contemporary styles of dance
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Technique ● Terminology ● Performing as an ensemble
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Use correct terminology for types of movement ● Have an understanding of choreographic structure ● Work in small and large groups ● Understand the structure of a dance class

Resources Used:
<ul style="list-style-type: none"> ● Dance terminology handouts

Dance 8 (8th grade elective)

This course is an introduction to dance as an art form. Students will experience a variety of dance genres and styles. The primary focus is on building a strong foundation in dance technique, including the further development of kinesthetic and spatial awareness. Students participate in choreography projects to

enhance their own creative process. Dancers perform in a public dance concert or demonstration. Dancers also participate in the Middle School Musical.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Technique ● Terminology ● Improvisation ● Spatial awareness ● Memorizing Choreography ● Ballet, Jazz, Modern, and Contemporary
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Technique ● Terminology ● Performing as an ensemble
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Use correct terminology for types of movement ● Have an understanding of choreographic structure ● Work in small and large groups ● Understand the structure of a dance class

Resources Used:
<ul style="list-style-type: none"> ● Dance Terminology handouts

Visual Arts

Art 5 (part of 5th grade Arts rotation)

Art in fifth grade will build on the artistic development begun in Lower School, will stretch imaginations and will develop awareness while teaching the techniques and mechanics of art.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● The basics of “The Elements of Design” ● The fundamentals of art ● Two-dimensional artwork versus three-dimensional artwork ● Multi- media projects

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Problem solving skills
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Create artwork in 2-D or 3-D forms using the seven elements of design using many different mediums

Resources Used:

Websites:

- Google Arts & Culture
- TheArtStory.org
- YouTube art channels and YouTube videos on the elements of Design

Books

- Art History by Jason
- *Drawing in Pen & Ink* by Claudia Nice
- *101 Drawing Secrets* by Catherine V. Homes
- *Principles of Form and Design* by Wucius Wong
- *Basic Design Systems, Elements, & Applications*-Richardson/ Coleman/ Smith

Art 6 (part of 6th grade Arts rotation)

The sixth grade art program is built around art in a historical context integrating studio art with the sixth grade history curriculum. Modern artists and their styles will also be studied, as well as exercises and projects based on the elements of design.

Course Objectives:

Students will be introduced to:	<ul style="list-style-type: none"> ● The elements of design ● The history of art ● Various artists' styles
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Correctly using art terminology
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Evaluate their paintings using terms from the elements of design

Resources Used:
<p>Websites & Technology:</p> <ul style="list-style-type: none"> ● Google Art and Culture ● Art History PowerPoint Presentations <p>Texts:</p> <ul style="list-style-type: none"> ● <i>History of Art</i> by Jansen ● <i>Design and Composition</i> by Schulzke

Art 7 (7th grade elective)

The students will work in a variety of media to produce drawings, paintings, sculpture as a confidence builder for better self expression. The elements and principles of design will be addressed with each project.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● The principles of design ● Using a variety of media to express themselves through drawings, paintings, and sculptures ● Two-dimensional artwork versus three-dimensional artwork in a multi-media capacity ● Various art ideas, color theories, and problem-solving concepts
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Review the elements of design ● Problem solving skills ● Using a sketchbook for concept building, writing exercises, and reflection ● Using a variety of sculpting tools in ceramics and glass ● Using the rule of thirds to create compositions in drawing, painting, glass fusion, and photography
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Become knowledgeable about artists from history through discussing works of art, creating their own artwork, and viewing their classmates ● Understand and be able to apply the elements of art and principles of design ● Create compositions using the rule of thirds in photography, glass fusion, and 2D paints/ drawings ● Use a variety of sculpting tools in ceramics and glass work.

	<ul style="list-style-type: none"> ● Describe and interpret the artist’s intention using age-appropriate vocabulary ● Critique artwork using age- appropriate vocabulary.
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Resources Used:	
Websites:	
<ul style="list-style-type: none"> ● Google Arts & Culture ● TheArtStory.org ● YouTube art channels and YouTube videos on the elements of Design ● Rule of Thirds–Gigster Guides ● Educational Art Resources ● 10 Top Photography Composition Rules 	
Books:	
<ul style="list-style-type: none"> ● <i>Drawing on the Right Side of the Brain</i> by Betty Edwards ● <i>StoryTellers and Other Figurative Pottery</i> by Douglas Congdon-Martin ● <i>A Painter’s Guide to Design and Composition</i> by Margot Schulzke ● <i>Get Started in Painting: Easy Techniques, Awesome Ideas for Beginners</i> by Nicky James Burch ● <i>An Introduction to Art Techniques</i> by The Art School ● <i>Creative Watercolor Workshop</i> by Mehaffey ● <i>Fuse It</i> by Petra Kaiser ● <i>Warm Glass – A complete Guide to Kiln-forming Techniques, Fusing, Slumping, Casting</i> by Phillipa Beveridge, Ignasi Domenench, and Eva Pascual ● <i>Getting Started with Kiln-Fired Glass</i> by Spectrum Glass 	

