Dear Parents, Students, Community Members,

The purpose of this Curriculum Guide is to inform you of the academic and extra-curricular opportunities that are available to Kesling Middle School students. This curriculum guide will aid in communicating a list of courses offered and a general overview of the goals and objectives for each course.

Kesling maintains a mission and belief in providing a sound foundation for all students. We must continually strive to meet the increasing standards that today’s students face and prepare them for success in our ever-changing society. We are excited to present a variety of opportunities that we believe allow for this type of success.

The staff at Kesling believes that courses should be academically rigorous and relevant while providing an environment that meets the needs of each student. This philosophy will maximize academic potential for each student and equip them with the necessary skills to become productive and responsible citizens who are successful in a competitive global world.

Sincerely,

G. William Wilmsen, Principal
Mark Fridenmaker, Assistant Principal
La Porte Community School Corporation

Mission Statement
The La Porte Community Schools will be recognized among Indiana’s highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

LPCSC Strategic Plan
Please go to the LPCSC Homepage for the current LPCSC Strategic Plan focus goals for this school year.

http://www.lpcsc.k12.in.us/

Kesling Middle School

Mission Statement
The purpose of Kesling Middle School is to provide a sound foundation for all students’ achievement by utilizing learning experiences that emphasize core knowledge, basic skills, and exploratory opportunities. Kesling Middle School fosters a climate which supports responsible behavior, a sense of community, and enhanced parental involvement.

Belief Statements

- All students are entitled to a quality education.
- The middle school philosophy addresses the cognitive, emotional, physical, and social needs of adolescents.
- Attendance and involvement are key to increasing student achievement.
- Staff should feel valued and be encouraged to develop professionally.
- Parents and community members are an integral and valued part of the educational process.
- The learning environment should be safe and orderly.
- Learning is a continuous process.
Math, Reading, and Language Arts

Kesling Middle School offers leveled classes in math, reading and language arts. Students are placed in the courses dependent upon their individual ability levels.

Class Options:

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• In the language arts + classes the main focus will be on the development of writing. Students enrolled in this class will enrich their creative writing and expository writing skills.

• In the Reading + classes, the main focus will be the analysis of literature through a variety of sources which will include the use of novels.

• Math + at the sixth grade level will prepare students to take Algebra 1 at the eighth grade level and pass the End of the Course Assessment (ECA) and receive high school credit.
In this technological age, mathematics is more important than ever. When students leave school, they are more and more likely to use mathematics in their work and everyday lives — operating computer equipment, planning timelines and schedules, reading and interpreting data, comparing prices, managing personal finances, and completing other problem-solving tasks. What they learn in mathematics and how they learn it will provide an excellent preparation for a challenging and ever-changing future. The state of Indiana has established the following mathematics standards to make clear to teachers, students, and parents what knowledge, understanding, and skills students should acquire in Grade 6.

**Standard 1: Number Sense**
Understanding the number system is the basis of mathematics. Students continue to develop their understanding of the relationship between fractions and decimals. They extend the number system to include negative numbers. They also relate percentages to fractions and decimals and begin learning how to use ratios. They find multiples and factors of whole numbers, using the multiples and factors to solve problems involving fractions.

**Standard 2: Computation**
Fluency in computation is essential. Students add, subtract, multiply, and divide fractions, decimals, and both positive and negative integers. They solve problems using ratios, proportions, and percentages, including calculating discount and interest. They use mental arithmetic to add or subtract simple fractions and decimals.

**Standard 3: Algebra and Functions**
Algebra is a language of patterns, rules, and symbols. Students at this level write and solve simple equations and inequalities, and write and use formulas to solve problems. They use parentheses in more complex expressions to show the order of operations. They also extend graphs of straight lines to include negative values.

**Standard 4: Geometry**
Students learn about geometric shapes and develop a sense of space. They draw special types of angles and use them to solve problems. They find and use the sum of the angles of a triangle and of a quadrilateral. They identify shapes that are similar (the same shape but not necessarily the same size). They draw reflections and translations of shapes, and they also draw two-dimensional views of three-dimensional shapes.

**Standard 5: Measurement**
The study of measurement is essential because of its uses in many aspects of everyday life. Students measure in order to compare lengths, areas, volumes, weights, times, temperatures, etc. They learn about the number π and use it to calculate the circumference and area of circles. They construct models, find the volume and surface area of prisms and cylinders, and they convert temperatures between Celsius and Fahrenheit.

