KESLING
KOMETES

Curriculum Guide – 7th Grade
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
LaPorte Community School Corporation

Mission Statement
The LaPorte 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:

<table>
<thead>
<tr>
<th>Seventh Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Algebra</td>
<td>Reading 7+</td>
<td>Language Arts 7+</td>
</tr>
<tr>
<td></td>
<td>Math 7</td>
<td>Reading 7</td>
<td>Language Arts 7</td>
</tr>
<tr>
<td></td>
<td>General Math 7</td>
<td>General Reading 7</td>
<td>General Language Arts 7</td>
</tr>
</tbody>
</table>

• 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.

• Pre-Algebra at the 7th 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 7.

**Standard 1: Number Sense**
Understanding the number system is the basis of mathematics. Students extend this understanding to include irrational numbers, such as \( \pi \) and the square root of 2. They compare and order rational and irrational numbers and convert terminating decimals into fractions. They also use exponents to write whole numbers in scientific notation and to write the prime factorizations of numbers.

**Standard 2: Computation**
Students add, subtract, multiply, and divide integers, fractions, and decimals. They solve problems using percentages, including calculating discounts, markups, and commissions. They use mental arithmetic to compute with simple fractions, decimals, and powers.

**Standard 3: Algebra and Functions**
Algebra is a language of patterns, rules, and symbols. Students at this level use variables and other symbols to translate verbal descriptions into equations and formulas. They write and solve linear equations and inequalities, and write and use formulas to solve problems. They also use properties of the rational numbers to evaluate and simplify algebraic expressions, and they further extend their understanding of graphs by investigating rates of change for linear and nonlinear functions and by developing and using the concept of the slope of a straight line.

**Standard 4: Geometry**
Students link geometry to coordinate graphs, using them to plot shapes, calculate lengths and areas, and find images under transformations. They understand the Pythagorean Theorem and use it to find lengths in right triangles. They also construct nets (two-dimensional patterns) for three-dimensional objects, such as prisms, pyramids, cylinders, and cones.

**Standard 5: Measurement**
Students measure in order to compare lengths, areas, volumes, weights, times, temperatures, etc. They develop the concept of similarity and use it to make scale drawings and scale models and to solve problems relating to these drawings and models. They find areas and perimeters of two-dimensional shapes and volumes and surface areas of three-dimensional shapes, including irregular shapes made up of more basic shapes.

**Standard 6: Data Analysis and Probability**
Students learn how to display data in bar, line, and circle graphs and in stem-and-leaf plots. They analyze data displays to find whether they are misleading and analyze the wording of survey questions to tell whether these could influence the results. They find the probability of disjoint events. They also find the number of arrangements of objects using a tree diagram.

**Standard 7: 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 irrational numbers, analyzing graphs, or finding surface areas, for example, students move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.
7th Grade Math Courses

PRE-ALGEBRA
Students use rational numbers, irrational numbers, exponents, powers, roots, ratios, proportions, and percentages. They solve simple linear equations and inequalities. They graph functions and understand the concepts of slope and rate. They construct shapes that meet given conditions and apply geometric concepts to solve problems. They convert between units of measure and use rates and scale factors to solve problems. They collect, organize, represent, and interpret relationships in data sets that have one or more variables. Students also make decisions about how to solve problems and communicate their ideas.

MATH 7
Students use scientific notation and square roots. They convert between fractions and decimals. They express relationships using algebra and identify attributes of geometric shapes. They compare units of measure and use similarity to solve problems. They compute the perimeter, area, and volume of irregular geometric objects. They identify relationships among variables within a data set and use probability to make predictions about events. Students also make decisions about how to solve problems and communicate their ideas.

GENERAL MATH 7
Students use scientific notation and square roots. They convert between fractions and decimals. They express relationships using algebra and identify attributes of geometric shapes. They compare units of measure and use similarity to solve problems. They compute the perimeter, area, and volume of irregular geometric objects. They identify relationships among variables within a data set and use probability to make predictions about events. Students also make decisions about how to solve problems and communicate their ideas. General Math students may also have an additional staff member in the class to assist when needed. Assignments may be slightly modified to better suit student needs.
During the seventh-grade year, students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to identify their own areas of reading interest. They begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

**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 7, 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, such as 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 7, 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, list, and graphically organize writing ideas. 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 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials.

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

**Standard 7: Listening and Speaking: Skills, Strategies, and Applications**
Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students 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.
7th Grade Reading Courses

READING 7+
Students will develop advanced skills and strategies in reading. They will understand comparisons, such as analogies and metaphors, and use their knowledge of roots and word parts. They will read and respond to a variety of selections from multiple genres. Students will self-select books of interest and read independently for enjoyment. The course will focus on more complex applications of reading comprehension strategies. Instruction will include the use of novel(s), short stories, poetry, and the textbook to address all state standards.

READING 7
Students will develop advanced skills and strategies in reading. They will understand comparisons, such as analogies and metaphors, and use their knowledge of roots and word parts. They will read and respond to a variety of selections from multiple genres. Students will self-select books of interest and read independently for enjoyment. Focus will be on increasing the students’ application of reading comprehension strategies while instruction will include all state standards.

GENERAL READING 7
Students will develop advanced skills and strategies in reading. They will understand comparisons, such as analogies and metaphors, and use their knowledge of roots and word parts. They will read and respond to a variety of selections from multiple genres. Students will self-select books of interest and read independently for enjoyment. In order for students to make adequate progress, pacing of instruction will be made to accommodate the needs of the students while addressing all state standards.
7th Grade Language Arts Courses

LANGUAGE ARTS 7+
Language Arts 7+, a course based on Indiana’s Academic Standards for English/Language Arts, is integrated instruction at an advanced level and accelerated pace to incorporate additional skills emphasizing writing, language conventions, spelling/vocabulary, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students write research reports citing a variety of sources and complete various types of essays. They use a variety of sentence structures and modifiers to express their thoughts.

