

# Middle School Academic Guidebook 2015-16



Bay Lane Middle School



Lake Denoon Middle School



# Muskego-Norway Schools Middle School Academic Guidebook

## 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 that cultivate a learning environment that personalizes, nurtures, and holds students to rigorous expectations. Students 4K–12<sup>th</sup> grade engage in 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

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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**

<u>Core Courses</u>	Math, Literacy, Science and Social Studies are required each year for all students.
<u>Physical Education</u>	Physical Education is required for students in grades 5-8 and is offered every other day during the school year.
<u>Music</u>	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.
<u>Art</u>	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 or challenges. 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: Discovery Education Assessment (DE), 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. Some examples of summative assessments include: Wisconsin Concepts & Knowledge Examination (WKCE), end of unit assessments, etc.

## Middle School Assessment Calendar

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
WKCE Science & Social Studies	DE Screener	Badger Exam
DE Screener		DE Screener

### **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.

### **Career Counseling/Planning**

School Counselors strive to maximize the academic performance, career planning, and personal/social growth of every student. Academic Planning is an important part of creating successful transitions from the middle level into the high school. Currently, school counselors introduce 8th grade students to an online computer program called "Career Locker" formally known as "WisCareers" in the months of December and January. Counselors work with students to explore their learning styles and future career interests. Students/parents/guardians can access this information online from home once they have created their accounts. Completing interest and values assessments helps students develop future educational goals and assists students in their preparation to enroll in high school courses.

"Career Locker" website is: <http://wiscareers.wisc.edu>

Wiscareers login directions for students:

- Go to <http://wiscareers.wisc.edu>
- Click Register
- Enter Student Registration Code below:  
For Bay Lane students: blm-c255  
For Lake Denoon students: ldm-c997
- Click Submit
- To create a login and password, enter your child's first initial of their first name, middle initial, and last name.

