

# WEST DE PERE MIDDLE SCHOOL CATALOG OF STUDIES



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## MIDDLE SCHOOL EDUCATION PROGRAM

The Middle School curriculum is completely defined in the District's PK-12 Curriculum Program. All students will be accountable for the District's Curriculum Standards. A brief summary of the grade level curriculum is stated in this handbook.

## MIDDLE SCHOOL STUDENT SERVICES

The school counselor is available to meet with students individually, in small groups, and with entire classes. Counseling and guidance meetings with students generally have a brief educational/solution-oriented focus (i.e. not a therapeutically emphasis). Goals in working with students include healthy and responsible decision making, accepting and taking responsibility for one's actions, goal setting, academic and behavioral improvement, and conflict resolution.



Guidance contacts can be initiated by students, parents, teachers, the principal, and the counselor. Every effort is made to schedule appointments when students are not in class, however, some situations necessitate meetings during class time, in that all students do not have a guided activity period in the day during which to access guidance services.

Teacher team meetings may include the counselor in planning for student needs, as do the bi-monthly Student Assistance Team (SAT) meetings. The counselor is involved with the orientation of incoming students and assisting 8th grade students with their four-year plans for high school. Pre-intervention strategies and special programming options generally involve the counselor, who can also provide referral to outside agency services. Administration of achievement testing and career interest inventories is coordinated by the counselor. The Career Cruising computer program is also used to help students explore future educational and occupational options. Contact the school counselor or see the counselor's web site link for more information if you wish to take advantage of Career Cruising.

Guidance classes are taught in sixth grade based on the Wisconsin Department of Education Comprehensive School Counseling Program. Three domains are in the foundation of the standards covered which include Academic Development, Career Development and Personal/Social Development. Monthly topics include Self Awareness/Self Acceptance; Careers; Goal Setting; Academic Success; Respecting Diversity; Social Skills; Character Education and Safe and Healthy Behaviors. Further details of the counseling department program can be viewed at [http://www.wdpsd.com/middle/academics/guidance\\_counseling.pdf](http://www.wdpsd.com/middle/academics/guidance_counseling.pdf)

The student services department also supports a Peer Helper program to assist students who may not wish to talk to an adult. Peer helpers are not a replacement for a licensed counselor and they may encourage the student to seek additional help from a trusted adult. Peer Mediators are available to facilitate disagreements among students and to assist those who may need additional support in the school environment. Request forms are available in the student services area. Peer mentors are also available for those students who may need academic or social support. Parents are welcome and encouraged to arrange times to talk with their child's counselor regarding academic, behavioral, and career planning and progress issues.

*Contact Persons: Middle School Counselor and Middle School Principal.*

## MIDDLE SCHOOL CHILDREN WITH DISABILITIES (CWD) PROGRAM

Students with disabilities are more independent, productive, and integrated in school and community life as a result of West De Pere Middle School's inclusive program. Many CWD students express a more positive attitude toward school and feel less stigmatized. They are provided greater opportunity for social relationships with their non-handicapped peers and teachers. Inclusive programming, with modifications, allows each child to actively participate in classroom activities, creates the opportunity to demonstrate individual talents, and enhances self-esteem. Experiencing positive involvement within the general education environment enhances students' preparation for future social and academic challenges.

*Contact Persons: Grade Level Team Leader, CWD Teachers, and Middle School Principal.*

## ATHLETIC PROGRAMS

Cross Country, Football, Soccer, Volleyball, Basketball, Wrestling, Track & Field

Emphasis in athletics is placed on participation, and developing basic fundamentals. Athletics exist for their value to student development, and participation is open to all students regardless of their skill level. Learning to compete is in itself a skill. It should be acquired gradually. Athletic activities offered by the school are:

### 6th Grade

- Fall (Sept.-mid Oct.) Cross County (Co-ed), Soccer (Co-ed)
- Winter Basketball Boys (Nov.-Dec.), Girls - (Jan.-Feb.), Wrestling (Jan.-Feb.)
- Spring (Apr.-May) Track (Co-ed)



### 7th Grade

- Fall (Sept.- Oct.) Cross County (Co-ed), Football, Soccer (Co-ed), Volleyball
- Winter Basketball Boys (Nov.-Dec.), Girls (Jan.-Feb.), Wrestling (Jan.-Feb.)
- Spring (Apr.-May) Track (Co-ed)



### 8th Grade

- Fall (Sept.- Oct.) Cross County (Co-ed), Football, Soccer (Co-ed), Volleyball
- Winter Basketball Boys (Nov.-Dec.), Girls (Jan.-Feb.), Wrestling (Jan.-Feb.)
- Spring (Apr.-May) Track (Co-ed)



*Contact Persons: Middle School Activities Coordinator and Middle School Associate Principal.*

# EXTRA-CURRICULAR PROGRAMS

**Art Club, Big Brothers Big Sisters, Jazz Ensemble, Student Council, Forensics, Destination Imagination, French Forensics, Science World, Math Counts Geography Bee, Spelling Bee, School Musical, and Fitness Room.**

## ART CLUB

This club is available to any student that is interested in art. Students construct things that might not be done in art class. The group meets every Monday starting in November.

