



Kensington Hall Student Handbook



2019-2020

"Life faces you with courageous challenges at every step of the way...from here, you can only go forward."

Janet Erskine Stuart, RSCJ

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SACRED HEART EDUCATION

Saint Madeleine Sophie Barat, foundress of the Society of the Sacred Heart, envisioned Sacred Heart education to be an education serious in principles, strong in studies and rich in the spirit of love and life. In a recent document, the philosophy of Sacred Heart education was described in this way:

"The philosophy of Sacred Heart education is framed by the assumption that education is transformational because students and educators are engaged in learning for the purpose of coming to self-understanding as those loved by God. Such self-understanding is not possible without intentional formation in critical thinking. Committed to educating to a deep respect for intellectual values, Schools of the Sacred Heart develop curricular and student life programs based on educational research and on-going evaluation. The intention is to inspire students both with a life-time love of learning and a sense of hope."

Schools of the Sacred Heart commit themselves to educate to:

- 1. A personal and active faith in God***
- 2. A deep respect for intellectual values***
- 3. A social awareness which impels to action***
- 4. The building of community as a Christian value***
- 5. Personal growth in an atmosphere of wise freedom***

The following information and policies are written to guide the student and partner with family in mission. We hope that each student will make the *Goals and Criteria* his own and become more responsible for himself, his work, his spiritual growth and his world. These values are expected to be lived, learned and loved each and every day, in and out of school. Academy of the Sacred Heart is a community, and as such, the atmosphere of the school depends on the sense of responsibility and the self-discipline of each member. The school community depends on trust and the wise use of personal freedom.

Kensington Hall is designed as an integration of the current research in adolescent development, the trends and issues in education, Montessori philosophy and the *Goals and Criteria*. Both the structure of the academic program and the classes that are taught were carefully researched to provide boys with what they need to succeed during these developmental years. In keeping with the *Goals and Criteria*, religion classes, retreats, liturgies and an active service program set the cornerstone of the curriculum.

The curriculum is designed to help students develop independence, self-awareness, effective communication skills, personal responsibility, leadership skills, as well as inspire confidence and a life-long love of learning. Kensington Hall strives to provide a disciplined atmosphere in which to learn, while still providing a safe place to make mistakes. Character development is stressed on a daily basis, focused on fostering respect of others and the environment, compassion, kindness and courtesy, and acceptance of others' differences.

KENSINGTON HALL COMMITMENTS

Student commitment

- To be a contributing member of the class and work to build a peaceful community.
- To act with integrity, respect and responsibility.
- To work hard, use time wisely, and complete each learning cycle.
- To participate in experientials with positive attitude and vigor.
- To work towards mastery and advocate for his needs.
- To complete daily homework and bring necessary materials for each class.
- To prepare and lead scheduled family conferences and plan educational goals.
- To be guided in his or her dealings with others by the principle of humanity, which is respect for all living things.
- To abide by the rules and expectations of Kensington Hall using the *Goals and Criteria*.

Teacher commitment

- To create an atmosphere for learning to occur.
- To facilitate the students in their learning.
- To offer adolescents opportunities for challenging and meaningful work.
- To meet with each student to review progress and discuss any concerns.
- To be available by appointment for students who need to finish work during study hall and/or immersion week.
- To schedule two family conferences each year and any additional ones as needed.
- To mentor students in their growth, faith life, and development.

Parent commitment

- To allow their adolescent to experience feedback in learning organizational, decision-making, and time management skills.
- To attend scheduled family conferences and to participate in establishing the student's educational plan.
- To support participation in the outdoor education activities and class travel activities.
- To review the weekly progress reports and end of cycle report cards, and to contact the teachers if there are concerns.
- To support their adolescent to finish make-up work during immersion week if necessary.
- To meet with the teachers if student's behavior requires a conference.
- To provide a time and place at home conducive to completing homework on a daily basis.

