

# KIS MS COURSE CATALOG

## 2018 - 2019

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## **English**

**English 6-** This course will facilitate the development of lifelong literacy skills and habits needed for in-depth reading, writing, speaking, and listening. Students will learn to apply the strategies that proficient readers use before, during, and after reading, and connect closely with different text genres by identifying and analyzing their features. Learners in this course will also receive continuous exposure to the Writer's Workshop framework, with an emphasis on providing opportunities to write purposefully and often using carefully selected mentor texts as a model. Engaging closely with each step of writing process will enable students to integrate feedback and apply specific strategies across a number of different writing genres.

**English 7-** This course focuses on refining skills in reading, writing, speaking, listening, and language. In English 7, students demonstrate their growth through reading and writing projects, presentations, and other formal evaluations. Learners in this course will also write within the

Writer's Workshop framework, with an emphasis on providing opportunities to write purposefully and using carefully selected mentor texts as a model. Reading literature and informational text that covers numerous literary forms, including both fiction and nonfiction. Vocabulary development occurs through the contextual and structural study of words and word parts. A strong emphasis is placed on developing a student's ability to identify, interpret, and utilize figurative language, symbolism, and imagery in order to understand and appreciate the deeper meaning of a text.

**English 8-** This course will focus on extending skills in reading, writing, speaking, and listening while developing specific skills pertaining to research, forming and supporting an educated opinion, and critical thinking. Students will read a variety of texts in class, including novels, essays, first hand documents, and poetry. They will also develop and participate in independent reading practices. Writing assignments will help students to develop a strong meaning and purpose, plan a structure that maintains a constant focus, practice fluency in sentence structure, and elaborate details to support and connect ideas. Learners in this course will also write within the Writer's Workshop framework, with an emphasis on providing opportunities to write purposefully and using carefully selected mentor texts as a model. Technology-assisted assignments, projects, and presentations will reflect students' knowledge of integrated course topics/literary themes while strengthening public speaking skills.

**Literacy Lab-** Admission into Literacy Lab is by teacher recommendation only. The focus of this course will be to further develop foundational literacy skills. Students will engage in small group work in targeted text to increase reading accuracy, fluency, vocabulary, writing about reading, and comprehension. Teachers will work to design instruction meeting the individual needs of students.

\*Note: This course does not replace a core level English course and allows for flexible scheduling.

## **Math**

**Math 6-** This course is designed to provide students with the knowledge and skills to complete the Common Core State Standards for 6th Grade. Students will be introduced to the basic concepts of measurement, numbers (including whole numbers, integers, fractions and decimals), ratio, statistics and data analysis, geometry, and algebra. Students will also develop skills to improve their computation and problem solving skills.

**Math 6 Accelerated-** This course is designed to cover all of the 6th grade and half of the 7th grade Common Core State Standards. It will allow students to complete all the middle school Common Core State Standards in two years. After completing this series, students will be ready for Algebra 1 in 8th grade. The focus of Math 6 Accelerated will be a solid conceptual understanding of numerical expressions, fractions, decimals, algebraic expressions and equations, geometry, ratios and rates, integers, statistics, and percents.

**Math 7-** This course is designed to provide students with the knowledge and skills to complete the Common Core State Standards for 7th Grade in addition to practicing and perfecting skills learned in Math 6. Topics include rational numbers, expressions and equations, inequalities, proportions and percents, geometry, circles, surface area, volume, probability, and statistics.

**Math 7 Accelerated-** This course is designed to cover half of the 7th grade and all of the 8th grade Common Core State Standards. It will allow students to complete all the middle school Common Core State Standards in two years. After completing this series, students will be ready for Algebra 1 in 8th grade. The focus of Math 7 Accelerated will be a solid conceptual understanding of algebraic expressions and equations, transformations, triangles, graphing and writing linear equations, systems of linear equations, functions, real numbers, Pythagorean Theorem, volume, data analysis and displays, scientific notation, and probability.