## BIG BROTHERS BIG SISTERS

In this school-based mentoring program, Bigs and Littles meet once a week to talk, tutor, and have fun. Students come back from their mentoring sessions with confident smiles, ready to learn and ready to succeed. Matches are made in the fall and students meet year round.

## JAZZ ENSEMBLE

Open to all 6-8th grade students who have the technical ability to play jazz. Rehearsals are held twice a week before school. Public performances are given throughout the school year and all styles of jazz are performed. Music is supplied by the music department.



## STUDENT COUNCIL

*“Leadership in the Service of Others”* Student Council is a student-lead organization that represents West De Pere Middle School by helping plan school events, promoting school spirit, and striving to serve by organizing school and community projects. This organization provides students with a voice in our school community and helps build qualities of a good citizen.

## FORENSICS

This is a program that focuses on public speaking, reciting, and acting. It is open to all students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. Students are introduced to the program in December and then rehearse during January to prepare for two levels of completion held during February.

## DESTINATION IMAGINATION

This is a problem-solving competition that is open to all district students living in West De Pere. Middle School participants form teams of 5 – 7 students in late fall and work to solve a central challenge and practice instant challenges. DI focuses on teamwork, creativity, and critical thinking skills. Challenges include technical design and construction, playwriting and theatre arts, improvisational acting, and architectural design and structural engineering. The regional competition is held in March and the state competition is in April.

## FRENCH FORENSICS

8<sup>th</sup> grade students enrolled in French will be given the opportunity to participate in the regional French Poetry and Theater Contest, le “Concours Oral.” This competition is a wonderful opportunity for students to receive distinction awards at the regional and state levels, meet other French students from the State of Wisconsin, and overall have a lot of fun while practicing French. To qualify for the State competition, students/groups must receive an “A” from at least two of three judges at the regional level.

## SCIENCE WORLD

This is a summer science enrichment program sponsored by the Wisconsin Department of Public Instruction and the Wisconsin Academy of Science, Arts and Letters. There are six one-week Science World camping sessions designed to build on student interest in science. Students are nominated by their science teachers and are selected on the basis of interest, success, and potential in science. While in camp, students participate in a variety of science activities and interact with visiting scientists and technologists from universities, businesses, and industry.

## MATH COUNTS

Math counts is a program sponsored by the society of professional engineers to promote math throughout the country. It is open to students grades 6-8. We meet at school about once per week between November and the beginning of February to work on some advanced skills that the students would not be likely to see in their regular middle school classes. In February, we will be traveling to Sheboygan for a regional competition against about 25 to 30 other middle schools from this portion of the state. Top finishers there move on to a state competition in March in Madison. Winners there move on to a national competition in May.

## SPELLING BEE

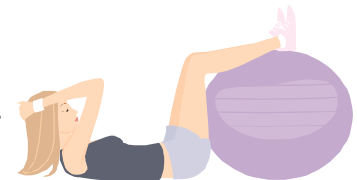
The Spelling Bee offers students an opportunity to enhance their spelling skills as well develop poise in front of an audience. There are three levels to the Spelling Bee. First, all students participate in their homeroom preliminary competition. Second, these homeroom contestants take part in a grade level spell-off. Finally, the grade level winners participate in the All-School Spelling Bee. The champion goes on to the regional CESA 7 competition.

## SCHOOL MUSICAL

The Middle School Musical is open to all middle school students interested in performing on stage or participating in stage crew. Students audition for parts and rehearse after school for a 6 – 8 week period prior to the performance. This program is geared to students interested in theatre arts, musical performance, and art/set design.

## FITNESS CENTER

7<sup>th</sup> and 8<sup>th</sup> grade students can utilize the middle school fitness center after school a few times each week. Students will be trained by a district employee on the proper use of the Cardio machines, free weights, and weight machines.