Art 8 (8th grade elective)

The eighth grade art student will learn fundamental techniques for drawing, watercolor, acrylic, printmaking, and perspective projects culminating in a final, independent project utilizing skills and knowledge acquired throughout Middle School art. The elements and principles of design will be addressed with each project.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● The elements and principles of design ● Various design techniques such as drawing, painting, printmaking, and collage

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Drawing from observation and composition
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Evaluate and critique artwork with the correct terminology

Resources Used:
<p>Websites:</p> <ul style="list-style-type: none"> ● Google Art and Culture ● You Tube Videos and Art Channels ● The Art Story Website <p>Texts:</p> <ul style="list-style-type: none"> ● <i>Techniques of the Great Masters of Art</i> by Januszczak, Beal, Bowes, Callen ● <i>Strokes of Genius</i> by Wolf ● <i>Watercolor Bright and Beautiful</i> by Karwoski ● <i>Drawing with Imagination</i> by Dodson ● <i>The Art of Seeing</i> by Zelanski and Fisher ● <i>Basic Design</i> by Richardson ● <i>Drawing in Pen and Ink</i> by Nice

Film

Video Production 8 (8th grade elective)

This course provides students an opportunity to learn about video production through writing, filming, and editing. Utilizing Final Cut Pro X for post production editing, students will take their ideas from paper to the screen as they learn about the fundamentals of film. Camera shots, framing, angles, audio, and editing are film techniques that will be introduced in this course.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Creating transitions using a phone camera ● The concepts of Composition, Rule of Thirds, and Leading Lines ● Using foley to enhance a shot ● Nine different shot sizes and when and how they are used ● Nine most commonly used framing options and when and

	<p>how they are used</p> <ul style="list-style-type: none"> ● Nine different camera angles and when and how they are used ● Editing tools and techniques using Final Cut Pro software ● Writing a successful screenplay using a variety of tools, including story arcs, storyboarding, shotlists and loglines
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Saving and transferring files from phone to computer
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Write, shoot, and edit a short film using the skills taught in the course

Resources Used:
<ul style="list-style-type: none"> ● iPhones ● Tripods ● Final Cut Pro software ● Tascam audio recorders

Writing and Publications

Creative Writing 7 (7th grade elective)

Students in this year-long course will try out different creative writing forms, take part in creative writing contests, and contribute editorially to the Middle School's creative writing magazine, Pen Power.

Course Objectives	
Students will be introduced to:	<ul style="list-style-type: none"> ● Experimenting with poetic forms such as haikus, cinquains, sonnets, free verse, etc. ● Creating desired literary effect by experimenting with structural techniques such as flashback, point of view, sequence of events, stanzas, rhyming patterns, line breaks, etc. ● Sharing final product through presentations, oral readings, writers' workshops, publications, portfolios, etc.

Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Revising to develop meaning using techniques such as changing tense, reconsidering point of view, altering structure, evaluating word choice, intensifying conflict, reading aloud, considering constructive feedback from peers, etc. ● Editing and proofreading to enhance fluency by omitting needless words, varying sentence structure, describing specific details, using vivid verbs, editing prepositional phrases, checking spelling, and applying conventions of standard English grammar and usage
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Generate ideas for writing using a variety of techniques such as free writing, writing from prompts, journal entries, imitations, direct observations, dreams, memories, etc. ● Create original short stories by applying the elements of fiction such as plot, setting, characterization, and theme. ● Compose original poetry

Resources Used:	
<ul style="list-style-type: none"> ● Wide variety of mentor texts 	

Creative Writing 8 (8th grade elective)

The purpose of this year-long course is to give each student an opportunity to write original creative pieces outside the framework of curriculum restrictions and to offer an opportunity to see that work in final, printed form. During the year, students will write poetry and prose for submission to writing contests and for publication in the literary magazine for Middle School students, Pen Power. In the third trimester, students work in small teams to create videos as conditions allow.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Experimenting with poetic forms such as haikus, cinquains, sonnets, free verse, etc. ● Creating desired literary effect by experimenting with structural techniques such as flashback, point of view, sequence of events, stanzas, rhyming patterns, line breaks, etc.