**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**

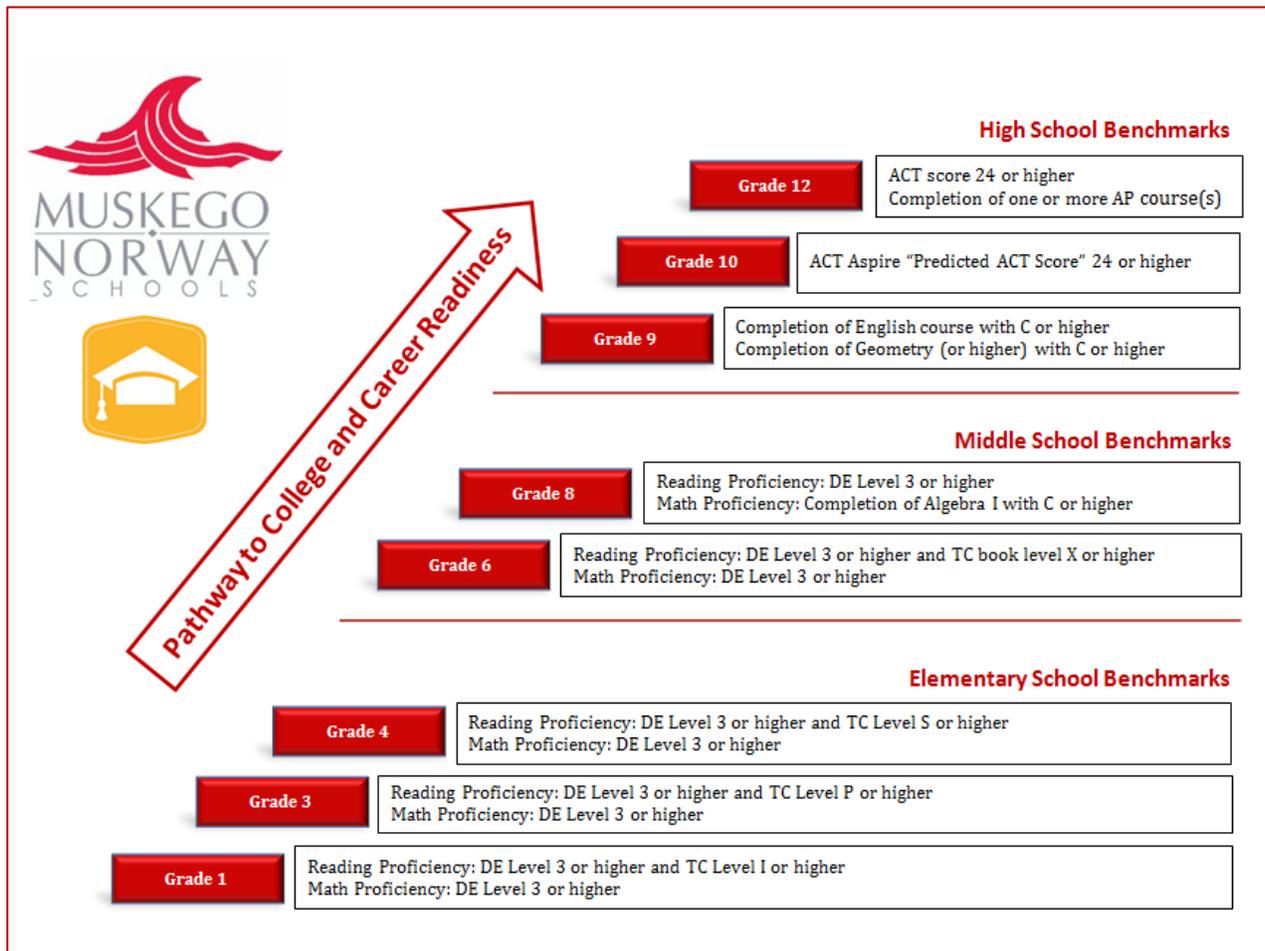
Fall Sports	Winter Sports	Spring Sports
<ul style="list-style-type: none"> <li>• 6th grade Girls Intramural Basketball</li> <li>• 7th &amp; 8th Grade Girls Basketball</li> <li>• Cross Country</li> <li>• Flag Football</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball - 6th grade boys</li> <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 and Activities</b>	Cat Tracks School Newspaper Cheerleading Chess Club Culture Club Destination Imagination (Formerly known as Odyssey of the Mind) Jazz Band School Musical Ski Club Student Council Video Club Yearbook	Chamber Choir Cheerleading Chess Club Destination Imagination (Formerly known as Odyssey of the Mind) Green Team Guitar Club Lunch Intramurals Saturday Morning Intramurals Ski Club Solo & Ensemble Spring Musical Student Council Video Club Wolf Tracks Newspaper Yearbook Yo-Yo Club

## College and Career Readiness Goals

Muskego-Norway Schools is committed to having all students prepared for their post-secondary plans. To this end, the district has developed mathematics and reading benchmarks at several grade levels, K-12. These benchmarks indicate on-track progress along the students' educational journeys. These benchmarks 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.



### **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."

Letter grades will be shown on quarter and semester report cards.

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**

Geometry, Algebra, or World Languages are high school courses students may take in middle school. When high school courses are taken during middle school years, the course name and grade will be noted on the high school transcripts. These courses do not impact high school credit or GPA's.

### **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
CHROMEBOOK USER FEE	\$35.00
<b>FEES REQUIRED FOR SPECIFIC COURSES OR CO-CURRICULAR PARTICIPATION</b>	
GERMAN WORKBOOK (I)	\$12.00
GERMAN WORKBOOK (II)	\$9.00
LOCK FEE (New Students)	\$5.00
SPANISH WORKBOOK (I)	\$18.00
SPANISH WORKBOOK (II)	\$9.00
<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 grade students). Schedules are created and revised throughout the summer. Schedules will be available on Infinite Campus during August Forms and Fees days.

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

December	<ul style="list-style-type: none"><li>• Registration dates are posted in school newsletter or sent by email</li></ul>
January	<ul style="list-style-type: none"><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>• School Counselors/classroom teachers assist students in entering their information from their registration sheet.</li></ul>
February	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.
March - May	Student course selections are confirmed. 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><li>4. Physical limitations</li></ol>
August	Student schedules are completed and shared during Forms and Fees days.