KENSINGTON HALL CURRICULUM

Language Arts

The language arts program promotes an understanding and appreciation of literature and strengthens writing skills. Boys develop critical thinking and communication skills while reading various genres of fiction and non-fiction. Students read short stories, plays, poetry, and novels. Students learn to write across the curriculum through purposeful writing assignments. Boys are taught pre-writing strategies, and practice writing skills by writing initial drafts, then editing and revising their documents. Students learn language usage and grammar, spelling and word skills, and develop a strong vocabulary.

Mathematics

The beginning math class emphasizes essential, basic computational skills, while introducing one-step algebra problems. The pre-algebra level is designed to give our boys a foundation in beginning algebraic solving so that their transition to an algebra class is seamless. Our math program intends to develop learners who can think outside the box by guiding students through the process of problem solving and assisting students in evaluating and applying mathematical principles in real-world connections. Students are placed into a math level based on ability, attitude and work ethic. They can advance at their own pace with eighth grade students traditionally taking Algebra I, Algebra II or Geometry.

Science

Through experiential learning, both off-site and on-campus explorations, and interactive lab activities, students will be exposed to all areas of science, including earth science, basic physics, biology and chemistry. There is a focus on science as inquiry, laboratory skills including conversions, measurement, keeping a lab notebook and writing formal lab reports, and the role of science in society. An emphasis on the scientific method includes making observations, developing and implementing their own experiment, data analysis and communicating the results.

Humanities

The four-year social studies program covers the classical world through modern times. Students learn to recognize, analyze and evaluate major events and trends in American and world history with an emphasis on the concepts of change and interdependence within a global perspective, including current events. Students will cover topics including but not limited to: world and U.S. geography, North American and world exploration, ancient civilizations and culture, early U.S. colonization, civics, U.S and world economic systems, U.S government, revolutions, social justice and the United Nations, and characteristics of war and peace.

Theology

Through the lens of the Catholic faith and the *Goals and Criteria*, KH students will experience and explore their faith life. KH encourages students to engage in the sacramental life of the school, prayer and daily reflection (using the Jesuit Examen), and meaningful and sustained service. Using *The Catholic Connections Handbook for Middle Schoolers* by St. Mary's Press, Kensington Hall boys will be challenged to learn and demonstrate what it means to be Catholic in a changing world.

Study Skills

The Study Skills curriculum is a unique and integral part of the KH program. Students are taught skills that help them navigate middle school as well as prepare them for high school. Students learn time management and organizational skills that help them plan for both daily and long-term assignments. They are expected to use a planner. They are taught how to extract important information from both textbooks and lectures, as well as effective note-taking strategies that work for their individual learning style. Students learn a variety of study strategies and test-taking skills and strategies, including how to navigate standardized and high

school placement tests. Students also learn research and report writing skills, appropriate use of technology, how to avoid distractions, and academic integrity. This class meets weekly, and the skills learned are reinforced daily.

Personal Work

Middle school is a time of tremendous growth - physically, emotionally, and socially. Personal Work is an opportunity for students to help develop themselves personally. They learn how to reflect, slow down, and quiet themselves during a busy day. Students have 20 minutes each day to work by themselves on guided self-knowledge activities, such as responding to questions in a journal or pursuing independent interests such as drawing or reading. Students in Grades 7 and 8 read and reflect on *The 7 Habits of Highly Effective Teens* by Sean Covey, and students in Grades 5 and 6 read and reflect on *What Do You Stand For* by Barbara A. Lewis. All grades work on *Habits of Mind* and the *Goals and Criteria*. Personal Work topics covered include: belonging, friendships, adolescent development, goal setting, stress management, self-esteem, peer pressure, and balanced living.

Electives

Students have the opportunity to explore their interests and choose from a wide variety of elective offerings during their middle school years in KH. Offerings include, but are not limited to: art, vocal music, instrumental music, drama, Jazz-Rock-Hip Hop, forensics, high school preparation, cooking, and robotics.