**Math 8-** This course is designed to provide students with the knowledge and skills to complete the Common Core State Standards for 8th Grade and prepare them for Algebra 1. It will focus on the foundations necessary to succeed in Algebra, including transformations, system of linear equations, functions, Pythagorean Theorem, volume, data analysis, and scientific notation.

**Algebra 1-** This course will focus on developing algebraic fluency. Students will develop an understanding of algebra as a tool for thinking and communicating across all strands of mathematics. Students will learn to think critically during problem solving activities. Topics include solving algebraic equations and expressions, factoring polynomials, applying fractions in ratios and proportions, solving systems of linear equations and inequalities, and solving quadratic equations.

**Math Lab-** Math Lab is for students who would like extra support with their current math class. The course will be facilitated by a middle school math teacher who will help reinforce concepts, offer other strategies to approach a problem, and improve math fundamentals. Note: This course does not take the place of a core level math class.

## **Science**

**Science 6-** In this introductory middle school course students will start by investigating the nature of science and the scientific method, followed by investigations in Earth Science. Our study of Earth science will focus on Earth in space, Earth's structure, Earth's surface and systems, and also examine how humans use the Earth.

**Science 7-** This course covers the basics of life on Earth. Topics of study include the characteristics of living organisms, cells, ecology, principles of heredity, evolution of life on Earth, and diseases. Students will practice the scientific method by designing controlled experiments to further investigate our topics of study.

**Science 8-** This course will develop and further students' understanding of the chemical and physical world. Students will gain an understanding of the properties of matter, chemical bonding and interactions, sound and light, motion and forces, and the nature of scientific inquiry and knowledge.

## **Social Studies**

**Social Studies 6-** This course will focus on current events and historical development of early humans and the ancient civilizations: the Middle East, China, India, Greece, Rome, and Africa. Students will examine these civilizations through the thematic lenses of adaptability, structures, belief, and balance. Students will analyze chronological relationships and patterns, historical perspective, how each civilization developed interrelations with peoples of the area,

technological and cultural innovations and changes, migrations, and the basic geography of these regions.

**Social Studies 7-** This course will allow students to make connections between events in the past and the present, by revealing their continuing effect. Prominent themes students will examine are: collaboration, creativity, discovery and consequences through the study of the ancient Romans, the Byzantine Empire, the rise and spread of early Islamic Civilization, Korean History, pre-Columbian Americas, and medieval and renaissance Europe. Students will analyze chronological relationships and patterns, historical perspective, how each civilization developed interrelations with peoples of the area, technological and cultural innovations and changes and the basic geography of these regions.

**Social Studies 8-** This course will focus on the history and geography of the United States from the Age of Exploration through Civil War. Historical content focuses on identifying, examining, analyzing and evaluating the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and early challenges of the U.S. government, westward expansion and modernization, sectionalism, and Civil War.

## **World Language**

### **Chinese**

**Chinese 1A -** This course is equivalent to the first semester of the Chinese 1 program and is designed to introduce 6th and 7th grade students to linguistic structures necessary for basic communication in Chinese as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the areas of speaking, listening, reading, and writing. The course also aims to teach key foreign language learning strategies to ensure efficient learning. By the end of the course, students will be able to introduce people on their age, job, family, nationality, like and dislikes in food and sport, in both written and spoken forms.

**Prerequisite:** None

**Chinese 1B -** This course is equivalent to the second semester of the Chinese 1 program and is designed to continue to introduce students to additional linguistic structures necessary for basic communication in Chinese, as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the areas of speaking, listening, reading, and writing. The course also aims to continue teaching new strategies to ensure efficient learning. By the end of the course, students will be able to participate in conversations on relevant topics.

**Prerequisite:** Chinese 1A

**Chinese I -** This first year Chinese program is designed to introduce 8th grade students new to the program to linguistic structures necessary for basic communication in Chinese as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the four areas of speaking, listening, reading, and writing and establish a foundation for their knowledge of Chinese culture, history, and customs. By the end of the course, students will be able to participate in conversations on relevant topics.