**Standard 6: Data Analysis and Probability**
Data are all around us — in newspapers and magazines, in television news and commercials, in quality control for manufacturing — and students need to learn how to understand data. At this level, they learn how to display data in frequency tables and in stem-and-leaf plots. They compare the mean, median, and mode. They find probabilities for compound events and write them as fractions, decimals, and percentages. They also estimate the probabilities of future events.

**Standard 7: Problem Solving**
In a general sense, mathematics is problem solving. In all mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills with negative numbers, calculating angles, or finding areas, for example, students move from simple to more complex ideas by taking logical steps that build a better understanding of mathematics.
6th Grade Math Courses

MATH 6+
Students in the Math 6+ class will use integers, decimals, fractions, mixed numbers, ratios, proportions, and percentages. They will evaluate algebraic expressions and solve simple linear equations. They will investigate geometric relationships and describe them algebraically. They will identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them. They will analyze statistical measures for data sets and determine theoretical and experimental probabilities. Students will also make decisions about how to solve problems and communicate their ideas. This course is designed for higher achieving math students to give them additional real-life enrichment opportunities. This course is also designed to prepare students for pre-algebra taken in seventh grade.

MATH 6
Students in Math 6 will use integers, decimals, fractions, mixed numbers, ratios, proportions, and percentages. They will evaluate algebraic expressions and solve simple linear equations. They will investigate geometric relationships and describe them algebraically. They will identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them. They will analyze statistical measures for data sets and determine theoretical and experimental probabilities. Students will also make decisions about how to solve problems and communicate their ideas.

GENERAL MATH 6
Students in the General Math 6 class will use integers, decimals, fractions, mixed numbers, ratios, proportions, and percentages. They will evaluate algebraic expressions and solve simple linear equations. They will investigate geometric relationships and describe them algebraically. They will identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them. They will analyze statistical measures for data sets and determine theoretical and experimental probabilities. Students will also make decisions about how to solve problems and communicate their ideas. This course is designed for students who are functioning below sixth grade level in mathematics or who may learn at a slower pace.
Grade 6 – English/Language Arts
During the sixth-grade year, students apply skills they learned in earlier grades to make sense of longer, more challenging texts. They identify ways in which authors try to influence readers and find evidence in the text to support ideas. They identify and interpret figurative language and words with multiple meanings. They begin to recognize the origins and meanings of frequently used foreign words in English, such as enchilada (Spanish), lasagna (Italian), and delicatessen (German). They read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to read autobiographies. They do critiques of both informational and literary writing. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views.

Standard 1: Word Recognition, Fluency, and Vocabulary Development
Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Standard 2: Comprehension and Analysis of Nonfiction and Informational Text
Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Standard 3: Comprehension and Analysis of Literary Text
Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

Standard 4: Processes and Features
Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Standard 5: Writing Applications (Different Types of Writing and Their Characteristics)
At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Standard 6: English Language Conventions
Students write using Standard English conventions appropriate to this grade level.

Standard 7: Listening and Speaking: Skills, Strategies, and Applications
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.
6th Grade Reading Courses

READING 6+
Students in the Reading 6+ class will be guided through a challenging course that will expose them to a large variety of literature. Students will work more independently with an emphasis on critical thinking skills. Students apply skills they learned in earlier grades to make sense of more challenging text. They read and respond to genres such as: fiction, historical fiction, fantasy, science fiction, mystery, adventure, folklore, mythology, poetry, short stories, dramas, nonfiction selections, biographies/autobiographies, magazines, newspapers, reference or technical materials, and online information. They interpret figurative language and words with multiple meanings. Students increase their vocabulary through a myriad of research-based strategies. They examine an author’s choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. Students self-select books of interest and read independently for enjoyment.

READING 6
Students apply skills they learned in earlier grades to make sense of more challenging text. They read and respond to genres such as: fiction, historical fiction, fantasy, science fiction, mystery, adventure, folklore, mythology, poetry, short stories, dramas, nonfiction selections, biographies/autobiographies, magazines, newspapers, reference or technical materials, and online information. They interpret figurative language and words with multiple meanings. Students increase their vocabulary through a myriad of research-based strategies. They examine an author’s choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. Students self-select books of interest and read independently for enjoyment.

