

**Plainfield Community Consolidated School District 202**

[www.psd202.org](http://www.psd202.org)

**Curriculum Guide & Learning Goals**

**Middle School: Grades 6 - 8**

**Aux Sable Middle School**

**Drauden Point Middle School**

**Heritage Grove Middle School**

**Indian Trail Middle School**

**John F. Kennedy Middle School**

**Richard Ira Jones Middle School**

**Timber Ridge Middle School**

## **Our Vision**

We prepare learners for the future.

## **Our Mission**

The mission of Plainfield Community Consolidated School District 202, the primary source of comprehensive, high quality education in a trusting, supportive environment, is to develop, at all levels, responsible, successful citizens by providing an education, in cooperation with the home and community, which fosters each individual's value, uniqueness, and importance and promotes lifelong learning in an ever changing society.

## **We Believe**

- ✓ Education is a shared responsibility
- ✓ Everyone can learn
- ✓ Every individual has value and importance
- ✓ Success is necessary for everyone
- ✓ Every individual needs love, respect, and acceptance
- ✓ Learning is a life-long process
- ✓ Schools and changing society affect one another
- ✓ The primary function of the school is to educate

## **Our Goals**

District 202 recognizes the need for a vision that embraces and embodies the desires and aspirations of our learning community. We will encourage and support our students, parents, community, staff, and Board of Education as they dedicate their time, talent, and resources in support and pursuit of these goals.

## **CORE CLASSES** (daily for 55 minutes)

### **ENGLISH LANGUAGE ARTS**

The English Language Arts curriculum includes common core foundations of building academic vocabulary, writing objective summaries, comprehension of complex text, close reading text, asking questions, analyzing arguments, and conducting research. Focus of this content area is on reading literature, reading informational text, writing, speaking and listening, and language. Students are asked to seek knowledge through guided exploration and text analysis, compare texts through literary analysis, demonstrate ELA based skills, develop insight through demonstrating an understanding of text sets and synthesize their learning through assessment of skills. Students use the ***Pearson Common Core Literature*** resource in Grades 6-8 including 8 Honors. Grade six and seven honors students use an accelerated text while Grade 8 Honors students engage with a more rigorous Pearson text written above grade level to challenge the more advanced readers in 8<sup>th</sup> grade.

***6<sup>th</sup> grade*** students interpret a variety of text throughout the content areas utilizing vocabulary, reading strategies, and literacy skills. They formulate multi-paragraph compositions integrating the writing process for a specific audience and purpose. Students locate, organize, and use information from various sources to communicate ideas.

***6<sup>th</sup> grade Honors*** use multiple word analysis skills, knowledge of literary devices and text structures as well as analytical reading strategies to interpret meaning of grade level text across a variety of genres and content areas. Students write routinely over varied time- frames for various purposes and tasks. Students use listening and speaking skills effectively to a given setting and audience.

***6<sup>th</sup> grade Bilingual Language Arts*** will follow the curriculum of regular 6<sup>th</sup> grade English Language Arts. The course is designed for English as a Second Language Learners and students previously taught in a bilingual setting. The course allows for the maintenance and the development of the Spanish language. Teachers instruct reading and writing in English, but also support students in reading and writing in Spanish.

***7<sup>th</sup> grade*** students use multiple word analysis skills, knowledge of literary devices and text structures, as well as analytical reading strategies to interpret meaning of grade level text across and wide variety of genres and content areas. Students will write routinely over varied time- frames for a range of discipline-specific tasks, purposes, and audiences. By the end of the year, students will read and comprehend literary non-fiction.

***7<sup>th</sup> grade Honors*** will read and comprehend literary and informational grade level texts across multiple genres citing textual evidence to support analysis, reflection, and research. Students will write routinely over various time- frames to produce clear and coherent writing appropriate to task, purpose, and audience. Students will locate, organize, and integrate information from various sources to communicate ideas.

**7<sup>th</sup> grade Bilingual Language Arts** follows the curriculum of regular 7<sup>th</sup> grade English Language Arts. The course is designed for English as a Second Language Learners and students previously taught in a bilingual setting. The course allows for the maintenance and the development of the Spanish language. Teachers instruct reading and writing in English, but also support students in reading and writing in Spanish.