*Prerequisite: None*

**Chinese II -** The primary goals of this course are to help students further develop their

linguistic proficiency in the four areas of speaking, listening, reading, and writing, and to expand their knowledge of Chinese culture and history. Topics of study include: weather, dining, direction, birthday party, visiting doctors, sports and travel. By the end of this course, students should be able to communicate with Chinese language speakers through oral and written communication skills.

*Prerequisite:* Chinese I.

## French

**French 1A** - This course is equivalent to the first semester of the French 1 program and is designed to introduce 6th and 7th grade students to linguistic structures necessary for basic communication in French as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the areas of speaking, listening, reading, and writing through immersion. By the end of the year, students will be able to write passages related to and converse about familiar topics related to themselves and others as well as francophone culture. The goal of this class is to achieve the emerging Intermediate Low proficiency level of communication.

**Prerequisite:** None

**French 1B** - This course is equivalent to the second semester of the French 1 program and is designed to continue to introduce students to additional linguistic structures necessary for basic communication in French, as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the areas of speaking, listening, reading, and writing through immersion. By the end of the year, students will be able to write passages related to and converse about familiar topics related to themselves and others as well as francophone culture. The goal of this class is to achieve the strong Intermediate Low proficiency level of communication.

**Prerequisite:** French 1A

**French I** - This first year French program is designed to introduce 8th grade students new to the program to linguistic structures necessary for basic communication in French as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the areas of speaking, listening, reading, and writing through immersion. By the end of the year, students will be able to write passages related to and converse about familiar topics related to themselves and others as well as francophone culture. The goal of this class is to achieve the strong Intermediate Low proficiency level of communication.

**Prerequisite:** None

**French II** - In an immersion environment, students will continue to develop their linguistic proficiency in the areas of speaking, listening, reading, and writing. By the end of the course, students will be able to engage comfortably in spontaneous oral and written communication in simple tenses about a range of topics. The goal of this class is to achieve the strong Intermediate Mid proficiency level of communication.

**Prerequisite:** French I

## Spanish

**Spanish 1A** - This course is equivalent to the first semester of the Spanish 1 program and is designed to introduce 6th and 7th grade students to linguistic structures necessary for basic communication in Spanish, as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the areas of speaking, listening, reading, and writing through immersion. By the end of the year, students will be able to write passages related to and converse about familiar topics related to themselves and others as well as hispanic culture. The goal of this class is to achieve the emerging Intermediate Low proficiency level of communication.

**Prerequisite:** None

**Spanish 1B** - This course is equivalent to the second semester of the Spanish 1 program and is designed to continue to introduce students to additional linguistic structures necessary for basic communication in Spanish, as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the areas of speaking, listening, reading, and writing through immersion. By the end of the year, students will be able to write passages related to and converse about familiar topics related to themselves and others as well as hispanic culture. The goal of this class is to achieve the strong Intermediate Low proficiency level of communication.

**Prerequisite:** Spanish 1A

**Spanish I** - This first year Spanish program is designed to introduce 8th grade students new to the program to linguistic structures necessary for basic communication in Spanish as well as to introduce a variety of culture topics. Students will develop their linguistic proficiency in the areas of speaking, listening, reading, and writing through immersion. By the end of the year, students will be able to write passages related to and converse about familiar topics related to themselves and others as well as hispanic culture. The goal of this class is to achieve the strong Intermediate Low proficiency level of communication.

**Prerequisite:** None

**Spanish II**- In an immersion environment, students will continue to develop their linguistic proficiency in the areas of speaking, listening, reading, and writing. By the end of the course, students will be able to engage comfortably in spontaneous oral and written communication in simple tenses about a range of topics. The goal of this class is to achieve the strong Intermediate Mid proficiency level of communication.

**Prerequisite:** Spanish I

**Spanish III** - In an immersion environment, students will expand their linguistic proficiency in the areas of speaking, listening, reading, and writing. By the end of the course, students will be able to use factual information from the Spanish-speaking world to present their opinions about a variety of topics related to themselves and society using advanced linguistic structures. The goal of this class is to achieve the strong Intermediate High proficiency level of communication.