	<ul style="list-style-type: none"> ● Sharing final product through presentations, oral readings, writers' workshops, publications, portfolios, etc.
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Revising to develop meaning using techniques such as changing tense, reconsidering point of view, altering structure, evaluating word choice, intensifying conflict, reading aloud, considering constructive feedback from peers, etc. ● Editing and proofreading to enhance fluency by omitting needless words, varying sentence structure, describing specific details, using vivid verbs, editing prepositional phrases, checking spelling, applying conventions of standard English grammar and usage
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Generate ideas for writing using a variety of techniques such as free writing, writing from prompts, journal entries, imitations, direct observations, dreams, memories, etc. ● Compose original poetry ● Create original short stories by applying the elements of fiction such as plot, setting, characterization, and theme. ● Experiment with a variety of genres such as memoirs, narratives, plays, etc.

Resources Used:
<ul style="list-style-type: none"> ● Wide variety of mentor texts

Yearbook 7 (7th grade elective)

7th Grade Yearbook is a course for students who are interested in the publication of the *Middle School Kinkaidian*. Students will learn the basics of yearbook design principles, using Adobe Photoshop and Adobe InDesign as well as journalistic photography, writing, and interview skills.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Editing photographs and images using Photoshop software ● Creating aesthetically pleasing layouts using InDesign software ● Writing fresh and engaging copy

	<ul style="list-style-type: none"> ● Design principles and terminology, including dominant photo, subdominant photo, gutter, pica, white space, bleeding, bleed line, title page, opening spread and more ● Publishing terminology, including header, subhead, feature article, attention getter, and more
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Grammar and spelling conventions
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Design multiple spreads that incorporate yearbook design principles

Resources Used:
<ul style="list-style-type: none"> ● Photoshop ● InDesign ● Google Drive ● iPhone Cameras ● Canon T5 Cameras

Yearbook 8 (8th grade elective)

8th Grade Yearbook is a course for students who are interested in the publication of the *Middle School Kinkaidian*. New students will learn the basics of yearbook design principles using Adobe Photoshop and Adobe InDesign, as well as journalistic photography, writing, and interview skills. Second year students will have the chance to apply for editor positions and hone the skills they learned in 7th grade Yearbook.

Course Objectives:	
New students will be introduced to:	<ul style="list-style-type: none"> ● Editing photographs and images using Photoshop software ● Creating aesthetically pleasing layouts using InDesign software ● Writing fresh and engaging copy ● Design principles and terminology, including dominant photo, subdominant photo, gutter, pica, white space, bleeding, bleed line, title page, opening spread and more ● Publishing terminology, including header, subhead, feature article, attention getter, and more

<p>For 2nd year students, continued reinforcement will be placed on:</p>	<ul style="list-style-type: none"> ● Using advanced features of Photoshop to edit photographs and images ● Using advanced features of InDesign to create aesthetically pleasing layouts ● Design principles and terminology, including dominant photo, subdominant photo, gutter, pica, white space, bleeding, bleed line, title page, opening spread and more ● Writing fresh and engaging copy ● Publishing terminology, including header, subhead, feature article, attention getter, and more ● Captioning photographs using the ABC method ● Understand the parts of a camera and techniques, such as the rule of thirds, for creating and editing captivating images
<p>By the end of the year, students will be able to:</p>	<ul style="list-style-type: none"> ● Design multiple spreads that incorporate yearbook design principles

Resources Used:
<ul style="list-style-type: none"> ● Photoshop ● InDesign ● Google Drive ● iPhone Cameras ● Canon T5 Cameras

LIBRARY SERVICES

Kayem Library Department Philosophy

Based upon the three pillars of literacy, information, and community, Kayem Library is integral to an intellectually rigorous, engaging, and successful learning experience for Kinkaid middle schoolers. We believe that building curious readers, strong information navigators, and community members who feel a sense of belonging are essential to the process of learning and to each student's overall exploration of who they are. To elevate literacy, students must have the opportunity to engage with a variety of rich, high-quality resources across the curriculum, and they must also see themselves, and others, in the materials offered as they learn about themselves as readers, thinkers, and information navigators. Teaching the information literacy skills students need to find, curate, and critically think about the wealth of information available to them, in close collaboration with classroom teachers, is a priority, as is enriching and extending the curriculum via programming.