GENERAL READING 6
General Reading 6 provides students an opportunity to achieve reading fluency and comprehension through direct instruction. Students apply skills and are re-taught skills they learned in earlier grades to make sense of more challenging text. They read and respond to genres such as: fiction, historical fiction, fantasy, science fiction, mystery, adventure, folklore, mythology, poetry, short stories, dramas, nonfiction selections, biographies/autobiographies, magazines, newspapers, reference or technical materials, and online information. They interpret figurative language and words with multiple meanings. Students will increase their sight words and vocabulary through a myriad of research-based strategies. They critique the believability of characters and plots in fiction works. Students self-select books of interest and read independently for enjoyment.
6th Grade Language Arts Courses

**LANGUAGE ARTS 6+**
This course is based on Indiana’s Academic Standards for English/Language Arts. Integrated instruction will emphasize writing, speaking, and listening (Standards 4-7) in interest- and ability-appropriate content. Using oral discussion, reading, writing, art, music, and drama, students respond to fiction and nonfiction selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views. Students write independently for enjoyment. Students enrolled in the course will be challenged at an accelerated pace to develop all writing skills.

**LANGUAGE ARTS 6**
This course is based on Indiana’s Academic Standards for English/Language Arts. Integrated instruction will emphasize writing, speaking, and listening (Standards 4-7) in interest- and ability-appropriate content. Using oral discussion, reading, writing, art, music, and drama, students respond to fiction and nonfiction selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views. Students write independently for enjoyment.

**GENERAL LANGUAGE ARTS 6**
This course is based on Indiana’s Academic Standards for English/Language Arts. Integrated instruction will emphasize writing, speaking, and listening (Standards 4-7) in interest- and ability-appropriate content. Using oral discussion, reading, writing, art, music, and drama, students respond to fiction and nonfiction selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views. Students write independently for enjoyment. Students enrolled in this course will be remediated in areas that are deemed under the level of proficiency.
Beginning with Grade 6, Indiana’s academic standards for science contain seven standards, with the addition of Historical Perspectives. Each standard is described below.

**Standard 1: The Nature of Science and Technology**
This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.

**Standard 2: Scientific Thinking**
There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others’ ideas as well as have one’s own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students’ experiences in science.

**Standard 3: The Physical Setting**
This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on Earth and the solar system. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Grade 6, students learn some of the relationships between physical objects, events, and processes in the universe.

**Standard 4: The Living Environment**
This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 6, students learn that plants and animals obtain energy in different ways and contain different structures for obtaining energy.

**Standard 5: The Mathematical World**
Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life – problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.

**Standard 6: Historical Perspectives**
Through examples, students will gain insight into the historical background of the development of the modern science of chemistry.

**Standard 7: Common Themes**
A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and fieldwork, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.
Grade 6 – Social Studies

Peoples, Places and Cultures in Europe and the Americas

Students in Grade 6 study the regions and countries of Europe and the Americas, including geographical, historical, economic, political and cultural relationships. The areas emphasized are Europe and North and South America, including Central America and the Caribbean. The Indiana’s K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 6 are described below.

Standard 1: History
Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2: Civics and Government
Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Standard 3: Geography
Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

Standard 4: Economics
Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas
Sixth grade science is both a general and broad overview of the three main branches of science: Earth, Physical, and Life. This course will examine the concepts and theories that form the foundation of each of the seven Indiana State Science Standards:
1. Nature of Science and Technology
2. Scientific Thinking
3. The Physical Setting
4. The Living Environment
5. The Mathematical World
6. Historical Perspectives
7. Common Themes

Hands on activities, special projects, research, and the application of the scientific method will be incorporated within each standard when applicable.

This course studies the Western World’s People, Places, and Landscapes. Areas of study include Geography Skills, United States, Canada, Europe, Russia, Mexico, Central America, Caribbean Islands, and South America. This study will cover all Indiana Academic Standards for social studies as they relate to the Western Hemisphere.
ART (2D Art 6 & 3D Art 6)
Sixth grade art is exploratory. The two courses are intended to help students develop introductory skills and vocabulary, learn new techniques, and expand their knowledge of art, artists, and the historical / cultural role that art has played in societies. Instruction includes both two and three dimensional assignments in a variety of media that touch upon each strand of the Indiana State Standards for Art Education.