Physical Education

Physical Education provides the cornerstone for life-long learning and health and provides the basis for the skill-building necessary for the athletic program and future competitive participation. KH students have PE every day. Half of each daily PE class is spent in strength and conditioning activities. The second half is spent playing games such as capture the flag, ultimate Frisbee, floor hockey, kickball, tennis, dodge ball and lacrosse.

Health

Health class serves as a means to educate students in all of the areas that affect their lives on a daily basis. Topics include nutrition, the media, Internet safety, physical development, smoking, sexuality, etc. Health class is a forum to bring these topics out into the open and to discuss them in a way that allows students to make sure they are receiving the educational information, rather than relying on rumors and conjecture.

Service Learning

Service learning goes beyond community service. It is a method by which young people learn through active participation in thoughtfully-organized service experiences that meet a genuine community need and are coordinated in collaboration with the school and community. The young people participate in the planning and decision-making. Service learning is integrated into the academic curriculum and includes time for thinking, talking, or writing about their experiences. It provides opportunities to use newly-acquired academic skills and knowledge in real-life situations in their community. It extends student learning beyond the classroom and helps to foster the development of a sense of caring for others. This philosophy links social justice, service and peace.

Adolescents are going through immense physical and emotional changes. They are struggling with their sense of identity. They need opportunities for the exploration of self, their emerging interests, and the immediate, wider world around them. Service learning provides projects where students:

- have meaningful contact with adults
- develop a sense of responsibility
- see that their participation makes a clear difference and they feel valued and gain self-confidence

- develop decision-making skills dealing with real problems
- see the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom
- cooperate with others to realize a goal and see the concrete outcome of their effort
- develop the ability to interact and work with people different from themselves
- prepare to become contributing citizens by learning habits and skills of active citizenship that foster an ethic of service
- become aware of community needs
- gain a sense of belonging and community membership
- develop empathy and a sense of caring

Community service has great transformational promise for both young people and society now and in the future.

Attendance Expectations

Attendance is directly related to success, fostering community, and instilling a sense of responsibility. If a student is absent for any reason, a parent/guardian is required to call administrative support, Lisa Cuckovich, at 248-646-8900 ext. 220 indicating the reason for the absence.

Late arrival and early dismissal: If a student is going to be late or needs to leave early for any reason, please notify the teachers by email, phone call, or sending in a note. Students arriving to school after the start of the school day, or those returning to school, are required to check in with the Portress before returning to class. If a student needs to leave early, a parent or authorized person must enter the building at the Portry to pick up their student.

Tardiness: Being tardy to class is discouraged because it is disruptive to the student and the learning environment. Students are expected to be ready for class by 7:45. Students arriving after 7:45 a.m. must obtain a *late pass* from the Portress. If a student is tardy four times, he will be issued a detention.

Behavioral Expectations

Situations and circumstances in which a student is unable to live by the expectations established in the *Goals and Criteria* will be handled using the following behavior rubric as a guide.

The following will be considered when issuing consequences for inappropriate behavior:

1. The student's age
2. The student's discipline history
3. The seriousness of the violation or behavior
4. Whether the violation or behavior committed by the student threatens the safety of any student or staff member
5. Whether restorative practices will be used to address the violation or behavior
6. Whether a lesser intervention would address the violation or behavior

Behavior (verbal/written/physical)	1st Offense	2nd Offense	3rd Offense
Social Behaviors such as: disrespect (including facial expressions and gestures), sighing, insulting, intimidating stares, starting/spreading rumors/gossip, name-calling, exclusion, and insubordination, whether in person or digitally.	Teacher intervention & write-up If necessary, remove student and send to Director	Detention Meeting with Director Student calls parent	Detention Meeting with Director Counseling established
Physical Behaviors such as: pushing, grabbing, pinching, stealing, hitting, punching, kicking, defacing or damaging property, tampering with locks or locker.	Remove student(s) and send to Director Student calls parent	Meeting with the Director Behavior Contract and/or Counseling established	Meeting with Director and parents Social Probation Further consequences to be determined on a case-by-case situation
Improper Use of Technology such as: using electronic devices at inappropriate times/without permission; violating the AUP.	Teacher intervention Device taken until end of class/activity	Relinquish device for the rest of the day	Surrender device upon entering the hallway and/or limit Internet access