**8<sup>th</sup> grade** students will identify details that reveal genre and organizational patterns in fiction and non-fiction, locate basic facts, draw simple generalizations and conclusions about the main characters in uncomplicated texts. Students will explain how literary devices such as dramatic irony and figurative language contribute meaning through reading, writing and speaking. Students will also engage in the writing process by composing writing with appropriate organizational patterns, focus, and support.

**8<sup>th</sup> grade Honors** students identify details that reveal genre and organizational patterns in fiction and non-fiction, locate basic and complex facts, draw simple generalizations and conclusions about the main characters in texts. Students will create narratives using narrative techniques, descriptive details and structured event sequences. Students will formulate and defend arguments to support claims with clear reasons and relevant evidence and will use textual evidence to compare and contrast literary and informational texts. Students will engage in collaborative discussions on topics, texts, and issues appropriate to 8<sup>th</sup> grade.

## **MATHEMATICS**

The Mathematics curriculum includes a balance of conceptual understanding, skills practice and in-depth higher-level thinking and problem solving, always beginning with conceptual understanding. Grades 6 – 8 use the ***Ready Mathematics*** program, which offers a Common Core and State Standards based balanced approach to real world applications, hands on learning, worked out examples, mathematical writing, vocabulary, and practice that enables students to develop both conceptual understanding and procedural knowledge. Students use a combination of District created assessments along with iReady diagnostic and benchmark assessments. The Grade 8 Algebra I Honors resource, ***Spring Board***, aligned to the Standardized Achievement Test (SAT) is developed by College Board. Grade 8 Algebra I Honors students engage in the same scope, sequence and pacing as students in high school and take the same assessments. Successful completion of Algebra I Honors earns students both high school credit, a start to their high school transcript, and a start to student high school grade point average (gpa). Through the Math Subject Area Committees, teachers continually connect with grades five and nine to support students entering and leaving the middle school mathematics program.

Learning components of the Middle School Math curriculum include:

**6<sup>th</sup> grade** Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability and Number Fluency.

**7<sup>th</sup> grade and 6<sup>th</sup> grade honors** The Number System, Ratio and Proportional Relationships,

Expressions and Equations, Geometry, and Statistics and Probability.

**8<sup>th</sup> grade and 7<sup>th</sup> grade honors** Expressions and Equations (Exponents) and The Number System, Functions, Expressions and Equations (Linear Equations), Geometry, and Statistics and Probability.

**8<sup>th</sup> grade Algebra I Honors** Curriculum includes Equations and Inequalities, Functions, Extensions of Linear Concepts, Exponents, Radicals and Polynomials, Quadratic Functions, and Probability & Statistics. 8<sup>th</sup> grade Algebra I Honors is a high school level class, follows the scope and sequence of Algebra I Honors at the high school level and has the same grading criteria as District 202 High Schools. Students will earn a semester I grade and a semester II grade, both will appear on the high school transcript at the end of the 8<sup>th</sup> grade year. 8<sup>th</sup> grade students may drop this class up to the beginning of second semester and the grade will not appear on the high school transcript. Grades will appear on the high school transcripts only for students who complete semester I and semester II during their 8<sup>th</sup> grade year. Grades earned in this class will contribute to the high school grade point average.

Students may repeat this class at any time in high school to earn a higher grade. Original grade will remain on student transcript, only the grade earned from the repeated class will factor into student Grade Point Average. Please contact the middle school building administrator with questions related to this course.

## **SCIENCE**

The Next Generation Science Standards (NGSS) anchor the Middle School Sciences. Emphasis in grades 6 through 8 is in a student's ability to develop questions in science answered through hands on student inquiry. Students engage in ongoing inquiry based learning, critical thinking and questioning based on the Claim – Evidence – Response model (CER). Science under the NGSS has a three-pronged approach to learning, through investigation of content-based Disciplinary Core Ideas, Science and Engineering Practices, and Cross- Cutting concepts. The Disciplinary Core Ideas are the “content” of science and engineering concepts where the aim is to show the cross-disciplinary importance of science and its relevance to our lives. The Science and Engineering practices are a series of activities that scientists and engineers engage in when solving real-life problems. These help students understand that science and engineering are processes rather than discrete facts. The Cross- Cutting Concepts contain large, underlying ideas that traverse all of science (ex: cause and effect, patterns) and help students understand the interconnectivity of all branches of STEM.