**Prerequisite:** Spanish II with at least "C-" or with a teacher recommendation

## Electives (Semester Long)

### Art

**MS Fine Arts-** is a semester course focusing on the fundamentals of art such as Drawing, Painting, Art History (Renaissance - 19th Century), Printmaking, and one STEM unit. Throughout this course, students will be expected to participate in projects, sketchbook entries, and posting their thoughts on their KIS blogs. They will also be required to have an understanding of the Elements and Principles of Design in order to explain their artwork. Students from 7th - 8th grade can take MS Fine Arts or MS Visual Arts, in any order.

**MS Visual Arts -** is a semester course focusing on the contemporary aspects of art such as Graphic Design, Industrial Design, Art History (19th century - Modern), and one STEM unit. Throughout this course, students will be expected to participate in projects, sketchbook entries, and posting their thoughts on their KIS blogs. They will also be required to have an understanding of the Elements and Principles of Design in order to explain their artwork. Students from 7th - 8th grade can take MS Fine Arts or MS Visual Arts, in any order.

**Art Illustrations-** is a semester course for students interested in expanding their knowledge after taking MS Fine Arts or MS Visual Arts. This class will be structured specifically to the students interest in medium whether it be drawing, painting, design, or sculpture. They will also have a chance to work with 3D pens and printer. Students will be required to participate in projects, post their thoughts on their KIS blogs while having an understanding of the Elements and Principles of Design to be able to explain their artwork.

### Computers

**Applied Robotics** Robots are everywhere. Many aspects of our daily lives involve robots. Applied robotics is all about creating robots that can do complicated and simple tasks. We will explore how robots are used in everyday life, and duplicate them using our LEGO EV3 sets. We will create robots that can sort, build other robots, and do many other awesome tasks. We will learn to program and build the future.

**Creative Computing** This course is designed to give you an introduction into various computing skillsets. You will learn how to perform complex calculations using spreadsheets, model and print in 3D, program and design your own mobile phone application and how to manipulate and animate images. If computer programming and/or design is something which interests you, this course may help you decide which specific computing course you wish to take in the High School.

**Rover Robotics-** Rover robotics is all about creating and programming robots that move around on wheels. We will use LEGO EV3 mindstorms, among other things, to create robots that move independently, use sensors and interact with each other. We will have robot races, battle bots, obstacles courses and all kinds of diverse robot fun.

### Design Thinking

**Individual Engineering and Design (Fall Semester)-** The course will focus on engineering and design to solve real world issues using the Stanford School of Design process. The students will understand the differences between Science and Engineering while using

knowledge from multiple course areas to inform the overall design process of Empathize, Define, Create, Prototype, Test. Using this process the students will complete at least two individual projects and one group project during the semester. Students will experience all the different facets of engineering, such as civil, mechanical, computer, electric for example.

**Collaborative Engineering and Design (Spring Semester)-** The course will focus on engineering and design to solve real world issues using the design process. The students will understand the differences between Science and Engineering while using knowledge from multiple course areas to inform the overall design process of Empathize, Define, Create, Prototype, Test. Using this process the students will complete two collaborative group projects during the semester. Students will use arduino mini-computers, 3D printers, and power tools to experience all the different types of engineering.

### Other

**Creative Writing-** If you would like extended opportunities to enhance your writing and language usage skills while pursuing fun and challenging creative writing projects, this class is for you. Students will use the powers of the writing process and peer revision to unleash their talents as writers and pursue opportunities to get published. This course is designed so all work will take place during scheduled class time. No homework will be assigned other than observing life as a writer so as not to miss ideas for the next great published work.

**Study Hall-** Study Hall is intended to meet the needs of students who seek a quiet environment to individually complete assignments. Students are expected to arrive in class with work to complete, a book to read, or some other appropriate individual activity to do.

### Performing Arts

**Drama I (Introduction to Drama)-** is a semester course designed to introduce students to the basic fundamentals of Drama. The course strives to develop students' vocal and physical abilities through pantomime, improvisation and performance. Students practice these skills through dramatic activities, skits, monologues and scene work. The focus of the class is to stimulate creative abilities, develop performance skills, and help students become confident performers. Students should be expected to perform in front of a variety of audiences.

