

# Middle School Academic Guidebook 2018-2019



Muskego Lakes	Lake Denoon
The logo for Muskego Lakes Muskies features a red muskie fish with its mouth open, holding a fishing lure. The text "MUSKEGO LAKES" is written in a curved path above the fish, and "MUSKIES" is written in large, bold, block letters across the front of the fish.	The logo for Lake Denoon Timberwolves features a blue and white wolf head howling upwards, set against a blue oval background with white wavy lines representing water. The text "TIMBERWOLVES" is written in white, curved letters at the bottom of the oval.

## **Superintendent's Message**

Muskego-Norway Schools is a place where we love what we do, believe that it matters, and strive to make a difference for those we serve. We bring our mission of “Every student learning, growing... succeeding” to life each and every day across the system through the efforts of many hard working, engaged staff who cultivate a learning environment that personalizes, nurtures, and holds students to rigorous expectations. Students 4K–12<sup>th</sup> grade experience relevant learning experiences that stretch their capacity, build their confidence, and help them realize their dreams and aspirations.

We are a system committed to ensuring:

- A high-achieving student learning environment
- An environment that attracts, develops, and retains high-impact staff
- A district worthy of strong community support
- A system-wide continuous improvement focus
- Long-term financial sustainability and resource stewardship.

What sets our district apart from others is the unique aspect of the constant and positive involvement of our parents, school board, and community stakeholders. Their involvement coupled with a dynamic staff across all workforce sectors provides a recipe for success for all of the students in Muskego-Norway. Together, we will reach our vision of being the district of choice.

Sincerely,

Kelly Thompson, Superintendent, Ph.D.

## **Muskego-Norway Schools District Mission**

Every student learning, growing... succeeding.

## **Muskego-Norway Schools District Vision**

To be the district of choice in Southeastern Wisconsin for students, parents, and staff.

## **Muskego-Norway Schools Beacons**

We Value...

1. A high-achieving student learning environment.
2. An environment that attracts, develops, and retains high-impact staff.
3. A district worthy of community support.
4. A system-wide continuous improvement process.
5. Long-term financial sustainability and resources.

## Table of Contents

### Part I. General Information

Academic Requirements	4
Assessment Descriptions and Calendar	4
Response to Intervention	5
Career Counseling and Educational Planning	5
Co-Curricular Opportunities	6
College and Career Readiness Goals	7
Grading Philosophy	8
High School Credit in Middle School	9
Infinite Campus Parent Portal	9
Registration Course Fees	9
Scheduling Process Grades 5-8	10
Scheduling Process Grade 9	11

### Part II. Course and Program Descriptions

Literacy	12
Mathematics	13
Science	14
Social Studies	15
Physical Education	15
Electives	16
Project-i	19

MUSKEGO LAKES	LAKE DENOON
	
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### Muskego-Norway Schools Student Goals

 <b>College and Career Ready</b>	 <b>Academically Literate</b>	 <b>Meaningfully Engaged</b>
<ul style="list-style-type: none"> <li>• Student performance on the ACT places MNS in the upper third among Waukesha County districts</li> <li>• Students enroll in an educational program post-high school</li> <li>• Students meet "Pathway" indicators of college and career readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance on state assessments place MNS in the upper third among Waukesha County districts</li> <li>• Students annually demonstrate at least one year's growth in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement levels are above median benchmark districts</li> </ul>

## **Middle School Academic Requirements**

**Core Courses:** Math, Literacy, Science and Social Studies are required each year for all students.

**Physical Education:** Physical Education is required for students in grades 5-8 and is offered every other day.

**Music:** Music is required for students in grades 5 and 6. It is equivalent to a quarter long course, offered every other day for a semester.

**Art :** Art is required in grade 5 and 6.

## **Middle School Assessment Descriptions**

Muskego-Norway Schools uses a balanced assessment system to measure student achievement and growth over time. “Balanced Assessment” refers to our thoughtful selection and use of formative, interim/benchmark, and summative measures of student performance to identify and address immediate student needs, inform ongoing instructional decisions, and guide district-level educational improvement. The balanced assessment system seeks to utilize a variety of approaches and assessment types (understanding the inherent strengths and weaknesses of each “type” of assessment) resulting in reliable and valid data.

### *Formative Assessment:*

The purpose of formative assessment is to provide teachers with immediate student data, facilitating real-time adjustments to teaching and learning based on student need. Regular and ongoing use of formative assessments provides teachers with an invaluable feedback loop from which they can monitor progress students are making as well as provide confirmation of what students know and are able to do. Some examples of formative data sources include (but are not limited to): teacher/student discussion/observations, student journal, portfolio, running records, and exit slip assessments.

### *Interim/Benchmark Assessment:*

Interim or benchmark assessments provide teachers with data regarding how individual students and/or groups of students are progressing toward learning objectives or standards. Additionally, benchmark assessments are also a key piece of the data “puzzle” in terms of assisting school teams to identify students who may require additional support. Universal Screening benchmark assessments are administered to all students three times per year after which teams of teachers, support staff, and administrators then meet to review the data (taking into consideration a variety of other data sources) and make recommendations relative to how to best support students. Examples of interim/benchmark assessments include: STAR, AIMSWeb, running records, and common assessments. For students who are participating in specific academic interventions, another form of interim assessment, referred to as progress monitoring, is utilized. Progress monitoring refers to frequent (weekly or bi-weekly) probes of student progress relative to specific goals. At the middle school level, AIMSWeb is the progress monitoring tool.

### *Summative Assessment:*

Summative assessment provides an annual snapshot of what students know and are able to do. Summative assessments often refer to our state mandated assessments; however, other types of local assessment data is also summative in nature. This type of data is often used to report school and district performance on a macro level and as a source of comparison between districts.

## **Middle School Assessments**

<b>SEPTEMBER</b>	<b>DECEMBER</b>	<b>SPRING</b>
STAR	STAR	Wisconsin Forward Exam
		STAR

### **Response to Intervention**

Response to Intervention (RtI) in Muskego-Norway Schools is an educational framework that involves high quality instructional practice, continuous review of student progress and collaboration among professionals and parents in order to ensure that all students are learning, growing and succeeding.

Muskego-Norway Schools (MNS) believes that in order for all students to learn, they must receive instruction and teaching that is of high quality, including differentiated teaching strategies and uses curriculum that are evidence-based. In order to determine whether students are growing as a result of the instruction they receive, MNS believes that students' progress should be continuously monitored. MNS uses multiple data measures in order to monitor student progress and achievement. Not only is student progress continuously monitored for growth, but it is also used to determine if our students are succeeding. The multiple data measures used in MNS help determine that our students are meeting grade level, district, state and national benchmarks or expectations.

MNS also believes in the importance of collaboration between and among professional school staff and parents. MNS believes that all students can learn, grow and succeed when all individuals work together within a team framework that includes the sharing of ideas in order to meet student's needs. Classroom teachers, principals, school psychologists, reading specialists and instructional coaches work in collaboration at the building level in order to interpret and analyze data and design interventions in order to ensure that all students are learning, growing and succeeding.

### **Academic and Career Planning**

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. Students will utilize Career Cruising, an Internet-based career exploration and planning tool, which will be used by your son or daughter to explore career and college options and develop a career plan. This planning begins during 6th grade and continues throughout high school.

**Co-curricular Opportunities**

The options listed below are subject to change based on coach availability and level of interest among the students.

**Athletic opportunities for students at Bay Lane and Lake Denoon Middle Schools**

Fall Sports	Winter Sports	Spring Sports
<ul style="list-style-type: none"> <li>● 6th grade Girls Intramural Basketball</li> <li>● 7th &amp; 8th Grade Girls Basketball</li> <li>● Cross Country</li> <li>● Flag Football</li> </ul>	<ul style="list-style-type: none"> <li>● Basketball - 6th grade boys</li> <li>● Basketball 7-8th grade boys</li> <li>● Ski Club</li> <li>● Wrestling</li> </ul>	<ul style="list-style-type: none"> <li>● Girls Intramural Basketball 5th grade</li> <li>● Track and Field</li> <li>● Volleyball 5-6th grade</li> <li>● Volleyball 7-8 grade</li> </ul>

**Clubs and Activities**

	Bay Lane Middle School	Lake Denoon Middle School
<b>Clubs &amp; Activities</b>	Career Cafe Cat Feed School Newspaper Chamber Choir Cheerleading Chess Club Creative Writing Club Culture Club Destination Imagination Engineering Club – Rube Goldberg Girls on the Run Honors Band (State) Jazz Band Rubrick’s Cube Club Saturday Open Basketball School Musical Science Club Singing in Wisconsin Ski Club Solo & Ensemble Spring Musical Stage Crew / Construction Club Student Council Video Club Yearbook	Chamber Choir Cheerleading/Poms Chess Club Coding Club Destination Imagination French/Spanish club Green Team Guitar Club Jazz Band Journartlio (journaling/art/portfolio) Lunch Intramurals (flag football) Math club Mentoring Program Saturday Morning Intramurals Ski Club Solo & Ensemble Spring Musical Stage Crew Student Council Video Club Walking Club Wolf Tracks Newspaper Yearbook Yo-Yo Club 5th & 6th grade intramurals (bball/vball)

## **College and Career Readiness Indicators**

Muskego-Norway Schools is committed to having all students prepared for their post-secondary plans. To this end, the district has collected research related to indicators of college, career, and community readiness.

These benchmarks indicate on-track progress along the students' educational journeys and also help students, parents, teachers, and all district staff know students are on a path to be prepared for four-year college, two-year college, military or career paths. We are dedicated to preparing all students for success beyond high school.

<b>MIDDLE SCHOOL INDICATORS</b>
<b>COLLEGE Readiness Indicators</b>
<ul style="list-style-type: none"><li>● Proficient in Reading on Forward Exam (6th and 8th grade)</li><li>● Proficient in Math on Forward Exam (6th and 8th grade)</li><li>● Completing Algebra 1 with a C or higher by 8th grade</li><li>● Meeting all four 8th grade ACT benchmarks:<ul style="list-style-type: none"><li>○ English (13)</li><li>○ Reading (15)</li><li>○ Science (20)</li><li>○ Math (17)</li></ul></li></ul>
<b>CAREER Readiness Indicator</b>
<ul style="list-style-type: none"><li>● 95% attendance (or higher)</li><li>● Participation in co-curricular/activities</li><li>● Community Service</li></ul>

### Middle School Grading Philosophy

We are committed to giving our students and families frequent, accurate, clear and descriptive feedback about student learning and achievement. At the same time, we value consistency in grading across grade levels and content areas. Parents and students may review learning progress through Infinite Campus.

The Muskego Norway Schools *Grading for Learning Handbook* is posted on the district website. Important information in the handbook includes Best Practices in grading and our MNS board adopted grading practices. On each of our schools' websites you will find posted grading practices by grade level and/or content area.

### Middle School Grading

All teachers must follow the district-approved grading practices outlined in the MNS *Grading for Learning Handbook*.

The following grading scale will be used by all courses, except high school curriculum (i.e. Spanish 1) that is taught at the middle school.

Scores reflect what a student knows and is able to do related to grade level or content standards. These standards are informed by state and national resources, including the Common Core State Standards and College Readiness documents.

The degree to which a student has mastered a standard is reflected as a 4, 3, 2, 1, or 0. These numbers are correlated with letter grades. However, teachers may also use a half number score to reflect a student's performance: 3.5, 2.5, 1.5, or .5.

Proficient	A (4)	Student demonstrates a thorough/detailed mastery of content standards.
	B (3)	Student demonstrates adequate mastery of content standards.
Not Proficient	C (2)	Student demonstrates partial understanding and is making progress towards proficiency of content standards.
	D (1)	Student demonstrates minimal understanding of content standards.
	F (0)	Student does not demonstrate understanding of content standards.

Letter grades will be shown on quarter and semester report cards using the following conversion scale:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Upper	4.0	3.46	3.19	2.92	2.65	2.39	2.12	1.85	1.59	1.32	1.05	0.79
Lower	3.47	3.2	2.93	2.66	2.4	2.13	1.86	1.6	1.33	1.06	0.8	0
Span*	0.53	0.26	0.26	0.26	0.25	0.26	0.26	0.25	0.26	0.26	0.25	0.79
Span**	0.8		0.79			0.79			0.79			0.79

\* Span from lower point to upper point

\*\*Span for the letter grade range

Infinite Campus is used as the teacher gradebook. Information regarding assessments, achievement of standards, and completion of work may be viewed through the Infinite Campus, Parent Portal. You may review your student's information whenever and wherever you have internet access. This information may be viewed using a mobile phone or iPad; however, using these devices limits the amount of detail shown.

### **High School Credit in Middle School**

High school courses, excluding Algebra 1, taken during middle school years (fifth through eighth grades), will be noted on student's' official high school transcripts. The transcript will include the course(s) name and a "P" [pass] or "F" [fail]. If a passing grade is earned, high school credit will be awarded; however, the letter grade will not be listed, nor will it be calculated into a student's high school grade point average.

Students may request that the actual letter grade be noted on their high school transcript at any time if needed for future planning (i.e. college admissions request or NCAA eligibility). These requests can be made directly to Student Services at Muskego High School.

### **Infinite Campus Parent Portal**

You may access information about student progress/grading from any computer with internet access by following these steps. On your school website, click on "Parents" on the red bar. This will take you to the login page. If you do not have an Infinite Campus login, contact your school: Bay Lane, 262-971-1810, Lake Denoon, 262-971-1820. You may also access Infinite Campus using an iPad, however, when using an iPad please know the view has limited detail.

### **Middle School Fees**

<b>MUSKEGO MIDDLE SCHOOL FEES*</b>	
<b>FEES REQUIRED FOR ALL STUDENTS</b>	
REGISTRATION FEE (BOOKS/MATERIALS)	\$65.00
TECHNOLOGY FEE	\$20.00
<b>FEES REQUIRED FOR SPECIFIC COURSES OR CO-CURRICULAR PARTICIPATION</b>	
LOCK FEE (New Students)	\$5.00
SPANISH/FRENCH (I and II) WORKBOOK	\$20.00
<b>OPTIONAL FEES</b>	
CHROMEBOOK INSURANCE	\$25.00
TEEN CENTER	\$10.00
YEARBOOK	\$26.00
YEARBOOK PERSONALIZATION	\$5.00

\*This chart represents fees from the previous school-year. Fees for the upcoming school-year may be adjusted slightly based on actual costs.

### **Scheduling Process**

In January, students receive online access to a course selection sheet and the Middle School Academic Guidebook to review with parents/guardians for selections for the following year. Students will be automatically enrolled in literacy, mathematics, science, social studies, and physical education. Particular grade levels may have additional courses required per Wisconsin Department of Education, which will be also automatically placed into students' schedules (ex. music and art classes are required for all 5th and 6th grade students). Schedules are created and revised throughout the summer. Final schedules will be available on Infinite Campus during August Forms and Fees days.

### **Grades 5-8 Registration and Scheduling Process**

January	<ul style="list-style-type: none"><li>● Registration dates are posted in school newsletter or sent by email.</li><li>● Teachers send registration paperwork home with students for student/parent/guardian completion. Signatures are required by parents/guardians.</li><li>● An Infinite Campus message is sent alerting families of the registration deadline.</li><li>● Registration sheets are returned to classroom teachers by due date communicated on the form.</li><li>● Students/Parents with questions on the registration process should communicate with the School Counselor for support.</li></ul>
February	<ul style="list-style-type: none"><li>● Course selection change requests are due by the last day of February. Change requests are considered on a case-by-case basis. Some elective courses may not run based on enrollment numbers. All requests are reviewed by counselors.</li></ul>
March	<ul style="list-style-type: none"><li>● Project-i confirmation letters sent home for those in program.</li></ul>
March - May	<ul style="list-style-type: none"><li>● Student course selections are confirmed.</li><li>● Because staffing, hiring, and the master schedule are based on this information, selection changes will only be considered under the following circumstances:<ol style="list-style-type: none"><li>1. Computer error</li><li>2. Failure of the student to meet the proper prerequisites</li><li>3. Teacher recommendation</li></ol></li></ul>
August	<ul style="list-style-type: none"><li>● Student schedules are completed and shared during Forms and Fees days.</li></ul>

## Grade 9: Registration and Scheduling Process

December	<ul style="list-style-type: none"> <li>• Registration dates will be communicated in the school newsletter.</li> <li>• High School Orientation information, date and time, will be sent home from high school to eighth grade students and families for preparing for the transition to high school.</li> <li>• High School Orientation information will be placed on each school's website.</li> </ul>
January	<ul style="list-style-type: none"> <li>• High School Orientation for eighth grade students will be conducted at the high school (dates will be determined each year and communicated on your school website).</li> <li>• Registration for 9th grade courses will be completed online through the Infinite Campus Parent Portal. This is done at home by students and parents. The due date will be stated on Registration sheet.</li> </ul>
March - May	<p>Student course selections are confirmed. Selection changes will only be considered under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. Computer error</li> <li>2. Failure of the student to meet the proper prerequisites</li> <li>3. Middle school teacher recommendation</li> </ol>
August	Student schedules are completed and shared during Forms and Fees days.

Any questions can be directed to the following school counselors:

- Mrs. Jessica Sobczak, [jessica.sobczak@muskegonorway.org](mailto:jessica.sobczak@muskegonorway.org) - student last names A - F, 262-971-1790 ext. 4514
- Ms. Christine Knapp, [christine.knapp@muskegonorway.org](mailto:christine.knapp@muskegonorway.org) - student last names G - La, 262-971-1790 ext. 4511
- Ms. Caitlin Riegert, [caitlin.riegert@muskegonorway.org](mailto:caitlin.riegert@muskegonorway.org) - student last name Le - R, 262-971-1790 ext. 4525
- Susan Schuett, [susan.schuett@muskegonorway.org](mailto:susan.schuett@muskegonorway.org) - student last names S - Z, 262-971-1790 ext. 4513

## PART II. MIDDLE SCHOOL COURSE AND PROGRAM DESCRIPTIONS

### Literacy Grades 5-8

Muskego-Norway Schools provides a comprehensive literacy program delivered in a 75-minute block. This instruction reflects expectations set forth by the Common Core and College and Career Ready State Standards. Our program reflects researched based components of effective literacy instruction and includes the following:

- Word Study, Spelling and Grammar Lessons
- Mini-Lessons that address reading, writing, speaking, and listening strategies students need to develop during independent and small group instruction.
- Small group instruction that includes guided practice in both reading, writing, speaking, and listening
- Independent practice in both reading and writing
- Ongoing formative assessment to guide instruction and meet the needs of a diverse student population
- Summative assessment to evaluate learning

**MATHEMATICS:** Muskego-Norway Schools mathematics program provides middle school students with a strong background in mathematical concepts, practices, and skills. The table below describes mathematical progressions for middle level students.

Mathematics Course Progressions	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Math Progression A	Math 5 Stepping Stones	Math 6 Big Ideas Math	Math 7 Big Ideas Math	Math 8 Big Ideas Math	Algebra 1
Math Progression B	Math 5 Stepping Stones	Advanced Math 1 Big Ideas Math	Advanced Math 2 Big Ideas Math	Algebra 1	Geometry
Math Progression C	Math 6 Big Ideas Math	Math 7 Big Ideas Math	Math 8 Big Ideas Math	Algebra 1	Geometry
Math Progression D	Advanced Math 1	Advanced Math 2	Algebra 1	Geometry	Algebra 2

- Recommendations of placement in a progression are based on a review of student mathematics assessment data and class performance data provided by current mathematics teachers.
- Students in Mathematics Progressions B, C, or D are required to take three credits of mathematics in high school and are strongly recommended to take four years of mathematics in high school.
- High school courses, excluding Algebra 1, taken during middle school years (fifth through eighth grades) will be noted on high school transcripts. The notation will include the course name and a "P" [pass] or "F" [fail]. If a passing grade is earned, high school credit will be awarded; the letter grade will not impact a student's high school grade point average.

## COURSE DESCRIPTIONS

<b>MATH</b>	
<b>Math 5</b>	In 5th grade, math students will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions. In limited cases, unit fractions divided by whole numbers and whole numbers divided by unit fractions; (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.
<b>Math 6</b>	This course provides instruction on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
<b>Advanced Math 1</b>	A “compacted” course where no content is omitted, in which students would complete the content of 6th grade and half of the content of 7th grade mathematics, which will enable them to enroll in Algebra 1 by 8 <sup>th</sup> grade. This compacted course progression demands a faster pace for instruction and learning. This progression of math courses will also enable them to reach Calculus or other college level courses by their senior year.
<b>Math 7</b>	In Math 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; (4) drawing inferences about population based on samples.
<b>Advanced Math 2</b>	A “compacted” course where no content is omitted, in which students would complete the remaining content of 7th grade and the content of 8th grade mathematics, which will enable them to enroll in Algebra 1 by 8 <sup>th</sup> grade. This compacted course progression demands a faster pace for instruction and learning. Instructional time will focus on four critical areas: (1) develop a unified understanding of number, recognizing fractions, finite and repeating decimals, and percents as different representations of rational numbers; (2) use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations; (4) solve problems involving the area and circumference of a circle and surface area of three-dimensional objects.
<b>Math 8</b>	In Math 8, instruction will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
<b>Algebra 1</b>	Algebra 1 provides students with basic mathematical skills needed in mathematics, science and engineering as well as in everyday life. Topics include the study of equations, factoring, basic operations using algebraic notation, and linear equations. The study of algebra is required for entrance into colleges and technical schools.

SCIENCE	
<b>Science 5</b>	Units include: Variables, Living Systems, and Weather/Water through inquiry, hands-on active learning, using multisensory methods, interaction with other students, discourse, reading and research. Fifth graders will be using the skills of organizing, comparing, communicating, and observing throughout all the modules.
<b>Science 6</b>	Units include: Mixtures/Solutions, Earth History, and Electromagnetic Forces. Students will: understand scientific inquiry; design and conduct scientific investigations; use appropriate tools and techniques to gather, analyze, and interpret data; develop descriptions, explanations, predictions and models using evidence; think critically and logically to make connections between evidence and explanations; communicate scientific procedures and explanations; use mathematics in scientific inquiry; understand that scientific explanations emphasize evidence.
<b>Science 7</b>	Units include: Life Science units: Diversity of Life, Human Systems, and Heredity/Adaptation and become scientists, engaging in hands-on-activity learning by using many methods, student-to-student interactions, discussions and reflective thinking, reading, and research. Students will develop the skills of observation, comparison, communication, and inferencing.
<b>Science 8</b>	Units include: Earth History, Chemical Interactions, Waves, and Gravity/Kinetic Energy. They will learn how scientists use evidence to construct explanations about the Earth's composition, processes, and systems that have operated over time. Students will use scientific theories to determine the future of our planet as well as evaluate human impacts to our Earth. Through exploration, students will demonstrate science literacy through critical thinking, problem solving and application of their learning.

SOCIAL STUDIES	
<b>Social Studies 5</b>	The emphasis of this course presents the story of the development of the United States of America, with emphasis on the period up to 1787, starting with the study of early Native Americans through the study of the three branches of government. This course focuses on the creation of a new nation, peopled by immigrants from all parts of the globe. Five additional major units of study: Tools of History and Geography, Explorers, Colonial Period, Revolutionary Era, and early United States government. Throughout this course, students will analyze historical evidence using primary sources and high levels of critical thinking.
<b>Social Studies 6</b>	In Ancient World History, the focus is on the study of ancient civilizations. Students will examine the origins of human life and prehistoric peoples. Next, the students will learn about early civilizations, early empires, and finish the course with an in-depth study comparing and contrasting the ancient civilizations of Egypt, China, Greece, and Rome. Additional units of study will include <i>Tools of History and Geography</i> as well as current events and how they connect to the past. Throughout this course, students will analyze historical evidence using primary sources and high levels of critical thinking.
<b>Social Studies 7</b>	In this course, students will study the social, economic, cultural and technological changes that occurred in the world in the years 500 BC to 1800 AD. After first reviewing the ancient world and the ways archaeologists and historians, uncover the past, students will study the history, geography and religion of great civilizations (Rome, Saudi Arabia, Africa, China, Mesoamerica) that were developing concurrently throughout the world during medieval and early modern times. Throughout this course, students will analyze historical evidence using primary sources and high levels of critical thinking.
<b>Social Studies 8</b>	Students will explore American history from 1776 through 1877 and beyond, when possible. Students will begin the year by studying the 13 colonies and their concerns that lead them to break away from England. After the Revolutionary War, students will learn about the formation of our government and our Constitution. From that point forward, the following historical periods will be explored: <i>Westward Expansion</i> , the <i>Civil War</i> , and <i>Reconstruction of the Nation</i> . Throughout this course, students will analyze historical evidence using primary sources and high levels of critical thinking. Additionally, throughout the year students will research current events and the influence of the economy on personal and government decisions.

**Physical Education**

**Physical  
Education**

This course is designed to provide students with the knowledge and skills necessary to make healthy choices throughout one's lifetime. Students will acquire the skills to recognize unhealthy and risky behaviors and how to prevent and avoid them, and develop strategies for improving personal health. The focus of this course will be on learning and developing good communication, decision making, and goal setting skills that will prevent disease and promote optimum health. Students will learn ways for creating and maintaining healthy lifestyles through the following topics: Nutrition and Exercise, Drug and Alcohol Avoidance, Disease Prevention, Human Growth and Development and Social and Media Influences.

## GRADE 5 ELECTIVE COURSES

*The following courses will automatically be added to a student's schedule.*

<b>Art 5</b>	This class will introduce the elements of art (line, shape, form, color, space, value, and texture) and the principles of art (pattern, rhythm, movement, balance, emphasis, contrast, and unity). This class will provide the students with hands on experiences with a variety of art mediums. Students will discover how art and other subjects connect with one another. Students will learn about various artists and periods throughout history. Students will learn to write about and critique their own and others' art work. This class is nine weeks long.
<b>Games and Animation</b>	In this course, engagement in computer science activities by demonstrating creativity, communication, problem solving, coding, and of course, having fun will be a focus. Students will program animations, interactive art, and games using programming concepts that real computer scientists use every day. They will also create an interactive, personalized final project that encompasses all of the skills they have learned throughout the semester. Students will also take time to practice and hone their keyboarding skills. Learning to type is the foundation of completing any task on a computer, and we will practice the touch method of typing to help build speed and accuracy.
<b>General Music 5</b>	In fifth grade general music, students will have opportunities to use high level creative and critical thinking skills to analyze and perform a wide variety of music, as well as compose and improvise music of their own. Music literacy and performance technique will be emphasized through differentiated instruction for students of all skill levels. <i>For students who are interested in more music options, please see page 7 of this guidebook for after school clubs and activities (i.e. Jazz Band, Chamber Choir, Spring Musical, etc.).</i>
<b>Physical Education</b>	This course is designed to provide students with the knowledge and skills necessary to make healthy choices throughout one's lifetime. Students will acquire the skills to recognize unhealthy and risky behaviors and how to prevent and avoid them, and develop strategies for improving personal health. The focus of this course will be on learning and developing good communication, decision making, and goal setting skills that will prevent disease and promote optimum health. Students will learn ways for creating and maintaining healthy lifestyles through the following topics: Nutrition and Exercise, Drug and Alcohol Avoidance, Disease Prevention, Human Growth and Development and Social and Media Influences.
<b>Technology Exploration</b>	The Technology Exploration course consists of three main units: Plastics Technology, Video Production and Flight. Students will explore these units through inquiry, hands on active learning, interaction with other students, discourse (putting ideas and experiences into words), and reading and research. Students involved in the Technology Exploration course will experience making a bottle rocket, multiple plastics projects, and produce a video production with a written script.
<b>*Math or Reading Intervention</b>	Students meeting certain criteria will be enrolled in intervention. This class is characterized by high quality instructional practice, focused delivery of curriculum specific to the needs of the student, continuous review of student progress, and collaboration among professionals. <b><i>You will be personally contacted if your child is enrolled in intervention.</i></b>
<i>*Please note: Required literacy and/or math intervention periods may limit students' elective selections. As students in intervention periods meet required educational standards and goals, their schedules will be adjusted.</i>	

## GRADE 6 ELECTIVE COURSE DESCRIPTIONS

<b>Music (pick one)</b>	
<p><b>Band 6</b></p> <p><i>This course requires participation at evening performances.</i></p>	<p>In 6th Grade Band, students will learn how to play band instruments through small group lessons (scheduled on a rotational basis during other class periods) and large group rehearsals. The 6th Grade Band is a beginning band, meaning that no prior experience is necessary to participate. Students will be taught how to play their instruments, and will be involved in musical performances. The instruments available for students to play in band are: flute, clarinet, oboe, alto saxophone, tenor saxophone, French horn, trumpet, trombone, baritone horn, tuba and percussion; which include drums/bells/auxiliary instruments. Instruments provided and rented through the school per school year, include the French horn, baritone horn, and tuba, at a cost of \$45 per year. All other instruments are either rented or purchased from music stores. Guitar and piano are not among the instruments used in the concert band.</p>
<p><b>Choir 6</b></p> <p><i>This course requires participation at evening performances.</i></p>	<p>This is the entry-level vocal performing ensemble for sixth graders. Music literacy and fundamental vocal techniques will be emphasized as young singers learn the proper physical approach to singing (as well as the real-life benefits associated with it) and the skills to read and perform music. In sixth grade choir, students will develop age-appropriate vocal and ensemble singing skills in preparation for performances. Choir members will use high level creative thinking skills while they analyze, evaluate and perform a wide variety of music. Teamwork will be emphasized as they develop listening skills within their ensemble. Music literacy and vocal technique will be key components while they develop these skills through quality, diverse literature, and a variety of activities directed at skill growth.</p>
<p><b>General Music 6 &amp; Personalized Learning Project</b></p>	<p>In sixth grade general music, students will continue to develop the foundation for a lifelong understanding and appreciation of music as a performer, audience member, consumer, or creator through standards-based practices. Music literacy, global connectivity, and technology will be integrated throughout the course. This satisfies the state music requirement for students who are not in band or choir. Opposite this course, students in General Music 6 will participate in a personalized learning project.</p>
<p><i>For students who are interested in more music options, please see page 7 of this guidebook for after school clubs and activities (i.e. Jazz Band, Chamber Choir, Spring Musical, etc.).</i></p>	
<p><b>The following courses will <u>automatically</u> be added to a student’s schedule.</b></p>	
<p><b>Art 6</b></p>	<p>Art 6 continues the learning from previous art courses by focusing on exploring new materials and techniques and refining art-making skills. Students acquire specific artistic, conceptual and analytical skills through an exploration of content using techniques and tools associated with the elements and principles of design. Varied ideas and materials in two and three-dimensional art provide students with opportunities for creativity, self-expression, and individuality through independent learning, problem solving, and risk taking. Ultimately, students will develop transferable skills that become an integral part of their daily lives.</p>
<p><b>Physical Education</b></p>	<p>This course is designed to provide students with the knowledge and skills necessary to make healthy choices throughout one’s lifetime. Students will acquire the skills to recognize unhealthy and risky behaviors and how to prevent and avoid them, and develop strategies for improving personal health. The focus of this course will be on learning and developing good communication, decision making, and goal setting skills that will prevent disease and promote optimum health. Students will learn ways for creating and maintaining healthy lifestyles through the following topics: Nutrition and Exercise, Drug and Alcohol Avoidance, Disease Prevention, Human Growth and Development and Social and Media Influences.</p>

<p><b>Dollars and Sense</b></p>	<p>Dollars and Sense introduces 6th grade students to the world of business. Students will learn work-readiness skills and financial literacy with engaging curriculum provided by Junior Achievement (JA). It will empower students with relevant real-world skills such as spending and saving, supply and demand, applying for a job, goods and services, and becoming part of a business team and creating a business plan. At the end of the semester, students will take an exciting field trip to the business supported JA BizTown where they operate a bank, restaurant, city hall, newspaper, retail store and 10 other businesses. Students leave understanding the relationship between what they learn in school and their participation in a local economy. This course meets every other day for a semester. This amazing opportunity is exclusively available to 6th grade students only.</p>
<p><b>Becoming Independent</b></p>	<p>This course consists of two units: World of the Child (Kidz Biz) and Foods/Nutrition. The World of the Child is designed to teach students about the basics of *child care and development from infancy through school-age. Navigate through the Outstanding Ones, Terrific Twos, Tremendous Threes, Fabulous Fours, and Fantastic Fives. Students will investigate the desired qualities found in a caregiver of children. Identify ways to ensure children's health and safety. <i>Let's get cooking!</i> In this unit the focus will be on nutrition and wellness, culinary skills, food prep, equipment, food science, and safety and sanitation. Teamwork, communication, conflict resolution, critical thinking, evaluation, leadership, and self-management will be integrated throughout both units. <b>*Optional: Those students who would like to receive the <u>Red Cross Babysitting certification</u> will need to pay a fee the first week of class.</b></p>
<p><b>Innovations &amp; Inventions</b></p>	<p>This course will give students a hands-on approach of exploring the world of simple machines and mechanisms. Students will gain an understanding of how simple machines work and their importance in the development of modern technology. Students will also explore gears, hydraulics, and pneumatics and their importance in making machines. The students will design and construct a Rube Goldberg machine that will complete a task.</p>
<p><b>*Math or Reading Intervention</b></p>	<p>Students meeting certain criteria will be enrolled in intervention. This class is characterized by high quality instructional practice, focused delivery of curriculum specific to the needs of the student, continuous review of student progress, and collaboration among professionals. <b><i>You will be personally contacted if your child is enrolled in intervention.</i></b></p>
<p><i>*Please note: Required literacy and/or math intervention periods may limit students' elective selections. As students in intervention periods meet required educational standards and goals, their schedules will be adjusted.</i></p>	

## GRADE 7 ELECTIVE COURSE OPTIONS & DESCRIPTIONS

Students will select one of the following options based on their interests.

Option 1	Option 2	Option 3	Option 4
<ul style="list-style-type: none"> <li>● Careers &amp; Community</li> <li>● Health 7</li> <li>● Intermediate Art</li> <li>● Physical Education</li> <li>● Robotics</li> <li>● Teen Cuisine 1</li> <li>● Web Design</li> </ul>	<ul style="list-style-type: none"> <li>● <b>*Band or Choir</b></li> <li>● Careers &amp; Community</li> <li>● Health 7</li> <li>● Intermediate Art</li> <li>● Physical Education</li> <li>● Robotics</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Education</li> <li>● <b>Spanish or French 1</b></li> <li>● Teen Cuisine 1</li> <li>● Web Design</li> </ul>	<ul style="list-style-type: none"> <li>● <b>*Band or Choir</b></li> <li>● Physical Education</li> <li>● <b>Spanish or French 1</b></li> </ul>
<p><i>*Note: Students who are interested in more music options, please see page 7 of this guidebook for after school clubs and activities (i.e. Jazz Band, Chamber Choir, Spring Musical, etc.).</i></p>			

Elective Options	
<p><b>Band 7</b></p> <p><i>This course requires participation at evening performances.</i></p>	<p>In 7th Grade Band, students will continue the development of learning how to play band instruments through small group lessons (scheduled on a rotational basis during other class periods) and large group rehearsals. This is a second year course for band students and requires Band 6 or private instruction to complete <u>The Standard of Excellence Book 1</u>, in order to play in this ensemble. In addition to performing in our winter and spring band concerts, students will also have the opportunity to perform in the Wisconsin State Music Association Solo and Ensemble Festival.</p>
<p><b>Careers &amp; Community</b></p>	<p>Planning for the future? Let's get started! Identify your strengths and find careers that allow you to do what you are most passionate about, while earning a living. This course prepares students to make informed decisions about their future academic and occupational goals. Students will learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. Additionally, students will practice skills all employers are looking for including: communication, leadership, teamwork, adaptability, creative problem solving, organization, goal setting, positive attitude,, and conflict resolution. Your future career may take you anywhere in the world! Grow your understanding of how to collaborate with people of diverse cultures by identifying differences in culture, mannerisms and business practices. This course will also examine service learning opportunities for the school and community.</p>
<p><b>Choir 7</b></p> <p><i>This course requires participation at evening performances.</i></p>	<p>Students will further their development of vocal and ensemble techniques through preparation for performances. Choir members will continue to use high level creative thinking skills while they analyze, evaluate, and ultimately perform a wide variety of music. Teamwork will be emphasized as they further develop their listening skills. Music literacy and more advanced vocal technique will be key components while students build these skills through quality, diverse literature, and a variety of activities directed at skill growth.</p>

<b>Health 7</b>	Students will acquire the skills to recognize unhealthy and risky behaviors and how to prevent and avoid them, and develop strategies for improving personal health. The focus of this course will be on learning and developing good communication, decision making, and goal setting skills that will prevent disease and promote optimum health. Students will learn ways for creating and maintaining healthy lifestyles through the following topics: Nutrition and Exercise, Drug and Alcohol Avoidance, Disease Prevention, Human Growth and Development and Social and Media Influences.
<b>Intermediate Art</b>	Intermediate Art continues the learning from previous art courses by focusing on exploring new materials and techniques and refining art-making skills. Students acquire specific artistic, conceptual and analytical skills through an exploration of content using techniques and tools associated with the elements and principles of design. Varied ideas and materials in two and three-dimensional art provide students with opportunities for creativity, self-expression, and individuality through independent learning, problem solving, and risk taking. Ultimately, the students develop transferable skills that become an integral part of their daily lives. Intermediate Art is an alternating-day, semester-long, intermediate course.
<b>Physical Education</b>	This course is designed to provide students with the knowledge and skills necessary to make healthy choices throughout one’s lifetime. Students will acquire the skills to recognize unhealthy and risky behaviors and how to prevent and avoid them, and develop strategies for improving personal health. The focus of this course will be on learning and developing good communication, decision making, and goal setting skills that will prevent disease and promote optimum health.
<b>Robotics</b>	This course is designed to expose students to hands on learning of robotics. The students will receive a comprehensive overview of robotic systems, including the construction of multiple robots. The students will use the VEX IQ Robots to complete learning objectives. The programming of robots and their sensors using a drag and drop programming environment will be emphasized with many challenging tasks to complete. Careers in robotics and engineering will also be discussed. This course allows students to explore the world of science, technology, engineering, and mathematics (STEM).
<b>Teen Cuisine 1</b>	Investigate and practice skills necessary for a culinarian and food scientist. Apply the principles of meal planning, nutrition, food science and wellness during foods units. Prepare tasty and tantalizing recipes with an emphasis on units focusing on safety and sanitation, nutrition, food science, fruit, breads, grains, and entertaining. Demonstrate skills such as problem solving, teamwork, communication, critical thinking, time management, evaluation and self-management as you work in the foods lab. Practice leadership skills as you help your team shape a vision of purpose and set goals, encouraging others to commit themselves to accomplishing that goal successfully. Create a culinary catering business plan that includes professional techniques learned in labs. This course meets every other day for a semester.
<b>Web Design</b>	We use the Internet every day, and it’s not going away anytime soon. In this course, students are empowered to design and build webpages using the industry standard HTML and CSS programming languages and online sites. By the end of the course, students will have practiced programming, debugging, commenting, and will have created their very own multi page websites. With great power comes great responsibility however. There will also be a focus on “digital citizenship.” Students will learn how to manage their behavior and actions online, as well as how they can monitor the content they consume by learning strategies to help them navigate digital content.

<p><b>World Language</b> *Spanish or French 1</p>	<p>This year-long course has the same rigor and expectations (including consistent work at home) as the high school Level 1 course, consisting of a study of the noted language and concentrating on the four skills of reading, writing, speaking, and listening. Introductory communication skills are emphasized to enable students to handle themselves in many everyday situations in the language-speaking country. The class also learns about culture through readings, traditional holiday celebrations, and music. Students will have quarterly assessments to evaluate their reading, writing, speaking, and listening skills in the target language. The goal is for instruction and interpersonal interaction to be 90% in the target language.</p>
<p><b>**Math or Reading Intervention</b></p>	<p>Students meeting certain criteria will be enrolled in intervention. This class is characterized by high quality instructional practice, focused delivery of curriculum specific to the needs of the student, continuous review of student progress, and collaboration among professionals. <b><i>You will be personally contacted if your child is enrolled in intervention.</i></b></p>
<p><i>*High school courses, excluding Algebra 1, taken during middle school years (7th and 8th grade) will be included on students' official high school transcripts. The transcript will include the course name and a "P" [pass] or "F" [fail]. If a passing grade is earned, high school credit will be awarded; however, the letter grade will not impact a student's high school grade point average.</i></p> <p><i>**Required literacy and/or math intervention periods may limit students' elective selections. As students in intervention periods meet required educational standards and goals, their schedules will be adjusted.</i></p>	

## GRADE 8 ELECTIVE COURSE OPTIONS & DESCRIPTIONS

Students will select one packaged option based on their interests.

Option 1	Option 2	Option 3	Option 4
<ul style="list-style-type: none"> <li>● Physical Education</li> <li>● 6 other electives</li> </ul>	<ul style="list-style-type: none"> <li>● <b>*Band or Choir</b></li> <li>● Physical Education</li> <li>● 4 other electives</li> </ul>	<ul style="list-style-type: none"> <li>● <b>World Language</b></li> <li>● Physical Education</li> <li>● 2 other electives</li> </ul>	<ul style="list-style-type: none"> <li>● <b>*Band or Choir</b></li> <li>● <b>World Language</b></li> <li>● Physical Education</li> </ul>

*\*Note: Students who are interested in more music options, please see page 7 of this guidebook for after school clubs and activities (i.e. Jazz Band, Chamber Choir, Spring Musical, etc.).*

Art	
<b>Advanced Art</b>	Advanced Art focuses on the Modern Art movement within the United States, creative thinking, and self-expression. Students will analyze artwork created by Modern American artists as a form of communication that embodies information about not only its artist creator, but also the time and place in which it was created. Students will also; develop and refine their technical skills and understanding of how to utilize the elements and principles of design for visual communication, form judgments and make decisions as they refine their own creative voice, seek innovative solutions to design challenges using a variety of 2D and 3D media, collaborate with classmates to problem-solve, analyze and discuss art, and evaluate their finished work and reflect on their creative process. Grades are based on effort, craftsmanship, application of techniques, and creativity.
<b>Working as an Artist</b>	Have you ever imagined what it would be like to work as an artist or have a career in art related field? In “Working as an Artist: Art & Design Career Pathways” students will have the opportunity to explore various career pathways in the field of visual arts like a graphic designer, digital photographer, architect and urban designer, and visual artist. This semester long class meets every other day and is available to 8th graders. Students will try on the jobs of various art related careers learning what it takes to "make it" in the field by completing job assignments like designing posters and business cards for their "employers", creating a product using screen printing, planning architectural designs for fictitious companies, shooting photographs as a digital photographer, and creating fine art to be sold at a gallery. In addition, student artists will investigate the education and experience necessary for each art job, create digital portfolios of their artwork, and hear from professionals in art fields as guest speakers or on field trips.
Business, Management, Internet, Technology (BMIT)	
<b>BMIT/App Workshop</b>	Do you put much thought into how the gadgets you use every day actually work? Well, it was programmed using code! So many things in our daily life are run by code, and that list is growing every day. Kids are using apps for everything from being social, to learning, to just being creative. It’s time to learn how these things actually work and the careers related to apps, coding, and technology. This course will give students the opportunity to build apps using an array of technology with hands on learning. Through a series of design challenges, students will consider and understand the needs of others while developing a solution to a problem. The second half of the unit consists of a team project, during which students have the opportunity to identify a need, prototype solutions both on paper and online, and test solutions with real users to get feedback and drive further development.

<b>Digital Media</b>	Formally known as Photoshop, this course now combines digital photo editing and video production. Students will edit and create digital media using the same software professionals use. Students will learn to enhance and retouch photos, replace backgrounds, add and remove parts of photos, use layers, apply filters, and more! Students will also learn movie making and video editing techniques such as how to storyboard, frame a shot, lighting and sound. This is a great class for any student looking to express themselves creatively, work in groups to accomplish a task, learn tips for school or personal projects, and practice skills that could lead to a career in media, such as: graphic design, journalism, sound production, marketing, print designer, web designer, and even digital content creator.
<b>Family and Consumer Education (FACE)</b>	
<b>Architecture &amp; Design</b>	In this class, students will: design floor plans, elevation drawings and transform interior and exterior spaces into dynamic living environments as you develop professional quality projects. Explore CAD systems to create 3D projects and see it brought to life by the 3D printer; learn techniques and finishes to upcycle and give new life to outdated surfaces; create, analyze and use critical thinking to develop innovative solutions for interior spaces; and investigate how elements and principles of design form the foundation by which all architecture and interior designs are judged. Students will develop a critical eye for spatial representation, structure and design fundamentals and learn to evaluate and critique interior spaces.
<b>Teen Cuisine 2</b>	Apply the principles of meal planning, nutrition, food science and wellness during foods units. Prepare tasty and tantalizing recipes with an emphasis on units focusing on safety and sanitation, vegetables, eggs, food science, and baking basics including cakes and cookies. Demonstrate skills such as problem solving, teamwork, communication, critical thinking, time management, evaluation and self-management as you work in the foods lab. Practice leadership skills as you help your team shape a vision of purpose and set goals, encouraging others to commit themselves to accomplishing that goal successfully. It is recommended that students take Teen Cuisine I prior to Teen Cuisine II. This course meets every other day for a semester.
<b>Music</b>	
<b>Band 8</b>	In 8th grade Band, students will continue the development of learning how to play band instruments through small group lessons (scheduled on a rotational basis during other class periods), large group rehearsals, performances, solo playing, recordings and listening sessions. This is a third year course for band students and requires Band 7 or private instruction to complete The Standard of Excellence Book 2, in order to play in this ensemble. 8th grade Band students will also use the computer and other technology to aid in the process of composing, arranging, and recording music.
<b>Choir 8</b>	This is the advanced-level vocal performing ensemble. As such, there are additional performances associated with this choir, both local and otherwise. Music literacy will be further developed. In eighth grade choir, students will study advanced vocal and ensemble techniques through preparation for performances. Choir members will continue to use high level creative thinking skills while they analyze, evaluate and ultimately perform a wide variety of music. Teamwork will be emphasized as they further develop their listening skills. Music literacy and vocal technique will be key components while students work towards achieving musical independence through quality, diverse literature and a variety of activities directed at skill growth.

<b>Physical Education</b>	
<b>Physical Education</b>	This course is designed to provide students with the knowledge and skills necessary to make healthy choices throughout one's lifetime. Students will acquire the skills to recognize unhealthy and risky behaviors and how to prevent and avoid them, and develop strategies for improving personal health. The focus of this course will be on learning and developing good communication, decision making, and goal setting skills that will prevent disease and promote optimum health. Students will learn ways for creating and maintaining healthy lifestyles through the following topics: Nutrition and Exercise, Drug and Alcohol Avoidance, Disease Prevention, Human Growth and Development and Social and Media Influences.
<b>Technical Education</b>	
<b>Design &amp; Engineering</b>	This course will give the students a hands-on approach of exploring the world of engineering design and development. After learning the design process students will design a CO2 car dragster. The students will learn drafting to effectively communicate their cars' design and then build a prototype, test its design, and then re-engineer it to follow design specifications. Students will also learn safety and handle power tools used to develop their CO2 car designs. This course meets every other day for a semester.
<b>Structures &amp; Manufacturing</b>	This course consists of three main units: Structures, Drafting and Manufacturing. Students will learn about forces and how they impact structures. They will then design and build a bridge or tower and destructively test it for its strength. During Manufacturing, students will learn to safely use hand and power tools to make a mass produced project. This course meets every other day for a semester.
<b>World Language</b>	
<b>*Spanish I or French I</b>	This year-long course has the same rigor and expectations (including consistent work at home) as the high school Level 1 course, consisting of a study of the noted language and concentrating on the four skills of reading, writing, speaking, and listening. Introductory communication skills are emphasized to enable students to handle themselves in many everyday situations in the language-speaking country. The class also learns about culture through readings, traditional holiday celebrations, and music. Students will have quarterly assessments to evaluate their reading, writing, speaking, and listening skills in the target language. The goal is for instruction and interpersonal interaction to be 90% in the target language.
<b>*Spanish II or French II</b>  Prerequisite: Level I of the same language	This course has the same rigor and expectations (including consistent work at home) as the high school Level II course. The work in this year-long course begins with a review of the structural language patterns studied in the first year. Listening, reading, writing, and speaking continue to play an important part in every class. New verb tenses and vocabulary are added. Emphasis is on creating a solid understanding to prepare students for advanced study. Students also discuss and study cultural information, daily life, customs and traditions of the people. In order to be successful students should have a strong vocabulary base, know how to make nouns and adjectives agree, know the word order and be able to appropriately form and use present tense verbs (regular, irregular, and stem-changing). Students will have quarterly assessments to evaluate their reading, writing, speaking, and listening skills in the target language. The goal is for instruction and interpersonal interaction to be 90% in the target language.

<p><b>*Spanish II Online</b></p> <p><b>*French II Online</b></p> <p>Prerequisite: Level I of the same language</p>	<p>This online world language course is available ONLY for students that desire to take an everyday music option in 8<sup>th</sup> grade and take a Level II World Language. This option is only open to students who have already completed Level I in the classroom. Students will be provided time every other day in school to work online. As this is a high school course, it has the same rigor and expectations (including consistent work at home) as a high school course. Students are expected to put in a minimum of an additional 5-10 hours each week outside of school in order to complete all lessons, projects, and homework. Additionally, the student must have exceptional computer abilities, a computer, and internet access at home. This course is designed for a highly self-motivated learner that has exceptional English and reading skills as the lessons are all reading-based. The student MUST have the ability to pace oneself and stay committed to coursework without the direct guidance of a teacher.</p>
<p><i>*Please note: High school courses, excluding Algebra 1, taken during middle school years (7th and 8th grade) will be included on students' official high school transcripts. The transcript will include the course name and a "P" [pass] or "F" [fail]. If a passing grade is earned, high school credit will be awarded; however, the letter grade will not impact a student's high school grade point average.</i></p>	
<p><b>Other Electives</b></p>	
<p><b>AVID 8</b></p> <p><b>Application Process Required</b></p> <p><b>Worth TWO electives</b></p>	<p>Advancement Via Individual Determination (AVID) is a college readiness program for qualifying students (from the MHS academic middle) to receive support – academic and social – as they develop their readiness for advanced courses in high school. Students are selected based on national and local criteria for applicant pool. Students must apply, interview along with their parents and will be notified whether they have been selected. AVID students enroll in the AVID Elective Course where they learn <u>W</u>riting, <u>I</u>nquiry, <u>C</u>ollaboration, <u>O</u>rganizational and <u>R</u>eadng skills (WICOR). Additionally, AVID students learn goal setting, and Cornell Note taking.</p>
<p><b>*Math or Reading Intervention</b></p>	<p>Students meeting certain criteria will be enrolled in intervention. This class is characterized by high quality instructional practice, focused delivery of curriculum specific to the needs of the student, continuous review of student progress, and collaboration among professionals. <b><i>You will be personally contacted if your child is enrolled in intervention.</i></b></p>
<p><i>*Required literacy and/or math intervention periods may limit students' elective selections. As students in intervention periods meet required educational standards and goals, their schedules will be adjusted.</i></p>	



# Project

innovate  
inquire  
imagine

## Program Description:

Offered to 7th and 8th grade students, Project i is an alternative option for students to meet all required state standards through a variety of learning experiences in their core area classes (science, social studies, math, and language arts) classes. The unique environment allows for the fostering of student communication, self-advocacy, technology, and life skills. Project i combines 21st century learning as a personalized approach to help students succeed in high school and beyond.

## Student Learning Experiences in Project i

Shown below are some key ideas/concepts behind the different ways students learn, grow, and succeed in Project i.

Independent Projects:	Teacher-led Seminars:	Community Clubs:
<ul style="list-style-type: none"> <li>● Involve student choice and interest to drive project</li> <li>● Link to standards</li> <li>● Differ from student to student and year to year</li> </ul>	<ul style="list-style-type: none"> <li>● Link to standards</li> <li>● Encourage student choice and collaboration</li> <li>● Focus on critical content/skills within a core area</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage community and citizenship skills</li> <li>● Promote communication and collaboration</li> <li>● Emphasize service learning</li> </ul>

## Benefits of Project i

- Flexible Pace
  - Independent work time
  - Students track and communicate their tasks
- Voice and choice in Learning
  - Happens in variety of ways
    - what they learn,
    - tools used to learn it,
    - when they learn it
    - how they show their knowledge
- Collaboration
  - Student/student
  - Student/advisor
  - Student/community
- Space is Movable and Flexible
  - Variety of work spaces