Learning components of middle school Science include:

**6<sup>th</sup> grade** Motion & Stability, Unseen Forces, Energy, Waves, Structural & Properties of Matter, and Chemical Reactions.

**7<sup>th</sup> grade** includes Cells & Cell Theory, Plant & Animal Reproduction, Genes, Natural Selection, Embryological Development, Patterns in Fossil Record, Energy & Ecosystem and the Interconnectedness of the Ecosystem.

**8<sup>th</sup> grade** Science includes Planets & Gravity, Lunar Phases, Plate Motions, Earth Surface & Geoscience, Volcanic Eruptions & Future Forecasting, Geological Time Scales, Oceanic & Atmospheric Patterns, Rise of Global Temperatures, Human Population, and Consumption & the Geoscientific Process and Environment.

The four domains covered across the grade levels include Physical Science, Life Science, Earth & Space Science, and Engineering & Technology.

## **SOCIAL STUDIES**

Students in Middle School Social Studies will focus on the core areas of History, Geography, Economics, and Civics. Students will develop skills including creativity, critical thinking, working in diverse groups to solve complex problems, global awareness, and financial literacy. Students will gain knowledge, skills, attitudes, and behaviors necessary to be informed and effective citizens. Standards aligned to the Social Studies curriculum cultivate civic mindedness, historical thinking, economic decision-making, geographical reasoning and psychological and sociological intellect. Within the curriculum students use inquiry skills and learn disciplinary concepts simultaneously. Students will take content and question, investigate, reason, and take action. Students are asked at all times to evaluate history with an inquisitive mind and to develop inquiry based approaches to learning about history.

Learning components of middle school Social Studies include:

**6<sup>th</sup> grade** students follow Humankind's first journey from the earliest human civilization through the Ancient River Valley cultures, the Renaissance, Pre-Columbian North America, and the Age of Exploration. Students evaluate political, economic, historical, geographical, and cultural achievements that have had significant impact on the development of humankind.

**7<sup>th</sup> grade** focuses on United States History with an examination of the early years of American development from Colonization through the Pre-Civil War years, including the State and Federal Constitutions and government institutions.

**8<sup>th</sup> grade** students will characterize westward expansion through the outbreak of the Second World War. Students will investigate the conflicts facing the maturing nation on a regional, cultural and global scale into the mid-20<sup>th</sup> century. Students will compare and contrast the people and events of early westward exploration and expansion. Students will evaluate the concept of Manifest Destiny and examine the factors that led to the American Civil War. Students will evaluate people, places and events of the Civil War and Reconstruction. Students will demonstrate an understanding of the shift from agrarian society to the industrialized world as well as the people and patterns of immigration. Students will evaluate the events of the early 1900's, the Great Depression, events leading to the outbreak of WWII, the Holocaust and World War II.

## **PHYSICAL EDUCATION & HEALTH**

**6<sup>th</sup> grade** physical education focuses on the development and application of knowledge and basic skills necessary to incorporate a variety of health and fitness activities that lead to lifelong wellness. Students in 6<sup>th</sup> grade PE will focus on strengthening and lengthening their bodies, locomotor and motor movements, physical manipulation skills, appropriate techniques, aspects of rhythm, safety, rules and expectations, cooperation skills and knowledge of heart rate. Health focuses on why healthy habits affect overall well-being and how such habits help in the prevention and treatment of illness and injury. Students will identify factors that affect personal health and be able to differentiate types of communicable and non-communicable diseases.

**7<sup>th</sup> grade** physical education focuses on expertise in basic skills and knowledge of lifelong wellness habits. Students will integrate strengthening and lengthening principles, refine manipulation skills and progressively improve running techniques. Students will apply rules of safety and practice aspect of rhythm. Students will utilize offensive, defensive and cooperative strategies during activities. Students will predict and compute individual heart rate. Health focuses on knowledge of how body systems grow, work, and develop in relation to fitness and nutrition. Students will analyze essential components of nutrition, examine structure, function, and care of the body systems for a healthy lifestyle.