**Drama II (Advanced Drama)-** is a semester course designed to prepare students for performance in Theatre Arts. Students will build on existing performance skills learned in Introduction to Drama or previous Advanced Drama work, and enhance performance skills. The course covers dramatic elements, actions, movement, characterizations, vocal work, and theatrical performance. The focus is on both social and individual development in creative arts. Students should be expected to perform in front of a variety of audiences. This course can be taken numerous times. *Prerequisite:* Successful completion of Introduction to Drama.

**Costuming-** Ever want to make your own clothes or design someone else's? This semester course aims to provide an overall look at the technical side of stage costuming. Through this course students will gain an understanding of the technical costume process including construction, fitting, and costume shop safety and procedures protocol. Students will gain proficiency in sewing skills needed for costuming through learning and applying basic hand and machine sewing techniques. Students will also be fitting and constructing an article of clothing,



as well as learning and applying terminology needed for fabric, clothing, and sewing. This course can be taken numerous times.

**Introduction to Stage Craft-** is a semester long course that gets students working with the tools and techniques of theatrical production in a practical way. This is not a design course, but one devoted to the hands-on procedures that make theatre run. This course introduces students to the variety of stagecraft, such as set construction, props, stage management, makeup, and scene painting, while teaching basic shop skills.

## **Electives (Year Long)**

**6th Grade Wheel-** The 6th grade wheel is an introduction class consisting of four mini-classes: Foundations of Art, Foundations of Computers, Foundations of Design Thinking and Foundations of Presentation & Performance.

Foundations to Art is a basic introduction to the mediums: Drawing, Painting, and Sculpture. Students will be exploring various art making processes while verbally discussing their artwork using the Elements of Art. Sketchbooks will be used for drawing exercises, project sketches, and entries. While learning a variety of techniques, students will understand how to be responsible with the materials in the Art Room.

Foundations of Computers is a 9 week course that introduces 6th graders to the fundamentals of computer science. Topics may include the make up of a computer and how its parts work together, computational thinking, algorithms, digital citizenship, programming languages, website design, coding, and video game design. Fundamental programming concepts such as procedures, conditionals, variables, and iteration will also be introduced. These concepts and topics will be taught using a variety of both plugged and unplugged computer activities.

Foundations of Design Thinking will teach students the design process of Empathize, Define, Create, Prototype, Test through product development and basic engineering. Students will also learn how to use many different types of hand tools and safety when working with different types of materials. This course will help develop students into being systems thinkers for solving complex problems in our society.

Foundations of Presentation & Performance is a 6th grade class that is designed to introduce students to the performing arts and practice their public speaking skills. This part of the wheel will help you to speak in front of others, perform on your feet, and work with others to develop a collaborative piece. Students will be presenting for their classmates throughout the class.

## **Performing Arts**

**Blue Harmony-** Blue Harmony is the most advanced choir at the middle school level available to 7th & 8th grade students. Admission to this ensemble is by audition only. A wide variety of repertoire will be presented at concerts throughout the year. Attendance at all performances is mandatory. Repertoire will be more vocally and musically challenging than that studied in the non-auditioned middle school choirs but will meet the same criteria of historical and cultural diversity. Students will continue their study of vocal technique, sight reading, and choral musicianship. Auditions consist of a prepared melody and a few short tests in ear-training, vocal production, and sight reading. Please see the instructor for more details or to set up an audition time.

**Boys' Choir** - This course is open to any 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade boy interested in vocal music. Students in this performance-based class will prepare a wide variety of repertoire to be presented at concerts throughout the year. Attendance at all performances is mandatory. Music studied throughout the year will be drawn from different historical time periods, represent a variety of languages and cultures, and will be specifically designed to feature the changing male voice. Through their preparation of choral music for performance, students will learn the basics of vocal technique, sight-reading, and choral musicianship

**Girls' Choir** - This course is open to any 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade girl interested in vocal music. Students in this performance-based class will prepare a wide variety of repertoire to be presented at concerts throughout the year. Attendance at all performances is mandatory. Music studied throughout the year will be drawn from different historical time periods, represent a variety of languages and cultures, and will be specifically designed to feature the changing female voice. Through their preparation of choral music for performance, students will learn the basics of vocal technique, sight-reading, and choral musicianship.