** Note that this list of behaviors is not exhaustive, nor are the offenses.*

Cell Phones

Cell phones are not needed in the middle school. Please make after-school arrangements with your child before the school day begins. If there is a change of plans or an emergency, you can call the school Lisa Cuckovich, administrative support, at 248-646-8900 ext. 220. If a student needs his phone for after-school activities, he must check it in with the KH teachers in the morning and retrieve it after the school day ends. All cell phones must be turned off until the student leaves the building.

Communications Between Family and School

When a teacher has concerns regarding a student's behavior or activities, the teacher will discuss the issues with the student. If the teacher feels it necessary for the parent to have specific information, an "Infraction Notice" (see Page 9) will be sent home with the student after the discussion and is to be returned to Kensington Hall signed by the parent to complete the communication cycle. At that time, a meeting may be set if necessary. Weekly progress reports go home each Monday. Work completed, average scores, and quiz and test scores are indicated for the family to review. This document is signed and returned to Kensington Hall weekly to complete the communication cycle. The purpose of these procedures is to encourage the student to communicate with his parents.

Dress Code

The wearing of the school uniform reflects a sense of pride and identification with the Academy and must display a standard of appropriateness and neatness. All students are expected to follow the uniform policy each school day except for non-uniform days. The Learning Community Leader will make final decisions on any questions which may arise.

Uniform items may be purchased at any time directly from Dennis Uniform Manufacturing Company located at 1532 North Opdyke Rd., Suite #450, Auburn Hills, MI 48326, (248-340- 8890) or toll free (800-854-6951). Their website to order is www.dennisuniform.com, enter our school code which is (HAS) to make your selections and process your order.

Formal Uniform: Worn every Friday, Feast Days, Liturgies or other special occasions

- Official charcoal heather dress slacks
- Light blue oxford dress shirt
- Undershirt
- School tie
- Black belt
- Black dress shoes
- Black dress socks
- Navy blazer (Grade 8),
- Navy sweater vest, navy uniform sweater, or navy blazer (Grades 5, 6, and 7)

Daily Uniform:

- Khaki chinos or khaki-colored corduroys (no cargo pants)
- Light blue button-down oxford dress shirt
- Undershirt
- Brown belt
- Dark or khaki socks, solid in color, over-the-ankle
- Dark brown casual dress shoes
- Navy uniform sweater vest, or navy uniform sweater
- Chino shorts/khaki (no cargo shorts) may be worn in September, and May 1 through June.

P.E. Uniform:

- Navy blue Kensington Hall P.E. shorts and gray t-shirt (both must be purchased from the Spirit Store)
- Winter option: navy blue sweatpants in place of the navy-blue P.E. shorts

Non-uniform “Casual Dress” Days:

Students are expected to look neat and comply with the expectations set by the non-uniform day.

Appearance:

At all times during the school day and at school functions, hair should be kept neat and combed away from the face. Hair length should remain above the collar and out of the eyes. No extraordinary styles or unnatural colors will be permitted. No facial hair is permitted. Should any questions or changes relating to the uniform policy occur, interpretation and final decision authority will be left to the discretion of the Learning Community Leader.

Family Conferences

A family conference is held before school starts in August for students to develop their education plan for the year. The teachers will advise parents and students of the grade level requirements. The teachers' and parents' role are to guide the student in setting realistic goals, and then support the student to meet

his commitments. Additional family conferences are held after Cycle One and Cycle Four. Students will present their work portfolios and discuss areas of both growth and challenges. Students, parents, or teachers may request additional conferences throughout the year.