**8<sup>th</sup> grade** physical education focuses on the combination of knowledge and skills in the development of their individual lifelong wellness plan. Students will incorporate strengthening and lengthening principles into daily routines. Students will model manipulative skills, utilize running techniques in activities, include elements of rhythm in daily activities, and apply rules and safety. Students will use offensive, defensive, and cooperative strategies. Students will use the principles of heart rate management in developing a fitness plan. In Health, students will determine, identify, and analyze healthy relationships. Students will evaluate the implications of personal decisions and they relate to a healthy lifestyle. Students will examine and evaluate aspects of substance abuse.

**ENCORE** (Alternate A/B Day schedule for 55 minutes) Semester Classes

### **ART**

6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Art provides students with an introduction to various materials and techniques.

**6<sup>th</sup> grade** students will study Art and its role in culture focusing on pattern, rhythm, contrast, and space. Students will create two-dimensional artwork and use hand-building techniques to develop three-dimensional products. 6<sup>th</sup> grade students will also demonstrate weaving techniques through the creation of a woven composition.

**7<sup>th</sup> grade** students will analyze traditional western artwork with a focus on emphasis, balance, movement, and create an original composition using perspective techniques.

**8<sup>th</sup> grade** students will create and analyze visual art as a meaning of self-expression. 8<sup>th</sup> grade students will use value and principle to design two dimension, two-point perspective art using perspective, contrast, pattern, rhythm, movement, emphasis, variety, unity, balance and proportion.

## **MUSIC**

Students in grades 6-8 learn rhythm, melody, history, culture, music-theater, instruments, and other musical elements.

**6<sup>th</sup> grade** students use classroom instruments to perform and create rhythms based on world cultures. Students classify instruments through visual and aural examples. Students compose rhythmic examples based on music genres as they apply to elements and expressive qualities of music. Performances and compositions developed based on music style, technique, and etiquette.

**7<sup>th</sup> grade** students use classroom instruments to perform and create melodies based on various time-periods. Students classify instruments from various time-periods through visual and aural examples. Students compose melodic examples based on musical genres as they apply to the elements and expressive qualities of music. Students perform their music compositions and demonstrate level appropriate music style, technique, and etiquette.

**8<sup>th</sup> grade** music focuses on the use of classroom instruments to perform and create level-appropriate melodies based on American popular music. Students perform various components of American popular music on a melodic instrument, such as keyboard or guitar. Students compose simple melodies and accompaniments using a melodic instrument, such as keyboard or guitar, given parameters for rhythm, meter, and pitch. Students will examine, evaluate and describe various American music genres.

## **FAMILY & CONSUMER SCIENCES**

Students in the Family and Consumer Sciences (FACS) apply skills to identify, choose, and prepare foods for healthy living as presented in the Healthy Eating Plate/Pyramid. Students also develop and refine their sewing skills to construct, design and critique sewing projects.

**6<sup>th</sup> grade** students utilize industry standards for safety and sanitation and demonstrate safe use of kitchen utensils and equipment. Students demonstrate appropriate tools and techniques for the accurate measurement of ingredients and use a recipe to prepare a food product. Students identify and use etiquette rules when serving and eating food in a social setting. In sewing, students identify correct sewing tools and demonstrate safe sewing techniques. Students use sewing techniques to complete an individual sewing project.

**7<sup>th</sup> grade** students evaluate types of food that will provide nutrition for a balanced diet. Students select and prepare food using dietary and consumer skills for daily/weekly menus.



Students demonstrate the use of measuring tools in the preparation of a final product and are aware the etiquette rules when serving and eating food in social settings. Students also demonstrate safe use of sewing equipment, apply sewing skills to independent living application and use instructions to construct a sewing project.

**8<sup>th</sup> grade** students will demonstrate advanced food preparation skills and apply them to food choices that promote lifetime wellness. Students will analyze personal food choices as they relate to US dietary guidelines. Students will use their culinary skills in preparing food products and apply food science. In sewing, students will construct in procedural order an approved sewing project using a variety of appropriate resources and models. Students will demonstrate knowledge of safe sewing procedures, compare and contrast ready – to – wear garments for quality and value as well as construct a sewing project.