LANGUAGE ARTS 7
Language Arts 7, a course based on Indiana’s Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, language conventions, spelling/vocabulary, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students write research reports citing a variety of sources and complete various types of essays. They use a variety of sentence structures and modifiers to express their thoughts.

GENERAL LANGUAGE ARTS 7
General Language Arts 7, a course based on Indiana’s Academic Standards for English/Language Arts, is integrated instruction with modifications to address students’ gaps in language skills. Focus is on writing, language conventions, spelling/vocabulary, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students write research reports citing a variety of sources and complete various types of essays. They use a variety of sentence structures and modifiers to express their thoughts.
Grade 7 - Science

Beginning with Grade 6, Indiana’s academic standards for science contain seven standards, with the addition of Historical Perspectives. Each standard is described below. These ideas build a foundation for understanding the intent of each standard.

**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. 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 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 7, students continue to learn about 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 7, students trace the flow of matter and energy through ecosystems.

**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**
Examples of historical events provide a context for understanding how the scientific enterprise operates. By studying these events, one understands that new ideas are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and grow or transform slowly through the contributions of many different investigators. The historical events listed in Grade 7 are certainly not the only events that could be used to illustrate this standard, but they provide an array of examples. Through these examples, students will gain insight into germ theory.

**Standard 7: Common Themes**
Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. 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 7 – Social Studies

Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific

Students in Grade 7 study the regions and nations of Africa, Asia and the Southwest Pacific, including historical, geographical, economic, political and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand and Oceania). 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 7 are described below.

Standard 1: History
Students will examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2: Civics and Government
Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.

Standard 3: Geography
Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia and the Southwest Pacific. They will also name and locate major physical features, countries and major cities and will use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Standard 4: Economics
Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.
7th Grade Science

This is a general science course. It covers the topics of: scientific method and measurement, earth science, astronomy, climate, environmental science, physical science and life science. The study will follow Indiana Standards and science laboratory techniques. Students will be engaged in a variety of laboratory experiments that will actively engage them in their investigation of science.

7th Grade Social Studies

Students in grade 7 study the regions and nations of Africa, Asia and the Southwest Pacific, including historical, geographical, economic, political and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand and Oceania). This study will cover all Indiana Academic Standards for social studies.
Allied Arts

ART (2D Art 7& 3D Art 7)
In the seventh grade art courses students develop their knowledge of visual art as a means of communicating and expressing ideas. Students will continue to expand their knowledge of art, artists, and the historical/cultural role that art has played in societies. Through the two nine week courses instruction will include 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 seventh grade Business Technology, students will continue to complete activities that allow them to be more comfortable using technology. Students will continue to advance the skill of using their “good form.” Acquiring this skill is a process that takes much focus and self-determination. Students will also progress to being able to complete outlines as well as different Microsoft Word Documents and continuing into Microsoft PowerPoint activities. The projects and activities included will allow students to incorporate their computer skills into cross-curricula use.

FAMILY & CONSUMER SCIENCES
Students in seventh grade will learn about peer pressure and how to respond to negative peer pressure. Bullying will also be addressed. Students will also discuss friendship and dating. Cultural and regional foods will be studied. Students will work cooperatively to make foods from different countries and regions of the United States.

TECHNOLOGY EDUCATION
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.
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.
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.
Sample 7th Grade Student Schedules

**Student A:**
- Reading 7+
- Pre-Algebra
- Social Studies
- Language Arts 7+
- Science
- Day 1: PE/Health
- Day 2: Band
- Fam. & Con Sciences (nine weeks)
- Technology Education (nine weeks)
- 2D Art (nine weeks)
- Business Education 6 (nine weeks)

**Student B:**
- General Reading
- General Math
- Social Studies
- General Language Arts
- Science
- Day 1: PE/Health
- Day 2: Band
- Fam. & Con. Sciences (nine weeks)
- 3D Art (nine weeks)
- 2D Art (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

<table>
<thead>
<tr>
<th>American Math League</th>
<th>Calculator Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Problem Solving</td>
<td>Indiana Math League</td>
</tr>
<tr>
<td>Knowledge Masters</td>
<td>Midwest Talent Search</td>
</tr>
<tr>
<td>Name that Book</td>
<td>National Geography Bee</td>
</tr>
<tr>
<td>PTA Reflections</td>
<td>Science Olympiad</td>
</tr>
<tr>
<td>Spelling Bees</td>
<td>Spell Bowl</td>
</tr>
<tr>
<td>Math Counts</td>
<td>Fun Nights</td>
</tr>
<tr>
<td>Camp Tecumseh</td>
<td></td>
</tr>
<tr>
<td>Super Bowl: English, Math, Science, Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

### CLUBS

<table>
<thead>
<tr>
<th>Art Club</th>
<th>Chess Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>DARE Club</td>
<td>Jazz Band</td>
</tr>
<tr>
<td>Student Council</td>
<td>Yearbook</td>
</tr>
<tr>
<td>WKMS</td>
<td>Show Choir</td>
</tr>
<tr>
<td>Newspaper</td>
<td></td>
</tr>
</tbody>
</table>

### ENRICHMENT CLUBS

<table>
<thead>
<tr>
<th>Mind Benders</th>
<th>Young Authors</th>
</tr>
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<tbody>
<tr>
<td>Book of the Month Club</td>
<td></td>
</tr>
</tbody>
</table>

### ATHLETICS

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