Field Trip and Travel Expectations

Outside of the classroom experiences and travel experiences are a vital part of the Kensington Hall curriculum. At the middle school level, the parents do not accompany the students on these experiences to help foster independence. All students are encouraged and expected to attend these class activities. If for any reason a student is unable to attend, an alternate assignment will be given that covers the experience the student missed.

Grading and Report Cards

Student assignments, projects, and tests will be graded using percentages. Students learn to evaluate their work, learn from their mistakes, and take advantage of opportunities to make corrections in order to gain mastery of the material covered. Weekly progress reports will come home with the students each Monday for the student and parent to review progress. Report cards will be issued at the end of each six-week cycle.

Ground Rules

For optimal learning to occur, the classroom atmosphere must be physically and psychologically safe. Students are asked to reflect on possible alternative solutions for a recurring difficulty. If the problem continues, a conference is held with parents and a behavior management plan is developed. Verbal and/or physical abuse is unacceptable.

Homework Expectations

Students are expected to come to class prepared. If the student has questions about an assignment, it is the student's responsibility to ask the teacher for clarification.

- Students will typically have 45-90 minutes of homework each night. Please notify the teachers if homework consistently exceeds this time frame – as this is something we can address.
- Set aside at least one hour each night for studying. Help your student find a quiet, comfortable space to work.
- Be aware that i-Pads, phones, and computers can be a distraction and increase the time your student spends on “homework”. Encourage your student to **turn off** notifications, Face-Time, Instagram, Snapchat, etc. while doing homework.
- Check your student's planner regularly if he is having trouble getting assignments done on time.
- Be aware of any large projects that have been assigned. Students receive plenty of time to complete large projects, but they may need help organizing and budgeting time.
- A weekly progress report is sent home with your student each Monday. Be sure to talk about this with your student and ask him questions about his work and progress. These reports need to be signed and returned each Wednesday.
- Encourage Study Hall. Study Hall is available Monday– Thursday from 3:30 - 4:30. It is a quiet study/work time. Teachers are available to answer questions during this time, and students use it to complete homework or just get organized for the next day. If a student is disruptive in study hall, he will be sent to extended day and billed accordingly.

Please reach out to the Kensington Hall team if your child is struggling to complete homework. Learning time management and organization skills is a process and is a challenge for most middle school boys. We can work together to help your child be successful.

Completion of Work Policy

Middle school students are expected to honor due dates. This expectation fosters responsibility, strengthens time-management skills, is necessary for academic success, and is a practical life skill for the real world.

Results and Consequences: Students who have not completed work at the end of a cycle will:

- Spend time during Immersion Week to complete any incomplete cycle work
- Not participate in Immersion Week activities until the work is completed to standard
- Schedule a time with the teachers to submit work
- Not take the cycle test in the incomplete subject area and receive an *Incomplete* (INC) on their report card
- Write a research report covering the content of the cycle due at the end of Immersion Week (this replaces the test)
- Reflect and create an action plan for improved behavior and performance
- Have a scheduled conference with parents and teachers

Failure to adhere to these guidelines will result in loss of privileges up to and including immersion week activities.

Make-up Work

The responsibility for make-up work is with the student. The student should notify the teacher and ask about missed lessons and/or assignments and make a plan for how to complete missed work.

NOTE: If a student is absent when a final project or presentation is due, he must contact the teacher and group members to submit the completed work.

Infraction Notices and Detentions

Infraction notices and detentions will be issued to students who choose not to abide by the rules and expectations put in place by the Kensington Hall staff. The goal is not to be punitive, rather to teach students discipline and respect. All students in Kensington Hall deserve to be in a positive learning environment where they feel safe and free from unnecessary disruptions and disrespectful behavior.

If a student receives an Infraction Notice for inappropriate behavior, he will write a reflection on why the behavior was inappropriate and what he can do to improve. Infraction Notices and reflections allow the student the opportunity to improve, correct or change inappropriate behaviors.