### **COMPUTER APPLICATIONS**

Students demonstrate basic computer concepts and skills and demonstrate programming, digital design, and data manipulation software to foster learning processes across the curriculum.

**6<sup>th</sup> grade** students combine posture and techniques to use in the creation of documents and in the workplace. Students apply the use of cloud-based file management for use in and out of the classroom. Students apply formatting skills to compose word processing documents. Students create an electronic visual presentation based on teacher-approved topics. Students become aware of Internet Safety strategies and safe technology usage at school and in the home.

**7<sup>th</sup> grade** students combine proper posture and keyboarding techniques. Students apply the use of cloud-based file management for use in and out the classroom. Students analyze numerical data to present information in a spreadsheet. Students create projects using digital design, techniques, skills, and tools. Students apply specific computer language/coding to create a program. Students continue to learn about and demonstrate internet safety strategies.

**8<sup>th</sup> grade** students combine proper posture and keyboarding techniques. Students apply the use of cloud-based file management and analyze data to present information in a spreadsheet. Students create projects using digital design, techniques, skills and tools. Students use a specific computer language/coding to create programs and continue to learn and demonstrate internet safety strategies.

### **STEM (Science-Technology-Engineering-Math)**

Students in STEAM will take a “hands on approach” to learning through the ***Paxton-Patterson*** module based learning platform. Students will engage in online learning and hands on activities aligned to the Next Generation Science Standards (NGSS). Engineering concepts and design

anchor the Paxton-Patterson curriculum. Whole class modules in the STEM Lab include authentic problem-based learning experiences that test both student interest and aptitude. Action labs are anchored by career planning and rotate by grade level. Labs include:

**Computer Graphics and Animation** includes production of multimedia, computer graphics systems, stop motion animation, design processes, titles and credits, audio, logos, icons and symbols, technical drawing, movie storm, and virtual reality.

**Flight Technology** includes the history and future of rocketry and flight systems, space exploration, aerodynamics, rocket design, construction and launching, gravity, flight technology, and principles of flight.

**Forensics** introduces students to the field of crime investigation through the use of digital microscopes. Students will examine fiber types, soil samples, trace evidence, lift latent fingerprints to determine chain of custody. They will do hands on experiments using ink chromatography and student suspects through the use of composite drawings. Hands on engineering will mimic the search of DNA evidence in order to solve crimes. Students will be exposed to areas where such activities can become a career.

**Research & Design** has students sketching, designing, constructing and testing CO<sub>2</sub> powered racers. Design focuses on specifications, force, mass, drag, turbulence, weight, and friction. Students develop prototypes and test alignment, vehicle safety and testing on a digitally timed raceway.

**Structural Engineering** involves bridge design, construction, and testing. Students will design beams and trusses and test their structural integrity by examining and testing tension, compression, torsion, and shear. Students will focus on the design process and the overall structural system of the final products.

**Virtual Architecture** Students learn about Architectural history, work on developing scale drawings, become familiar with Computer Aided Design (CAD) programs. They also design building floor plans, learn about interior & exterior design and landscape designs. Students use computer models to sketch furniture and develop building blueprints for a virtual space. Students learn about and use design symbols, color schemes and become aware of how this field can play into their career planning

### **ENGLISH LANGUAGE ARTS LAB**

Designed to provide additional support and minutes in the day in core content areas so that students can work towards mastery of grade level literacy standards. Focus will be on foundational reading and writing skills and build towards grade level skills necessary for students to be successful. Students in an ELA lab are placed into the iReady Reading Online Instruction or into a Comprehension Focus Group. Each intervention is custom designed to meet the needs of the students. This class is an intervention class. Students qualify for this class

through student testing data, teacher recommendation, and administrative approval.

### **MATH LAB**

Designed to provide additional support and minutes in the day in Mathematics so that students can work towards mastery of grade-level math standards. Focus will be on foundational math skills and build towards grade level skills necessary for students to be successful. Students in the Math Lab are in the iReady Math intervention, customized to meet the needs of the student. This class is an intervention class. Students qualify for this class based on student data, teacher recommendation, and administrative approval.