BUSINESS TECHNOLOGY
In sixth grade Business Technology, students work on familiarizing themselves with technology. Students will learn basic computer vocabulary and be able to identify computer components. Students will be introduced to the skill of using the “good form” while using the keyboard. Improvement of the ability to use this skill is a primary focus at this level. Students will also learn basic operating functions to compose a Microsoft Word document. Students will complete many activities that will enhance their capabilities of success throughout their middle school career.

FAMILY & CONSUMER SCIENCES
Students in 6th grade will learn about kitchen safety and sanitation, measuring common kitchen ingredients, recipes and cooking terms. Students will work cooperatively in groups to make simple recipes that can easily be duplicated at home. Other topics that will be covered are recycling and clothing care.

TECHNOLOGY EDUCATION
In the sixth grade, Technology Education is an introductory course. Students in this course will familiarize themselves with the principles of technology. Technology education at the middle level provides students with hands-on, problem based learning opportunities that introduce the principles to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. Activities are focused on content related to engineering and technology as a body of knowledge using resources and actions to (1) apply engineering design, (2) use processes to produce artifacts and systems, (3) use device, tools and systems safely and appropriately, and (4) assess impacts on society and environment. Students learn that technology is a system and that the four technological actions are universal to all technologies.
Physical Education and Health

**PHYSICAL EDUCATION**
Students will engage in activities that build knowledge and skills in safety, cardiovascular, muscular and strength development and endurance through a variety of movement activities. Students will demonstrate understanding of team play, safety rules, improving fitness performance and choosing physical activities which promote personal fitness and wellness. Students will be engaged in physical activities that promote and encourage lifetime fitness activities.

**HEALTH**
This course will focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that will lead to lifelong health practices. A range of teaching strategies will be used throughout the course to include all learning styles and give students the skills they need to choose healthy behaviors.
Performing Arts

Band
Band members participate in a variety of activities. In addition to music class during the school day, students are required to take part in 3-4 weeknight concerts during the school year and one Friday or Saturday music festival in March. Individuals and small groups may also choose to participate in Solo & Ensemble events in late January/early February.

Choir
Choir students will sing unison and two/three-part music while preparing selections for various performances. Emphasis will be placed on proper voice production and musical interpretation. Students will be introduced to basic music-reading fundamentals, sight-singing methods, and ear-training activities. Students are required to participate in 3-6 weeknight or weekend concerts during the school year.

Exploratory Music
The purpose of exploratory music is to provide students an opportunity to explore instruments, musical styles, music history and basic music theory fundamentals. No concerts or performances outside the school day will be required and classes meet every other day. Grades are based on participation and completion of assignments.

Orchestra
Orchestra members participate in a variety of activities. In addition to music class during the school day, students are required to take part in 3-4 weeknight concerts during the school year and one Friday or Saturday music festival in March. Individuals and small groups may also choose to participate in Solo & Ensemble events in late January/early February.
Sample 6th Grade Student Schedules

Student A:
Reading 6+
Math +
Social Studies
Language Arts 6+
Science
Day 1: PE/Health
Day 2: Orchestra
2D Art (nine weeks)
3D Art (nine weeks)
Technology Education (nine weeks)
Business Education (nine weeks)

Student B:
Reading 6
General Math
Social Studies
Language Arts 6+
Science
Day 1: PE/Health
Day 2: General Music
Fam. & Con. Sciences (nine weeks)
3D Art (nine weeks)
Technology Education (nine weeks)
Business Education (nine weeks)
Extracurricular Opportunities

Everyone is encouraged to participate in one or more of the activities, clubs, and athletics which are offered to Kesling Middle School students in good academic standing. Meeting dates and times are announced during morning announcements. Below is a list of some of the activities and athletics available.

ACTIVITIES

American Math League    Calculator Math
Future Problem Solving    Indiana Math League
Knowledge Masters        Midwest Talent Search
Name that Book            National Geography Bee
PTA Reflections           Science Olympiad
Spelling Bees             Spell Bowl
Math Counts               Fun Nights
Super Bowl: English, Math, Science, Social Studies

CLUBS

Art Club                   Chess Club
DARE Club                  Jazz Band
Student Council            Yearbook
WKMS                       Show Choir
Newspaper

ENRICHMENT CLUBS

Mind Benders               Young Authors
Book of the Month Club

ATHLETICS

Girls: Basketball, Cross Country, Soccer, Tennis, Track, Volleyball, Pom Pons
Boys: Basketball, Cross Country, Football, Soccer, Tennis, Track, Wrestling