Infraction Notices may be issued for the following, but not exclusively:

- Improperly wearing the uniform
- Classroom and community disruption
- Disrespectful behavior
- Being tardy to class
- Failure to turn in forms by designated dates

If a student receives two (2) Infraction Notices, he will be issued a lunch detention. If a student does not serve the detention by the date designated, he will then have to serve two (2) detentions the next week.

Personal Integrity

Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom as well as the building of community as a Christian value. The basis for any caring and productive community is respect and trust among its members. Honesty is a primary value of the ASH community and personal integrity extends to every aspect of a student's life at the school – the classroom, the playing field, co-curricular activities, off-campus trips, relationships with friends and classmates, interactions with faculty and staff, and communicating information between home and school. Though a simple commitment to telling the truth is a central component of personal integrity within the community, the concept of integrity extends to the entire Kensington Hall community. The community agrees to be honest and forthright in their dealings with one another and with the school; to obey the guidelines of the school; to be guided at all times by the *Goals and Criteria* and by the spirit of God's teachings in treating others the way they would choose to be treated.

The school community commits itself to developing and upholding policies and practices that promote self-discipline, responsible decision-making, and accountability. Students are expected to treat themselves with respect, treat each other with respect, and respect the materials in the environment. The books and materials in the environment will need to be treated with care.

There are two facets of responsibility that are important in establishing a classroom community:

1. Taking responsibility for one's own needs in the learning environment, such as learning time management, getting homework completed on time, focus, physical organization, and problem solving.
2. Taking care of the needs of others and contributing to the group, which involves supporting others, working cooperatively, active listening and self-management in groups.

Snack

Adolescent boys need healthy food as this is a period of rapid physical growth. Students will have time for a snack in the morning and afternoon. They may have only ***fresh fruits, vegetables, nut or protein bars, and water*** during these times.

Study Hall

Kensington Hall students can stay for Study Hall after school from 3:30-4:30 p.m. Monday-Thursday. This is a quiet work time for students to complete homework, get help from a teacher, or make-up quizzes and tests. Students are expected to honor the work of others and stay quiet during this time if they choose to stay. If a student is disruptive during this time, he will be sent to the Extended Day program. Parents can pick up at their student at the Administration/Chapel entrance at 4:30 p.m.

Summer Assignments

Reading and reviewing math skills over the summer are important for student retention and growth. For this reason, we do ask the students to complete summer assignments. These assignments will be posted on the ASH website at the beginning of the summer and are expected to be completed by the first day of classes.

FOUR-YEAR CYCLES OF STUDY OVERVIEW

SCIENCE AND HUMANITIES CURRICULUM		
YEAR "A"		
Cycle 1 - Connections		
	Grades 5 and 6	Grades 7 and 8
Humanities	World and U.S. maps	5 Themes of geography
	Physical geography	Land and water forms
	Mapping the Earth's surface	Native Americans
Science	Plate tectonics/Pangea/Volcanoes/	Cells - structure/types/parts of
Cycle 2 - Exploration		
Humanities	Age of Exploration	Exploration of North America
	North American and European Explorers	Exploration of other continents/space/ocean
Science	Solar System/Space History/Stars and Moon	Classification of Living Things
		Kingdoms/Domains/Virus
		Taxonomy
Cycle 3 - Identity		
Humanities	Timeline of humans/Timeline of life	Immigration
Science	Basic heredity	Genetics
	Plant and animal cells	
Cycle 4 - Systems		
Humanities	Timeline of civilization	Economic systems
	Ancient cultures	
Science	Organization of the human body/body	Gifts of the Phylum
		Invertebrate/Vertebrates systems (dissection)
Cycle 5 - Interdependence		
Humanities	Michigan study	World social problems and solutions
	State Government (Lansing trip)	United Nations
Science	Climate/climate change	Ecosystems
	Water, Carbon and Nitrogen cycles	Environmental problems and solutions
YEAR "B"		
Cycle 1 - Forces		
Humanities	Founding Fathers	American Revolution
	American Revolution	Historical Revolutions
Science	Motion/Forces/Energy (Newton's Laws)	Chemistry
Cycle 2 - Structures		
Humanities	Thirteen Colonies/Structure and Expansion	Forms of Government
		U.S. Constitution
		Branches of Government
Science	Matter/Atoms/Chemical elements (beginning)	Matter/Atoms/Chemical Elements
		Periodic table
Cycle 3 - Power		
Humanities	U.S. Government	Social injustice
	Presidential elections	Human rights
	Voting process	
Science	Waves - sound, electromagnetic spectrum,	Energy/Power/Energy Transformations
	Electric circuits	Properties of waves