### **TUTORIAL**

This class is available to students who may need further time and assistance in their day for work completion, practice of content area skills, literacy and math support and who are working on individualized reading and math goals.

### **GRADE LEVEL SPECIFIC ENCORE CLASSES**

#### **INTRODUCTION TO HUMAN GEOGRAPHY (6<sup>th</sup> grade only)**

Uses multiple resources to analyze informational text around specific groups of people, cultures or countries. This course focuses on the analysis of how cultures govern, how they trade, how they have evolved throughout history, and how geographical features influence the development of cultures. Students will investigate how countries survive and how conflict has impacts growth and development of nations. Students will identify cause and effect of conflict and draw conclusions as to why it takes place. Students will examine the different types of governments throughout the world. Students will study the phenomena of traditions, local beliefs and norms. Students will develop research skills in this class and utilize both primary and secondary sources in their research.

#### **STUDY SKILLS (6<sup>th</sup> grade only)**

This course prepares students for success in high school and/or postsecondary education. Course topics include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note taking; vocabulary skills; and test-taking skills and organizational skills.

#### **PUBLIC SPEAKING (7<sup>th</sup> grade only)**

Helps students to develop communication skills used in a variety of speaking situations. Development of interpersonal communication skills through topics such as research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

#### **COMMUNICATIONS (8<sup>th</sup> grade only)**

Focus is on the application of written and oral communication skills through a variety of formal

and informal experiences. The course is performance based and emphasizes effective interpersonal and team-building skills. The communications course also involves the study of how interpersonal communication affects stereotypes, nonverbal cues, vocabulary, and stylistic choices.

## **YEAR-LONG ENCORE CLASSES**

### **BAND**

Students demonstrate level appropriate music knowledge, extended range, complex rhythms, and change in tempo and dynamics to perform music that meets or exceeds expected performance levels. Band students across the grade levels demonstrate level appropriate instrument specific hand positions, posture and embouchure/grip. Students prepare in instruments to perform, write compositions for their band instrument, and identify and evaluate music characteristics heard in live and recorded performances.

### **CHOIR**

Through vocal performance, students will demonstrate level appropriate music literacy skills and responsiveness to conducting gestures while sight-singing and singing in parts. Students will integrate the fundamentals of musical expression, interpretation, and healthy tone production into an overall music performance. Students demonstrate an understanding of level appropriate vocal production, identify pitch names, time signatures, and note values and apply them to performance. Students demonstrate articulation, music symbols, musical expression, and interpretation in written music. Students sight-sing level appropriate melodies using standard notation and apply these concepts to chorale literature. Students demonstrate, through vocal performance, developmentally appropriate music literacy using diatonic solfege, basic terms, and symbols of standard music notation.

### **SPANISH**

Students acquire basic communicative skills in Spanish based on reading, writing, listening, and speaking. Students converse using increasingly appropriate pronunciation, intonation, and inflection. Students demonstrate comprehension of writing text using vocabulary, context clues, and cognates. They will learn to respond appropriately to oral dialogues, questions, and classroom instruction, and students will produce complete written sentences in an organized paragraph responding to prompts. The first semester of Spanish I is taken in 7<sup>th</sup> grade and the second semester in 8<sup>th</sup> grade. Students will earn high school credit and high school GPA upon successful completion of both the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum. Students are required to take 7<sup>th</sup> grade Spanish in order to enroll in 8<sup>th</sup> grade Spanish.

This is a high school level class, follows the scope and sequence of HS Spanish I and has the same grading criteria as District 202 High Schools. Students will take the High School semester finals at the end of 7<sup>th</sup> grade and 8<sup>th</sup> grade accordingly. Students will complete 7<sup>th</sup> and 8<sup>th</sup> grade successfully in order to move on to Spanish II/Spanish II Honors when they enter HS. HS credit is earned once the student has successfully completed Spanish I in 7<sup>th</sup> and 8<sup>th</sup> grade. Students will earn a letter grade in 7<sup>th</sup> grade and a letter grade in 8<sup>th</sup> grade, posted on their high school

transcript. Students may repeat this class at any time in high school in order to earn a higher grade. Original grade will remain on student transcript, only the grade earned from the repeated class will factor into student grade point average (GPA). Please contact the middle school building administrator with questions related to this course.