**Introduction to Percussion** - Prerequisite: 6th grade students who have an interest in beginning to study percussion instruments and instructor approval. Instruments studied will include snare drum, bass drum, keyboard percussion (marimba, vibraphone, xylophone, and glockenspiel), timpani, auxiliary percussion, drum set, and more. Percussion students must provide a fully-stocked stick bag including the sticks and mallets listed in the syllabus as well as a Remo brand practice pad for at-home practice. Students will develop their own individual musical skills, including instrument technique, ear training, and music reading as well as ensemble skills including aural awareness, and group dynamics. Symphonic Percussion students will perform with the Symphonic Winds class as well as in separate small ensembles. Participation in concert performances is required.

**Symphonic Winds** - Students with previous band experience or instructor approval. Symphonic Winds is offered to middle school students who have an interest in studying or continuing to study a band instrument. Through the study of concert repertoire, Symphonic Winds members will develop their own individual musical skills including instrumental technique, tone production and music reading as well as ensemble skills including aural awareness, intonation and group dynamics. Students are required to provide their own instruments (with the exception of students studying horn, bass clarinet, baritone saxophone, euphonium, and tuba). Participation in concert performances is required.

**Phoenix Band** - Prerequisite: 7th and 8th grade students with previous band experience and instructor approval. Phoenix Band is the most advanced band course at the middle school level. Admission to this ensemble is by teacher recommendation only. Members of Phoenix Band will continue to develop their own fundamental musical skills, with a focus on quality tone production, expression, technique, ear training, and music reading as well as ensemble skills including aural awareness, and group dynamics. Woodwind and Brass students are required to provide their own instruments (with the exception of students studying horn, bass clarinet, baritone saxophone, euphonium, and tuba). Percussion students will study snare drum, bass drum, keyboard percussion (marimba, vibraphone, xylophone, and glockenspiel), timpani, auxiliary percussion, drum set, and more. Percussion students must provide a fully-stocked stick bag including the sticks and mallets listed in the syllabus as well as a Remo brand practice pad for at-home practice. Participation in concert performances is required.

**MS Jazz Band** - This group is open to 7th and 8th grade students with previous instrumental music experience, instructor approval, and you must be concurrently enrolled in another instrumental music course at KIS (see Mr. Shirk for exceptions). All instruments are welcome, but see Mr. Shirk for limitations. The styles of music studied include jazz, funk, rock, latin, and more. Rhythm section students will learn to create accompaniments within a given style. All students will learn to improvise and adjust their playing style based on the musical situation. A moderate understanding of music theory will be developed to assist the creative process. Participation in concert performances is required.

**Introduction to Strings (MS): Viola or Double Bass** - is offered to 6th/7th/8th grade students who would like to begin studying their string instrument: viola or double bass. Introduction to Strings is the prerequisite course for Symphonic Strings or Phoenix Strings. Students are expected to be able to generalize previously learned concepts and skills and synthesize all these into a musically proficient performance. Participation in all dress rehearsals and concerts is required. Students need to take their private lessons and practice their instruments regularly.

**Symphonic Strings** - is offered to 6th, 7th and 8th grade students who would like to continue studying their string instrument and playing a string ensemble with their peers. Upon the instructor's recommendation, students are asked to take the proficiency test on their first string instrument in order to start learning their second string instrument. Symphonic Strings develops competent middle school string musicians who are expected to be able to generalize previously learned concepts and skills and synthesize all these into a musically proficient performance. Participation in all dress rehearsals, concerts, and festivals is required. Students need to take their private lessons and practice their instruments regularly.