*Contact Persons: Middle School Team Leaders, Middle School Activities Coordinator and Middle School Associate Principal.*

## PHANTOM PHUNDAMENTALS

*Citizenship Compassion Courage Fairness Honesty Pride Respect Responsibility Unity*

*"The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education." Martin Luther King, Jr.*

We believe that developing students with strong character is just as important as preparing them academically. The focus of the Phantom Phundamental Program is on the 9 character words, one for each month of the school year. Each word is a reminder to our school community that we can demonstrate the fundamental qualities that shape strong character. Participation in the Phundamental program will be encouraged through class discussions, announcements, school newsletters, competitions, recognitions, and prizes. Our goal is to reward every one of our students for showing strong character throughout the school year. We reward the students through t-shirts, our display board, and letters home which highlight the way in which strong character has been displayed. We realize that any school effort is strengthened by a partnership with the home. As the students see their parents and teachers live out these selected words on a daily basis, they in turn will better understand how to do the same. We encourage you to take part in this process by discussing and demonstrating these traits with your child. Together we can continue to use the Phantom Phundamentals as a way to improve

## PHANTOM FAMILIES

Each month, small groups of students and teachers gather to ensure that every student at West De Pere Middle School has a place to feel safe, acknowledged, and welcome. The goal of each family will be to work toward appreciating and accepting all members in the individual groups. The goal of the teachers will be to ensure that every student has an adult they can connect with. All voices will be heard and respected.

## READ 180

Read180 is a reading intervention program designed to meet the needs of readers whose reading achievement is below grade level. The class is 90 minutes in duration and the students are rotated through small-group, computers, independent reading, and whole group instruction.

## MATHMASTERS

This class is geared for those students who are minimal or basic in math and need extra assistance and instruction in the basic skills. The Mathmasters class is an extra period of math in addition to the students regular math class during the day. The instructor will help the student with homework, basic skill remediation, organization, and to gain confidence in his/her math ability. This class may take the place of a traditional QRS, explore, or encore course.

## STOCK MARKET SIMULATION GAME

The Wisconsin SMS or Stock Market Simulation Game is a game played by all 6<sup>th</sup> grade students at the middle school. The game is put on by Economics Wisconsin which provides resources to help promote financial literacy and economic understanding in schools. Students have a ten week time frame to invest one hundred thousand dollars and gain the largest profit. Twenty five thousand can only be spent on each company, and the company's stock price has to be over five dollars to invest. Students engage in buying, selling, short selling and covering of stocks. Throughout this process students learn the ins and outs of the three major U.S. markets and the impacts the housing market, politics, labor markets and global situations have on these markets. It is a great way for students to learn about economics.



The G.R.E.A.T. (Gang Resistance Education and Training) Program is a school-based, law enforcement officer-instructed classroom curriculum, with prevention as its primary objective. Its goal is to prevent youth crime, violence, and gang involvement while developing a positive relationship among law enforcement, families, and our young people to create safer communities. G.R.E.A.T. lessons focus on providing life skills to students to help them avoid using delinquent behavior and violence to solve problems. The G.R.E.A.T. Program offers a continuum of components for students and their families. <http://www.great-online.org/>

## P.A.C.T. (PARENTS &amp; COMMUNITY TOGETHER)

West De Pere Middle School parents, staff and community working together as one team for our youth. PACT meetings are held monthly. Information regarding exact dates and times can be obtained from the school office. Immediate plans include sponsoring fund raisers to help pay for needed equipment for students use during the lunch period and using money already earned to bring special assembly opportunities to all students.

## SCHOOL IMPROVEMENT COUNCIL

The School Improvement Council is teachers, administrators, and parents trying to make the West DePere Middle School even better. The Council focuses on the four main areas of achievement, climate, community, and wellness throughout the school year. These four areas are focuses of programs and activities which are discussed and then implemented to enhance the educational opportunities for students. Hero day, welcome bags, the new logo, are just a few of the ways this council has made a positive impact on the school and students within.





## Reading

- Understand unfamiliar words to clarify passages using knowledge of sentence and word structure, context clues, visual images, and word origins
- Use visual features of texts to aid comprehension
- Use texts to find information, understand viewpoints, make inferences, and enjoy reading
- Read, interpret, and critically analyze literature
- Analyze the effect of types of language
- Develop criteria to evaluate literary merit
- Develop knowledge about genres of literature (myths, historical fiction, biography, poetry)
- Provide interpretive responses to literary and nonliterary texts representing cultural diversity
- Identify themes and issues in literary works
- Evaluate the themes and main ideas of a work
- Use technical resources (charts, tables, timelines, manuals, travel schedules)
- Compare, contrast, and evaluate accuracy and usefulness of information
- