

KEITH VALLEY MISSION STATEMENT

The Keith Valley Middle School, in pursuit of its mission to teach, support and guide students, provides a sense of security and belonging in an academically challenging, exploratory environment.

The Keith Valley Middle School Community, encompassing teachers, staff, parents and students, is committed to promoting the responsibility of all children as they develop into self-directed individuals.

KEITH VALLEY MIDDLE SCHOOL PHILOSOPHY

Keith Valley Middle School supports the district Mission Statement in meeting the unique needs of the emerging adolescent by the following:

- By promoting a child-centered environment where each student has multiple opportunities to succeed.
- By acknowledging the wide range of cultural, social and developmental differences among our students and demonstrating a willingness to diversify, to be flexible and to show ingenuity in adapting to individual student needs.
- By recognizing that the developmental differences of early adolescents require separate and appropriate programming than that of younger children and older adolescents.
- By exhibiting an orderly and safe environment for learning with uniform standards of discipline.
- By maintaining an academic emphasis stressing basic learning while extending student thinking beyond basic knowledge into problem solving opportunities.
- By offering a wide range of exploratory courses for students to develop interests.
- By giving students the opportunity for self-exploration and self-definition through a well balanced program of extra-curricular activities.
- By providing team teaching as the most effective means of presenting an inter-disciplinary curriculum to the transcendent learner as well as academic, social and emotional support.
- By using instructional materials at the appropriate level of difficulty supported by a variety of teaching methods.
- By providing opportunities for students to work independently as well as in variable, collaborative groups.
- By promoting opportunities for each student to become well known by at least one significant adult in the school community that he/she can go to for support.
- By using appropriate measures of praise and constructive criticism when applicable to enhance self-worth.
- By providing a well rounded program of student recognition in all areas of school life.
- By establishing programs that provide meaningful participation with our community.
- By recognizing the parent/teacher/student partnership in maintaining a mutual model of communication.

KEITH VALLEY MIDDLE SCHOOL

CURRICULUM GUIDE

The purpose of the guide is to communicate the basic curriculum at a particular grade level to parents. Parents should understand that this is only a summary; the complete planned course is available in the main office of the school.

Parents are urged to study the booklet and use it as a basis for following their child's progress through the grades. This guide contains a series of basic objectives in each subject area which all students are expected to meet upon successful completion of the grade. Each skill and concept is mentioned at the grade where it is first taught to the students. Although the skills and concepts are listed in separate subject areas in each grade, they are taught in conjunction with one another so that the student can see the relationship among the various subjects. For example, reading and writing are included only in the English/Language Arts curriculum, but they are applied in all other subject areas.

The curriculum at the secondary school is comprehensive in nature and designed to not only give students basic skills in the core subjects, but to explore computer technology and the fine arts. Parents will find some subjects and many activities are designed specifically for children with special interests and/or talents. The middle school program is organized specifically for the needs of the adolescent and should be considered by parents as a unique program in comparison with both the elementary and high school years. Communication between home and school through these childhood transition years is greatly encouraged.

CURRICULUM COORDINATORS

LANGUAGE ARTS	Mrs. Veronica Alegado
MATHEMATICS	Mrs. Amy Maley
SCIENCE	Mrs. Kerry Tedesco
SOCIAL STUDIES	Mrs. Cindy Reese
HEALTH/PHYSICAL EDUCATION	Mr. Eric Shea
CREATIVE ARTS	Mrs. Diane Heitzenrater
LIBRARY	Mrs. Lisa Quinn
GUIDANCE	Mrs. Cynthia Ushler

ENGLISH/LANGUAGE ARTS/READING

Grades 6, 7 and 8

Students will develop and expand their ability to:

- read for enjoyment
- actively respond to reading materials
- read novels connected with units in science and social studies
- read additional novels which are selected according to the individual student's interests and reading ability
- read, comprehend, analyze, interpret and evaluate teacher and self-selected literature of various genres, including the novel, essay, short story, poem and play
- analyze the use of literary elements including setting, plot, character, theme, point of view, foreshadowing, tone and style
- understand and apply vocabulary within the context of a variety of materials
- use Latin and Greek prefixes and roots to unlock word meanings
- expand reading vocabulary by identifying and correctly using words with literal and figurative meanings
- compose pieces using the writing process which includes prewriting, drafting, revising, editing and publishing
- write narrative and expository pieces which include personal pieces, informational pieces, descriptive pieces, journals, poetry, persuasive writing, compare and contrast, and responses to literature
- write with focus, organization, well developed content, voice and correct mechanics
- understand the basic concepts of grammar
- apply correct spelling in writing with emphasis on word patterns, homonyms and singular/plural possessives
- conference with peers and teachers to revise, edit and evaluate as a part of the writing process
- listen actively and deliver quality feedback
- utilize word processing to produce a finished piece of writing
- produce a portfolio which includes the student's best work
- demonstrate effective speaking and listening skills for oral interpretation, impromptu speaking and formal speeches

MATHEMATICS

Grades 6, 7 and 8*

Numbers

- fractions, decimals and percent application through algebra in Book 3
- estimation/mental math
- ratio and proportion
- number theory
- integers

Algebra

- order of operations
- absolute value (Books 2 and 3)
- exponents
- scientific notation
- square roots (Books 2 and 3)
- expressions
- formulas
- equations (exposure to exponential equations in Book 3)
- inequalities
- coordinate graphing (find the slope and y-intercept of a line in (Books 2 and 3)

Measurement

- customary system
- metric system

Geometry

- plane figures
- congruence
- similarity
- space figures
- perimeter
- area
- volume
- surface area (Books 2 and 3)
- constructions

Statistics

- data displays
- data measures

Probability

- experimental and theoretical
- tree diagrams
- counting principle (Books 2 and 3)
- permutations and combinations (Books 2 and 3)

Problem-Solving

- four step approach
- strategies

**Students in the accelerated math program study Algebra I in 8th grade.*

ALGEBRA I

In Algebra, students will be expected to:

- model real-life situations by algebraic expression, equations and inequalities
- use the rules of Algebra, including absolute value and the Distributive Property
- develop techniques for solving linear equations using two or more transformations and variables on both sides
- solve linear equations for one of its variables
- develop techniques for graphing linear and absolute value equations and make connections between solutions
- write linear equations in different forms
- write, solve and graph linear inequalities
- solve a system of linear equations or inequalities by graphing, substitution and linear combinations
- use a system of linear equations or inequalities to model a real-life situation
- simplify and evaluate powers involving negative and zero exponents
- model real life problems with powers including scientific notation, compound interest and exponential growth and decay
- classify, add, subtract, multiply, divide and factor polynomials
- solve quadratic equations by factoring, square roots, the quadratic formula or graphing
- simplify, multiply and divide rational expressions
- use linear and quadratic models and rational expressions in real-life problems
- explore data through tables, graphs, matrices, linear patterns, lines of best-fit, proportions and probabilities
- use graphing calculators when appropriate

SCIENCE

Grade 6

Physical Science

In sixth grade Physical Science, students will be expected to:

Chemistry

- describe the structure, properties and phases of matter
- distinguish between elements, compounds, and mixtures
- describe acids, bases, and indicators
- identify common chemical formulas and reactions
- describe and utilize the Periodic Table

Energy

- describe potential and kinetic energy
- describe the different forms of energy
- explain how energy can be changed from one form to another
- explain how energy is transferred
- construct electrical circuits and explain magnetism
- explain the consequences of traditional electricity production
- describe alternative methods of energy production
- contrast renewable and nonrenewable energy sources

Forces

- explain the types and uses of simple machines
- describe work and mechanical advantage
- calculate the mechanical advantage and efficiency of a machine
- describe Newton's Laws and the forces on an object

Grade 7

Life Science

In seventh grade Life Science, students will be expected to:

Cells

- describe the structure and function of cells
- compare and contrast the cells of the different kingdoms
- describe the processes that cells carry out
- demonstrate the proper use of the microscope

Genetics

- explain how traits are passed from parents to offspring
- explain dominant and recessive traits
- construct and interpret Punnett Squares
- Explain the effects of selective breeding and mutations

Organisms

- describe the characteristics and needs of living things
- use a classification key to identify organisms
- categorize organisms into kingdoms and phyla
- explain how different adaptations affect organisms
- describe the interactions between living things
- describe the structure and function of vertebrate organ systems

Grade 8

Earth and Space Science

In eighth grade Earth and Space Science, students will be expected to:

Astronomy

- classify different stars and galaxies
- identify common constellations
- compare and contrast objects in the Solar System
- describe the moon's effects on the Earth

Geology

- identify common rocks and minerals
- describe the structure of the Earth
- describe how various forces shape the Earth's surface
- explain the origin of various features of the sea floor
- construct a geologic timeline of Earth's history
- describe how fossils are formed

Meteorology

- explain the water cycle
- describe the composition of the atmosphere
- explain how air pressure affects weather
- predict future weather for an area
- explain the causes and effects of natural disasters
- explain how climate is affected by greenhouse gasses

All Grades

Students will be able to:

- use the Metric System of measurement
- use the Scientific Method to solve a problem
- construct and interpret the results of a controlled experiment

SOCIAL STUDIES

Grade 6

In sixth grade Social Studies, students will be expected to:

- define and describe the essential components of “civilization”
- describe and locate land areas of ancient civilizations
- explain the importance of rivers in the origin and development of early civilization
- understand the need for government through analyzing problems and conflicts
- understand the contributions of early civilizations to modern western civilizations
- contrast problems of ancient civilizations with modern day problems
- compare the cultures of Athens and Sparta
- explain what life was like during the Middle Ages
- discuss the influence of the Church during the Middle Ages
- explain how the Crusades changed European society
- read and respond to current events

Grade 7

In seventh grade Social Studies, students will be expected to:

- identify and define the five themes of geography
- define basic geographic and map terminology
- locate and identify continents, world regions, nations, the 50 states and major bodies of water
- discuss how various rivers and land forms affect human settlement patterns

- categorize Native American cultural groups into one of eight geographic regions
- analyze colonial adaptations to the New England, Middle and Southern colonies
- know the events that led to the establishment of the thirteen English colonies on the continent of North America
- explain the cause-effect chain reaction that ended with the English colonies declaring independence from England and the conflict that followed
- learn the importance of the U. S. Constitution as the foundation of our American rights
- understand how the United States as a new country, developed a fair and workable political system up through and including the Monroe Doctrine
- read and respond to current events

Grade 8

In eighth grade Social Studies, students will be expected to:

- explain how the United States, in a short period of time, reached from coast to coast
- understand the key concepts of Manifest Destiny and its effect on the people of the United States during the 1800's
- understand the economic, political and cultural differences that existed between the northern and southern states prior to the Civil War and the conflict that followed
- understand the political, economic and cultural problems that the United States faced following the Civil War
- identify the factors that contributed to the rise of Industrial America
- discuss the rising tide of immigration in the late 1800's
- analyze the impact of American Imperialism on the late 19th century and modern American life, politics and economics
- read and respond to current events

PHYSICAL EDUCATION

Grade 6

In sixth grade Physical Education, students will be expected to:

- participate in activities which involve many forms of movement
- practice the necessary skills for participation in team sports
- know basic team rules and participate in team contests
- participate in lifetime activities
- participate in cooperative games and challenges
- recognize the importance of physical fitness as it applies to daily living
- participate in basic fitness tests
- practice the necessary skills involved in good communication and good sportsmanship as a team member
- respect differences among people in physical activity setting

Grade 7

In seventh grade Physical Education, students will be expected to:

- practice the necessary skills for participation in team and individual sports
- understand the importance of physical fitness and its application to daily living
- participate in basic fitness tests
- recognize the importance of lifetime activities
- practice the necessary skills involved in good communication and good sportsmanship as a member of a team
- participate in cooperative games and challenges
- respect differences among people in physical activity setting

Grade 8

In eighth grade Physical Education, students will be expected to:

- participate in team and individual sports
- participate in cooperative games and challenges
- practice proper safety rules involved in all physical education activities
- recognize the importance of physical fitness as it applies to daily living
- participate in basic fitness tests
- explore the benefits of lifetime activities
- develop the communication and sportsmanship skills necessary to participate in sports
- respect differences among people in physical activity setting

HEALTH

Grade 6

In sixth grade Health, students will be expected to:

- study the physical, chemical and personality changes in the body caused by glands, hormones, stress, aging and puberty
- study the methods and procedures involved in good decision making
- understand the importance of communication in dealing with the changes that may occur in the family
- understand the proper uses of over the counter and prescription drugs and the hazards associated with misuse and abuse
- understand the importance of proper dental care in maintaining healthy teeth and gums
- study the different types of exercise and how they relate to overall health
- know that certain nutritional requirements are necessary for the best growth and development of an individual
- know the importance of physical, mental and social health to be totally healthy

Grade 7

In seventh grade Health, students will be expected to:

- understand the physical, emotional and social problems associated with tobacco, alcohol and drugs
- understand the signs of an emergency situation and the procedures for administering proper first aid
- gain health knowledge necessary for making good decisions regarding substance abuse
- understand body systems as they relate to disease

Grade 8

In eighth grade Health, students will be expected to:

- know how to make responsible decisions concerning tobacco, alcohol and drugs while understanding the associated risks and problems
- understand the immune system and its role in disease prevention
- study types of communicable and noncommunicable diseases in terms of causes, symptoms, means of transmission and methods of treatment
- study the structure of the male and female reproductive systems
- understand the processes of circulation and respiration as they relate to disease
- understand several types of sexually transmitted diseases, including AIDS and their impact on society

HOMEWORK

In sixth grade, seventh and eighth grade, students will be expected to:

- understand and write down the assignments
- ask the teacher questions regarding the assignment if it is not clearly understood
- do assignments carefully, neatly, thoroughly
- submit assignments on time
- make up homework missed due to absence from class
- assume responsibility for completion of individual assignments without constant dependence upon others for help
- utilize study helps and available resource materials
- use study time efficiently in school and at home; long-term assignments require special attention in this regard
- carry out their parts in a group assignment involving the cooperation of one or more classmates

INFORMATION LITERACY SKILLS (KVMS LIBRARY)

In order to complete classroom assignments to meet grade level academic standards, students will be expected to become independent users of the library.

Grade 6

Students will demonstrate proficiency in the following areas:

- applying location skills
- independently using library print resources
- selecting literature for independent reading
- recognizing different genres of literature including autobiography/biography and adventure
- demonstrating responsible use of the Internet as a reference source
- understanding the use of appropriate citation format
- demonstrating knowledge of library procedures for borrowing and returning materials

Grade 7

Students will demonstrate proficiency in the following areas:

- independently using and applying library print resources
- independently using online resources
- appropriately selecting literature for independent reading
- identifying various genres of literature including mystery, biography, science fiction, adventure, historical fiction and fantasy
- using the research process
- applying advanced search strategies
- understanding copyright and plagiarism issues
- utilizing appropriate citation format

Grade 8

Students will continue to demonstrate proficiency in the following areas:

- independently using all library resources (print and online)
- selecting and applying literature for independent reading
- applying citation of both print and non-print sources (MLA format)
- applying the research process
- applying advanced search strategies
- understanding copyright and plagiarism issues

SCHOOL CITIZENSHIP

School Citizenship comprises behaviors and responsibilities demonstrated both in and outside the regular classroom. It is manifested in the lunchroom, buses and special classes such as: art, music, learning center, health, physical education, etc.

In sixth, seventh and eighth grade, students will be expected to:

- respect the rights of others
- follow school and classroom rules
- be cooperative, courteous and considerate of others
- respect and care for school property and the property of others
- respect authority
- be considerate of others' ideas, opinions and feelings
- exhibit trustworthy behavior
- be punctual
- practice self-control
- accept responsibility for own actions
- exhibit pride in his/her work
- participate in class and school activities

CREATIVE ARTS/WORLD LANGUAGE ROTATION

All students in grades 6, 7 and 8 participate in the Creative Arts/World Language Rotations. Students will take courses in the three languages (French, Spanish and German) and courses in the six Creative Arts offerings (Art 1, Art 2, Music 1, Music 2, Family and Consumer Sciences 1 and Family and Consumer Sciences 2). Non-fiction reading and writing is offered to some 6th grade students. Classes meet every other day for twelve weeks. Each year students will take one language course and two out of the three creative arts courses. Upon exiting the middle school students will have had all three languages and all six creative arts offerings.

WORLD LANGUAGE

Students will take courses in the three languages: French, Spanish and German. The courses focus on culture, geography and communication. Students are randomly assigned one of the three languages in sixth grade and will have a different language in each of the other years.

In French, Spanish and German, students will be expected to:

- know the alphabet
- carry on a variety of mini-dialogues
- count to one hundred
- discuss the weather and identify seasons, days and months
- tell time
- identify famous people, music, art and landmarks
- locate countries where the target language is spoken
- become familiar with specific holidays and celebrations
- have a general understanding differences and similarities

FINE ARTS

The Fine Arts program focuses on the Art Standards of Art History, Aesthetics, Art Criticism and Art Production. In all grades students will be exposed to art history, aesthetics and criticism through classroom discussion of artists, their artwork, their importance and art terminology. Students will engage in classroom critiques of both famous artwork and student artwork. Students will also have many opportunities to create artwork using a variety of media.

ART 1

In Art 1 students will be expected to:

- develop knowledge and skills needed in creating flat, two dimensional designs and round three-dimensional shapes
- learn, understand and apply basic portrait, landscape and still-life drawing techniques
- define, understand and use the Elements and Principles of Art as seen in personal, professional and historic artwork
- apply the elements of art in their artwork
- understand and reflect on how the Elements of Design exist in our world and how artists use them to create works of art
- engage in the critiquing of personal and professional art
- explore and utilize a wide variety of drawing and painting media
- create an in-depth research project about an artist and art movement

ART 2

In Art 2 students will be expected to:

- define, understand and use the Elements and Principles of Art in own artwork
- apply the knowledge and techniques in drawing three-dimensional forms incorporating highlighting, shading and cast shadows
- develop the skills and knowledge necessary to create three-dimensional sculptural pieces
- be introduced to cultural and historic aspects of a variety of sculptural forms and the sculptors who created them
- explore a wide variety of two and three dimensional media

FAMILY AND CONSUMER SCIENCES

FCS 1 (Foods and Nutrition)

Students will be expected to:

- recognize the foods which compromise healthy eating by working with the Food Pyramid
- prepare nutritious snacks
- practice proper kitchen safety procedures
- develop interpersonal skills by cooperating in small groups
- understand the importance of a balanced diet following the Food Pyramid
- recognize that teenagers are lacking in certain nutrients; and understand the nutrient's functions and sources
- recognize the danger of food contamination and practice safe food handling techniques
- develop an awareness of consumer rights and responsibilities

FCS 2 (Careers and Child Development)

Students will be expected to:

- explore career opportunities and relate them to their individual interests, aptitudes, skills and values
- explore career clusters
- develop interpersonal skills by working in small groups
- complete at least two crafts to develop fine motor skills and eye-hand coordination
- construct a drawstring bag using sewing machine technology
- understand the importance of good personal health habits
- examine the physical, intellectual, social and emotional development of children
- analyze roles and responsibilities of caring for children

TECHNOLOGY EDUCATION PROGRAM

At Keith Valley all students will be engaged in the use of technology through technology enriched projects designed through their core curricular areas. Through their Math, Science, Social Studies, Language Arts, Reading, Creative Arts and PE classes, students will participate in activities designed to enhance their technology skills. The following technology areas will be emphasized: Basic use and understanding of the computer, exploration of the network, Internet and Web 2.0 tools, and search strategies, word processing, spreadsheet and graphing skills, database use, multimedia presentation skills, digital photography and editing skills, desktop publishing skills, drawing and rendering skills, graphic design skills and web site design skills.