Kayem Library is committed to:

- Supporting students' personalized learning, individual curiosity, and diversity of thought and perspectives
- Connecting to the curriculum and student interest
- Developing and curating a deep and broad collection of materials and information resources in a variety of formats
- Ensuring each student can see themselves in collection materials and has the opportunity to learn about others
- Maintaining an inspirational and student-centered learning environment
- Collaborating with faculty, the broader Kinkaid community, and beyond

Kinkaid Reads

Throughout the school year, students and faculty participate in a silent reading program called "Kinkaid Reads." Students should always have an independent reading book available to them. Students may use a personal e-reader during Kinkaid Reads. The device is to be used for only this purpose during Kinkaid Reads time.

Library Skills

Through regular library visits and collaborative lessons with our middle school librarians, Kinkaid students gain valuable information literacy skills, research skills, and develop a passion for reading. By the time students leave the Middle School, they will have a strong foundation in the following areas:

Literature Appreciation and Readers' Advisory

- Articulate what they enjoy reading and be able to use various strategies and tools to locate materials that are a good fit for their reading level and maturity

Information Literacy and Research

- Seek a variety of sources, including primary and secondary sources, with varying viewpoints
- Select appropriate search tools for the task, for example research database versus discovery search versus open web, etc.
- Use research databases and other electronic materials such as ebooks effectively (to the point appropriate in MS), including search, filters, and citation tools, among others
- Use digital information curation tools such as notecards in NoodleTools with ease
- Use various strategies to generate keywords and search terms, such as using background knowledge, noting key vocabulary and people in background information resources, recognizing interrelated topics, noting terms in dropdown menus, and creating concept maps
- Determine when to use a natural search versus a Boolean search
- Ethically use, share, and reproduce others' work, adhere to copyright, and articulate possible ethical aspects of "who owns" versus "who has access" to information
- Use accurate citations, employing either MLA or Chicago style format using the advanced version of NoodleTools
- Gather information from websites, books, and databases to create citations in MLA or Chicago format
- Articulate the difference between primary and secondary source material

STUDENT SERVICES

Counseling Services

Overview:

The Middle School counselor offers consultations, resource referrals, and direct counseling support to students and their families regarding questions and issues they may arise during the middle school years. Counseling Services provides a place to discuss concerns about social relationships, behavioral or emotional regulation, conflict resolution, stressful life events, and other issues that may challenge or impact a student's experience at school. Communications with the counselor are kept confidential for both the parent and the child whenever possible.

Meetings with the counselor are intended to promote age-appropriate social emotional development and optimize the student's adjustment to school life. While families and students are encouraged to develop a working alliance with the counseling staff and to utilize the staff's expertise, the services are not intended to be a substitute for ongoing treatment or intervention. The counselor serves as the liaison between the Kinkaid Middle School and community-based services a student receives.

Learning Support & Academic Skills

Overview:

In Middle School, students begin to develop a greater self-awareness about how they learn best and build upon the foundational skills learned in the lower grades. Emphasis is placed on students reflecting on academic challenges and successes, learning through mistakes, and ultimately developing a growth mindset. In 5th grade Academic Enrichment classes, as well as our advisory program, students are taught organizational and study skills rooted in brain-based learning. Students practice self-advocacy skills and attend teachers' tutorials for content mastery.

Our team of learning specialists works collaboratively with the middle school counselor and teachers to support students' social, emotional, behavioral and academic development. Our Student Support and Intervention Team (SSIT) provides support, guidance, and resources for families as they navigate the middle school experience. For those who qualify, a reading support class in lieu of a world language is available for students in grades 5, 6, and 7, and an Academic Skills class may be available to students in 7th grade. Students with formal diagnoses are also provided additional learning support and accommodations when necessary and have the opportunity to meet with the learning specialists when needed. It is important to note that the learning specialists will support all students, not only those with a diagnosis.

Academic Enrichment 5

This required course is designed to introduce all 5th grade students to skills and information that will build a foundation for success in Middle School and beyond. Basic organization including planning, time management, and materials management, test taking skills and study skills, note-taking and active listening skills, strategic thinking skills, self-regulation, reading comprehension and inferencing skills, computer and technical skills, public speaking and oral and written communication are many of the skills developed. Additionally, through the lens of respect, honesty, kindness and responsibility, the students will explore the important social and emotional life skills of a contributing citizen at Kinkaid.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Organizational tools, such as checklists, to support their understanding, monitoring of data, planning, managing of materials, and sequencing of their thinking ● Applying sequencing skills for multi-step problem-solving activities ● How to use technology responsibly and safely ● Self-advocacy skills ● Self-monitoring skills ● Strategic thinking skills ● Applying critical thinking to solve problems ● Reading comprehension strategies that focus on building vocabulary, connecting ideas/inferences, and making connections to prior knowledge, text to text, and text to world ● Active and passive listening skills to more effectively comprehend classroom discussion topics and instruction ● Test taking strategies that vary according to test topics and format
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Organization of materials and ideas ● Reading comprehension activities with a focus on making inferences within the texts ● Paraphrasing skill building ● Time management, planning, and study skills ● Listening and attention skills ● Test taking strategies ● Note taking strategies
By the end of the year,	<ul style="list-style-type: none"> ● Formulate questions that directly target the challenges they

students will be able to:	<p>are having within their classes</p> <ul style="list-style-type: none"> ● Maintain their ability to take organized, thoughtful, and detailed notes ● Incorporate more complex vocabulary and organization in their writing when expressing their thinking and understanding of concepts, themes, and topics ● Meet assignment deadlines by using more effective time management and planning strategies ● Create picture memories and enhance their visual thinking abilities ● Strategically manage and respond to multi-step questions and problems more efficiently ● Initiate classroom routines independently ● Demonstrate effective self-advocacy skills ● Use communication skills to collaborate with classmates and become more confident students and people
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Resources Used:
<ul style="list-style-type: none"> ● A variety of children’s literature as paired texts to reinforce topics introduced across the content areas ● <i>Get Organized Without Losing It</i> by Janet S. Fox ● Games focused on strategic thinking, problem-solving, and deductive reasoning ● TEDEd/Classhook ● Kayem Library ● Classroom topics and assignments implemented in all subject areas reviewed ● Interactive Zoom visits with individuals in specific fields that will enhance and advance student learning related to topics covered within AE and the content areas

Reading 5, 6, 7

The reading elective course is selected for students according to teacher/administrator recommendation in lieu of middle school world language courses. Throughout the course students continue to strengthen word decoding skills, reading accuracy and fluency, comprehension of written text, reading rate, and vocabulary development. A variety of materials are used including a leveled reading lab, an online program, fiction and nonfiction reading selections, and games and activities to support reading success.

Course Objectives:

Students will be introduced to:	<ul style="list-style-type: none"> ● Usage and training of the self-paced reading programs ● Reading comprehension skills and strategies ● Vocabulary development ● Practice in reading fluency and word decoding skills
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● Increasing independence in all aspects of reading including comprehension, fluency, vocabulary development, writing and responding, and speaking.
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Gain progress in levels in the reading lab and ReadNaturally programs ● Respond with increasing complexity to comprehension questions ● Increase reading fluency ● Build vocabulary usage

Resources Used:
<ul style="list-style-type: none"> ● ReadNaturally online program ● SRA Middle School Reading Lab ● Newsela ● ReadWorks ● Various fiction and non-fiction selections and short stories ● Various games and activities

Academic Skills Class 7

A small number of students who need additional academic skill building to be successful at Kinkaid may be recommended for an Academic Skills class in seventh grade. This class is taken in lieu of a world language each year. The primary goal of the course will be on developing methods to improve organization, time management, study strategies, self-advocacy, and content mastery.

Course Objectives:	
Students will be introduced to:	<ul style="list-style-type: none"> ● Steps they can take to better understand the content in their core academic classes ● Active study strategies they can use when preparing for assessments ● The importance of spaced retrieval practice when learning new information

	<ul style="list-style-type: none"> ● Strategies they can use to avoid distraction, increase motivation, and better manage their time ● New vocabulary words and active strategies they can use when trying to master new vocabulary
Continued reinforcement will be placed on:	<ul style="list-style-type: none"> ● The importance of keeping materials organized and of developing a consistent system for keeping track of assignments ● Strategies students can use to improve comprehension and recall of what they have read ● Proper punctuation when writing, including correct use of commas and semicolons and avoiding run on sentences and sentence fragments
By the end of the year, students will be able to:	<ul style="list-style-type: none"> ● Keep their materials more organized ● Better plan & manage their time ● Consistently and successfully practice a variety of active study strategies when preparing for assessments in their academic courses ● Identify more clearly when they do and do not comprehend content in their academic courses and make a plan for assistance when needed ● Successfully use strong test-taking strategies to improve their performance on assessments ● Consistently use active strategies to better comprehend and retain information that they read ● Use richer vocabulary when writing ● More consistently use proper punctuation when writing

Resources Used:
<ul style="list-style-type: none"> ● <u><i>Vocabulary Virtuoso: Mastering Middle School Vocabulary</i></u>, Publisher: The Critical Thinking Company. ● <u><i>Learning How to Learn: How to Succeed in School Without Spending All Your Time Studying: A Guide for Kids and Teens.</i></u> Barbara Oakley, Terrence Sejnowski, & Alistair McConville. Penguin Random House LLC, New York, New York, 2018.