**Phoenix Strings** - is the most advanced string ensemble at the middle school level. Admission to this string ensemble is by audition only. Upon completing an audition and the instructor's recommendation, students are suggested to start learning their second string instrument. Phoenix strings is to develop competent middle school orchestral musicians who are expected to be able to generalize previously learned concepts and skills and synthesize all these into a musically proficient performance. Participation in all dress rehearsals, concerts, and festivals is required.

## **Physical Education**

**PE 6-** This course is a combination of lifetime activities, team building, sports, games, and health topics. Participation, teamwork and good sportsmanship will be emphasized at all times. Students will develop fitness, skills and strategies while they gain knowledge to help them achieve success in a variety of activities. This course offers a social environment where students develop confidence and are expected to give their greatest effort in all they do.

**PE 7-** This course is a combination of lifetime activities, sports, games and health topics. Participation, teamwork and good sportsmanship will be emphasized at all times. Not only do students learn the skills, but they also learn the rules and technical aspects of each activity. This course offers a social environment where healthy competitiveness is encouraged through an

active curriculum.

**PE 8-** This course is a combination of lifetime activities, which include, invasion games, net and wall games, aquatics, along with fitness and health related topics. Readiness, effort and sportsmanship will be emphasized at all times. Each unit will focus on advancing skills and knowledge so that the student can develop the confidence to successfully participate in activities in a recreational setting.

## Additional Courses

### Student Leadership

**Student Leadership-** The Leadership class is a year long course that aims to develop highly effective student leaders. It is open to 6th, 7th and 8th grade students who want to make a difference at KIS. This course focuses on developing leaders who possess effective goal setting, communication, decision making and leadership styles. Students will develop skills to plan, develop and implement a variety of student and teacher activities. Student will be empowered to improve the quality of teaching and learning at KIS, raise student standards and to contribute to our culture of care. Leadership students are expected to model the core values of KIS including global citizenship, integrity, adaptability, balance in life and empowerment. Student will be expected to present themselves as positive role models to the KIS student body. Moreover, students must be available before, during and after school to participate in Leadership activities and are expected to participate in all Leadership activities. If you think you have what it takes to be a leader at KIS, then this course is for you. There are three ways students can enter this class. Either as an Executive Leader, and Officer or a Class Representative. Students must be voted into this class by either the student body or the teachers in school wide or grade specific elections. More details about the election process will be given to the students in April (Executive Leaders and Officer) and August (Class Representatives).

### Yearbook

**Yearbook-** Students in this year-long course are responsible for the design and publication of the middle school yearbook. The course is active and hands on, and a good opportunity for collaboration. Students will have the chance to photograph clubs, classes and a variety of events, which may require some additional time after school and on weekends. In the first few months of the course, students will learn how to properly use digital single-lens reflex (DSLR) cameras as well as basic photography skills in order to shoot quality photos and videos. Students will learn about post-production editing through the use of Photoshop and other image editing software programs, as well as explore graphic design and typography principals. In addition, students will engage with a variety of writing, learn how to create captions and study the basic elements of journalism. Students interested in this course should possess a high level of creativity, a strong ability to work together in a team, and a capacity for giving and receiving constructive criticism. The course is a lot of fun, but also a lot of work, so students should be ready to work under pressure and hit strict deadlines. Channel your inner photographer, artist, and journalist and help create something that will have an impact on every student in the middle school, the middle school yearbook!

### English for Speakers of Other Languages (ESOL)

Middle school students who test at a WIDA assessment level from 2.0 and beyond will receive various levels of support. These courses are designed for “Entering” and “Beginning” English

language learners. Students engage in intensive academic instruction designed to improve listening, speaking, reading, and writing communication skills. Emphasis is on developing academic English communication skills across all content areas. Some support is designed for “Developing” and “Expanding” English language learners. Students engage in intensive academic instruction designed to improve oral, reading and writing communication skills. Like beginning ESOL, this course includes a heavy emphasis on academic language across content areas. Other middle school students who test at a higher WIDA level are “monitored” students and are mainstreamed in content area courses. These students are required to enroll in this course which focuses on content area writing. When students achieve a score of 5.0 or higher on the WIDA language assessment, they will be fully mainstreamed and will no longer require an ESOL course.