## 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 schools' 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>• High School counselors will present high school information to 8th grade students at each middle school</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.</li> <li>• Parent signatures are required on registration forms and course selection sheets. These signed forms are returned to 8th grade literacy teachers. The due date will be stated on Registration sheet.</li> </ul>
February	<p>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 high school counselors.</p> <p>Mrs. Jessica Sobczak, <a href="mailto:jessica.sobczak@muskegonorway.org">jessica.sobczak@muskegonorway.org</a> (student last names A - F) 262-971-1790 ext. 4514</p> <p>Ms. Christine Wiesbrock, <a href="mailto:christine.wiesbrock@muskegonorway.org">christine.wiesbrock@muskegonorway.org</a> (student last names G - Le) 262-971-1790 ext. 4511</p> <p>Mrs. Jean Merg, <a href="mailto:jean.merg@muskegonorway.org">jean.merg@muskegonorway.org</a> (student last name Li - R) 262-971-1790 ext. 4525</p> <p>Susan Schuett, <a href="mailto:susan.schuett@muskegonorway.org">susan.schuett@muskegonorway.org</a> (student last names S - Z) 262-971-1790 ext. 4513</p>
March - May	<p>Student course selections are confirmed.</p> <p>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. Teacher recommendation</li> <li>4. Physical limitations</li> </ol>
August	<p>Student schedules are completed and shared during Forms and Fees days.</p>

**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.

<b>Mathematics Course Progressions</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>
<b>Math Progression A</b>	<b>Math 4</b> Stepping Stones	<b>Math 5</b> Stepping Stones	<b>Math 6</b> Big Ideas Math	<b>Math 7</b> Big Ideas Math	<b>Math 8</b> Big Ideas Math	<b>Algebra 1</b>
<b>Math Progression B</b>	<b>Math 4</b> Stepping Stones	<b>Math 5</b> Stepping Stones	<b>Advanced Math 1</b> Big Ideas Math	<b>Advanced Math 2</b> Big Ideas Math	<b>Algebra 1</b>	<b>Geometry</b>
<b>Math Progression C</b>	<b>Math 5</b> Stepping Stones	<b>Math 6</b> Big Ideas Math	<b>Math 7</b> Big Ideas Math	<b>Math 8</b> Big Ideas Math	<b>Algebra 1</b>	<b>Geometry</b>
<b>Math Progression D</b>	<b>Math 5</b> Stepping Stones	<b>Advanced Math 1</b>	<b>Advanced Math 2</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>

- 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 taken during middle school years (fifth through eighth grades) will be noted on high school transcripts. The course name, grade, and semester will be noted. These courses do not impact high school credit or GPA.

## MATHEMATICS COURSE DESCRIPTIONS

<b>Course</b>	<b>Mathematics Descriptions</b>
<b><u>Math 5</u></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><u>Math 6</u></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><u>Advanced Math 1</u></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><u>Math 7</u></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><u>Advanced Math 2</u></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><u>Math 8</u></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><u>Algebra 1</u></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 COURSE DESCRIPTIONS

<b>Course</b>	<b>Science Descriptions</b>
<b><u>Science 5</u></b>	The fifth grade science curriculum consists of four main units: Variables, Mixtures and Solutions, Food and Nutrition, and Solar Energy. Students will explore these modules through inquiry, hands-on active learning, using multisensory methods, interaction with other students, discourse (putting ideas and experiences into words), reading and research. The science strands covered by fifth grade are scientific-reasoning and technology, life science, physical science, and earth science. Fifth graders will be using the skills of organizing, comparing, communicating, and observing throughout all the modules.
<b><u>Science 6</u></b>	Through the physical science units of Chemical Interactions, Force and Motion, and Electronics, students will develop abilities to do and understand scientific inquiry. Students will: <ul style="list-style-type: none"> <li>• Design and conduct scientific investigations.</li> <li>• Use appropriate tools and techniques to gather, analyze, and interpret data.</li> <li>• Develop descriptions, explanations, predictions and models using evidence.</li> <li>• Think critically and logically to make connections between evidence and explanations.</li> <li>• Communicate scientific procedures and explanations.</li> <li>• Use mathematics in scientific inquiry.</li> <li>• Understand that scientific explanations emphasize evidence.</li> </ul>
<b><u>Science 7</u></b>	In this course the students will become scientists and engage in scientific inquiry, 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. Students will engage in inquiry-based Life Science investigations to understand how all living things effect one another and are interdependent in a world ecosystem. Students will explore Life Science units: Diversity of Life, Comparative Anatomy/Tobacco and Health, Scientific Inquiry and the Experimental Process, and Populations and Ecosystems.
<b><u>Science 8</u></b>	In this course, students 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. Areas of study include Earth history, astronomy, weather and water.

## SOCIAL STUDIES COURSE DESCRIPTIONS

Course	Social Studies Descriptions
<b><u>Social Studies 5</u></b>	This course for grade five 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 round out the study for Muskego-Norway fifth graders. Students will explore these units through the study of non-fiction texts, historical fiction, multi-media presentations, simulations, drama and current events.
<b><u>Social Studies 6</u></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. Students will explore these units through the study of nonfiction texts, historical fiction, multimedia presentations, a textbook, the Internet, and multi-media sources.
<b><u>Social Studies 7</u></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. Current events are discussed to keep students informed on today's news, which will soon become history.
<b><u>Social Studies 8</u></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

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.



**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

## GRADE 5 ELECTIVE COURSE DESCRIPTIONS

These courses are automatically added to the fifth grade student's schedule.

Course Name	Grade 5 Elective Course Descriptions
<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>Computers 5</b>	After a teacher-directed introduction to the home row, enter, and space bar keys, students will use the MicroType keyboarding program to develop their skills. Frequent monitoring and checks are done to ensure correct technique. Students will be graded on posture, correct reach technique, and timed drills. Students will also create a personal letter applying their keyboarding skills. This class is nine weeks long.
<b>Family and Consumer Science 5 (FACS 5)</b>	Fifth grade Family and Consumer Sciences focuses on real life issues, actively engages students in problem solving, while emphasizing collaboration, cooperation, respect and community. Students learn skills that will help them function independently and interdependently as family members and workers. Students actively engage in hands-on laboratory experiences and reflect on what they learn. This class is nine weeks long.
<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.
<b>Introduction to Tech</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>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>Exploring World Languages</b>	This course will simulate a trip through Europe, visiting three countries that speak Spanish, French, and German. The first three units will give students a better understanding of how to study a world language, how to use resources to find ways to communicate, and very basic structures of the language. Students will individually choose their own topic and language and dive into an individualized project. In the listed essential skills, only the basic "I", "you", and "he/she" forms of verbs are taught for basic communication necessity. This course meets every other day for a semester.
<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. *You will be personally contacted if your child is enrolled in this class.

## GRADE 6-8 ELECTIVE COURSE DESCRIPTIONS

(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.)

<b>Art</b>	<b>Art Around the World</b>  Grades 6 – 8	Art Around the World connects works of art created around the world in different cultures. See the world through art. In this class you will explore the arts, crafts and cultural traditions around the globe without leaving Muskego! This class will provide opportunities to appreciate our diversity through making art and cultural crafts inspired by artifacts from around the world. Students will work with a variety of materials and learn how geography, people, materials, and traditions have influenced art forms. Art Around the World is an alternating-day, semester-long course.
	<b>Intermediate Art</b>  Grades 6 – 8	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>Advanced Art I</b>  Grades 6-8	Students will analyze artwork created during major art movements as a form of communication, embodying information not only about its creator, but also the time and place in which it was made. Use a variety of 2-D and 3-D media as they develop 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." Collaborate with classmates to problem-solve, analyze, and discuss art. Evaluate their finished work and reflect on their creative process. Develop an appreciation for the history, value and significance of the visual arts. This course offers students an introduction to art appreciation as well as preparation for high school art. It is recommended students take Intermediate Art prior to Advanced Art. Advanced Art I is an alternating-day, semester-long course.
	<b>Advanced Art II</b>  Grades 6-8  Prerequisite: One previous art course or written permission from an art instructor.	Advanced Art II 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 2-D and 3-D 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. Advanced Art II is an alternating-day, semester long course.

<b>Music</b>	<p><b>Band 6</b></p> <p>This course requires participation at evening performances.</p>	<p>In 6th Grade Band, students will learn how to play band instruments through small group lessons 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.</p> <p>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>Band 7</b></p> <p>This course requires participation at evening performances.</p>	<p>In 7th Grade Band, students will continue the development of learning how to play band instruments through small group lessons 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>Band 8</b></p> <p>This course requires participation at evening performances.</p>	<p>In 8th Grade Band, students will continue the development of learning how to play band instruments through small group lessons, 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 <u>The Standard of Excellence Book 2</u>, in order to play in this ensemble. 8th Grade Band students will also experience music composition through music software programs and the use of the computer and other technology to aid in the process of composing, arranging, and recording music.</p>
	<p><b>Choir 6</b></p> <p>This course requires participation at evening performances.</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>Choir 7</b></p> <p>This course requires participation at evening performances.</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>Music (Cont.)</b>	<p><b>Choir 8</b></p> <p>This course requires participation at evening performances.</p>	<p>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.</p>
	<p><b>General Music</b></p> <p>Grade 6</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. This course meets every other day for a semester.</p>
	<p><b>General Music</b></p> <p>Grades 7 &amp; 8</p>	<p>Students will continue to develop the foundation for a lifelong understanding and appreciation of music as a performer, audience members, consumer, or creator through standards-based practices. Global connectivity, music literacy, and technology will be integrated throughout the course. This course meets every other day for a semester</p>
<b>Business Education</b>	<p><b>Computer Applications</b></p> <p>Grades 6 – 8</p>	<p>In Computer Applications students will have the opportunity to further enhance their technology skills by utilizing a variety of software applications, including: Microsoft Word and PowerPoint. With Microsoft Word, students will learn techniques that will help them to create documents more quickly and with better quality. Using PowerPoint, students will go beyond the basics and will develop quality presentations. Computer Applications will provide students with relevant tools that will be useful in high school and beyond. This course meets every other day for a semester.</p>
	<p><b>Finance Park and Career Exploration</b></p> <p>Grades 6 – 8</p>	<p>Finance Park introduces students to personal financial planning and career exploration. Engaging curriculum provided by Junior Achievement empowers students with relevant real-world skills. As an exciting capstone activity, students will take a field trip to the business supported <i>JA Finance Park</i> where they are given a budget and life situation to apply the concepts learned in class. It is important to gain financial awareness early and Finance Park provides students with this opportunity. This course meets every other day for a semester.</p>

<b>Business Education (Cont.)</b>	<b>Adobe Photoshop</b>  Grades 6 – 8	<p>In this course, students will use Adobe Photoshop Elements to enhance and manipulate digital photographs. Students will learn to enhance and retouch photos, replace backgrounds, add and remove parts of photos, use layers, apply filters and more. Students looking to combine creativity with technology would find Adobe Photoshop valuable. This course meets every other day for a semester.</p>
	<b>Internet Smart &amp; HTML</b>  Grades 6 – 8	<p>In this course, students will learn relevant skills needed to safely and effectively use the Internet. As part of Internet Smart, you will explore your digital footprint and learn to more effectively navigate the Web. Students will also gain the ability to control what appears on web pages by applying HTML code. HTML will provide students with a behind-the-scenes look at how web pages work. This course meets every other day for a semester.</p>
<b>Family and Consumer Science</b>	<b>Interior Design</b>  Grades 6 – 8	<p>This course is for students who enjoy applying creative and critical thinking skills to the problem solving process. Use the elements and principles of design to investigate the design fundamentals that form the foundation by which all residential and commercial interior design is judged. Through the study of interior design and architecture, students will transform interior spaces into dynamic living environments as they develop professional quality products, and design floor plans and elevation drawings. Learn to evaluate and critique your work with a discerning eye. Projects and challenges are integrated throughout to provide practical applications as students study about floor plans, color schemes, the design process, lighting, furniture design and placement. This course meets every other day for a semester.</p>
	<b>Kidz Biz</b>  Grades 6 – 8	<p>This course is for those students who enjoy children! Kidz Biz is designed to teach students about the basics of child care and development from infancy through school-age. Understand how children continually grow and change and how each stage is unique and exciting. Students will explore the importance of play and learn to select developmentally appropriate toys, games, books, and activities. This activities and project based course will involve students working collaboratively in teams for many projects. Students will plan and prepare nutritious snacks for children and identify ways to ensure children's health and safety. Pediatricians, child psychologists, teachers, principals, and day care workers are just a few of the careers that study child development. This course meets every other day for a semester. *Red Cross Babysitting Certification is an option for students. A separate fee is required to receive the certification.</p>
	<b>Passion for Fashion</b>  Grades 6 – 8	<p>This course meets every other day for a semester. In this course students will learn about the business of design. This course is for trendy teens interested in the exciting world of fashion. Use the design process and your creative energy to design your own fashion line using the elements and principles of design. Create ways to market, promote and advertise textile, apparel, and accessories. Discover what it is like to work in the designing, manufacturing and retail side of the fashion industry. Students will construct and/or deconstruct while applying critical and creative thinking skills to the design process to create a unique textile product. Learn to present, evaluate and self-critique your work using oral and written communication skills.</p>

<b>FACS (Continued)</b>	<b>Teen Cuisine I</b>  Grades 6 – 8	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, and communication, critical thinking, time management, evaluation and self-management skills 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>Teen Cuisine II</b>  Grades 6 – 8	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, and communication, time management, critical thinking, evaluation and self-management skills 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. It is recommended that students take Teen Cuisine I prior to Teen Cuisine II. This course meets every other day for a semester.
<b>Health</b>	<b>Health 8</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>Technology Education</b>	<b>Innovations and Inventions</b>  Grades 6 – 8	This course will give the student 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. This course meets every other day for a semester.
	<b>Design and Engineering</b>  Grades 6 – 8	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 CO <sub>2</sub> 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 hand and power tools use to develop their CO <sub>2</sub> car designs. This course meets every other day for a semester.

Technology Education (Cont.)	<p><b>Structures and Mass Production</b></p> <p>Grades 6 – 8</p>	<p>This course consists of three main units: Structures, Drafting and Manufacturing. In this course students will learn about forces and how they effect structures. They will then design and build a bridge or tower and destructively test it for it's strength. Then the students will learn about manufacturing. In this unit they will learn to safely use hand and power tools to make a mass produced project. This course meets every other day for a semester.</p>
	World Languages	<p><b>Exploring World Languages</b></p> <p>Grades 5-8</p>
<p><b>Introduction to Spanish</b></p> <p><b>Introduction to French</b> (Lake Denoon only)</p> <p><b>Introduction to German</b> (Bay Lane only)</p> <p>Grades 6 – 8</p>		<p>This course will offer an introduction to basic communication including: introductions, weather, animals, holidays, description, and geography. This course will benefit a student who moves on to a level 1 course. This course is not a prerequisite for level 1 courses, it is an optional stepping-stone creating a strong foundation for language acquisition. This course meets every other day for a semester.</p>
<p><b>*Spanish I</b></p> <p><b>*French I</b> (Lake Denoon only)</p> <p><b>*German I</b> (Bay Lane only)</p>		<p>This course has the same rigor and expectations (including consistent work at home) as the high school Level 1 course.</p> <p>The work in this year-long everyday course consists of a study of the French language, 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 a French-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>

<b>World Languages (Cont.)</b>	<p><b>*Spanish II</b></p> <p><b>*French II (Lake Denoon only)</b></p> <p><b>*German II (Bay Lane only)</b></p> <p>Prerequisite: Level I of the same language</p>	<p>This course has the same rigor and expectations (including consistent work at home) as the high school Level II course.</p> <p>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>
	<p><b>*French II Online</b></p> <p><b>*Spanish II Online</b></p> <p><b>*German II Online</b></p> <p>(Prerequisite, French I, Spanish I, German I)</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><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. You will be personally contacted if your child is enrolled in this class.</p>

\*High school courses taken by middle school students will be noted on the student's high school transcript as informational. Information on the high school transcript will include high school course name, grade earned in high school course, and semester/academic year course was taken. High school credit will not be awarded, and course grades will not be calculated in the student's grade point average.