GENERAL MUSIC

Music 1

In Music 1, students will be expected to:

- perform rhythm patterns utilizing quarter notes, eighth notes, whole notes, half, quarter and eighth rests
- understand 4/4 and 2/4 meter
- play xylophone and resonator bells
- participate in singing activities
- demonstrate understanding of melody and harmony
- study woodwind and brass instruments of the orchestra
- perform simple melodies and harmonies on digital keyboards

Music 2

In Music 2, students will be expected to:

- perform rhythm patterns using triplets, sixteenth notes, sixteenth rests and dotted rhythms
- understand 3/4 and 6/8 meter
- play xylophone and resonator bells in large groups and small ensembles
- compose and perform rhythm patterns in small groups
- study string and percussion instruments of the orchestra
- demonstrate understanding of dynamics and tempo
- study the musicals West Side Story, The Phantom of the Opera and Les Miserable
- learn sequencing and layering techniques on a digital keyboard
- compose melodies on xylophones, resonator bells or electronic keyboards utilizing knowledge of rhythm patterns, meter, dynamics and tempo

INSTRUMENTAL MUSIC

In Instrumental Music, students will be expected to:

- play their musical instrument with confidence and with good tone quality, technique and intonation, in both solo and ensemble settings
- participate in instrumental music lessons once a week
- develop performance and participation skills by playing alone or with others
- join any of the following organizations:
 - Sixth Grade Band
 - Seventh and Eighth Grade Concert/Marching Band
 - Jazz Band
 - Woodwind, Brass and Percussion Ensembles

(students must exhibit sufficient ability on their musical instrument to join and remain in any of these organizations.)

NONFICTION READING AND WRITING

In Nonfiction Reading and Writing, sixth grade students will expand and develop their ability to:

- read for enjoyment
- read text connected with science, social studies and math
- read fiction/nonfiction selected according to the individual student's interests and reading ability
- actively respond to reading materials
- read, comprehend, analyze, interpret and evaluate teacher and self-selected text make inferences, draw conclusions and make generalizations based on text
- identify and explain main ideas and relevant details from text o ~~summarize~~ nonfiction text
- differentiate fact from opinion in nonfiction text
- distinguish between essential and nonessential information within or between text
- identify and interpret how text organization clarifies meaning of nonfiction text
- identify and apply meaning of content-specific words used in text
- understand and apply vocabulary within the context of a variety of materials
- compose pieces using the writing process which includes prewriting, drafting, revising, editing and publishing

- write expository pieces with focus, organization, well developed content, voice and correct mechanics
- conference with peers and teachers to revise, edit and evaluate as a part of the writing process
- listen actively and deliver quality feedback
- produce a portfolio which includes the student's best work

COMMUNITY OF CARING AND CHARACTER

The HHSD is committed to the development and growth of our students. The K-12 Character Development Program has the following components:

- Six "characters" - trustworthiness, respect, responsibility, fairness, caring and citizenship
- Descriptors of how to "live" these characters at the elementary, middle and high school level
- Monthly school activities based on the monthly themes

2009-2010 Character Education Pillars:

- September - Responsibility
- October - Fairness
- November - Citizenship
- December - Caring
- January - Trustworthiness
- February - Caring
- March - Responsibility
- April - Respect
- May - Citizenship

Our goal is to unite efforts so that our students and the HHSD learning community will speak the same language, support and coordinate efforts for meaningful impact, and reinforce that in giving of ourselves we grow and others benefit. Each person is key to the successful implementation of this program.