Cycle 4 - Changes		
Humanities	Fundamental human needs	American Industrial Revolution
	Ancient cultures	
	Fertile crescent	
Science	Geology - rocks, minerals and fossils	Physics - simple machines/Motion/Forces/Energy
Cycle 5 - Balance		
Humanities	Ancient cultures continued	Characteristics of war and peace
Science	Earth's resources	Alternative energy
	Fossil fuels	Fossil fuels
	Alternative energy	Technology

ENGLISH/LANGUAGE ARTS CURRICULUM BY CYCLES		
Novel Study and Writing (*Novels are subject to change based on interest)		
YEAR "A"		
Cycle 1 - Connections		
	Grades 5 and 6	Grades 7 and 8
Novels	<i>Where the Mountain Meets the Moon</i>	<i>Ishi, the Last of his Tribe</i>
	<i>Sign of the Beaver</i>	Short stories for analysis
Writing	Descriptive writing	Literary analysis
Cycle 2 - Exploration		
Novels	<i>Peter and the Starcatchers</i>	<i>Into Thin Air</i>
	<i>My Side of the Mountain</i>	<i>Adventures of Charlotte Doyle</i>
	<i>A Wrinkle in Time</i>	
Writing	Mentor author	Mentor author
Cycle 3 - Identity		
Novels	Biography choices	Biography choices
Writing	Narrative	Memoir
Cycle 4 - Systems		
Novels	<i>The Witch of Blackbird Pond</i>	<i>Animal Farm</i>
		<i>The Uglies</i>
Writing	Poetry (reading and writing)	Poetry (reading and writing)
Cycle 5 - Interdependence		
Novels	<i>Hoot</i>	<i>Legacy of Luna</i>
	<i>Bud, Not Buddy</i>	<i>Ishmael</i>
Writing	Writing for a cause	Writing for a cause
	(Legislator, Senator, etc.)	(Global)
YEAR "B"		
Cycle 1 - Forces		
Novels	<i>Wonder</i>	<i>Animal Farm</i>
	<i>Fish in a Tree</i>	<i>Flowers for Algernon</i>
Writing	Informative	Informative
Cycle 2 - Structures		
Novels	<i>The Giver</i>	<i>Fahrenheit 451</i>
	<i>Maze Runner</i>	
Writing	Expository	Playwriting (story structure)
		(for possible middle school play)

Cycle 3 - Power		
Novels	<i>Number the Stars</i>	<i>Power of One</i>
	<i>Holes</i>	<i>Of Mice and Men</i>
	<i>Tuck Everlasting</i>	
Writing	Informative essay	Informative essay
	(possible speech presentation)	(possible speech presentation)
Cycle 4 - Changes		
Novels	<i>Maniac Magee</i>	<i>The Outsiders</i>
	<i>Walk Two Moons</i>	<i>To Kill a Mockingbird</i>
	<i>Dear Mr. Henshaw</i>	
Writing	Persuasive Essay	Argument Writing
Cycle 5 - Balance		
Novels	Plays/Poetry	Plays/Poetry
Writing	Poetry	Poetry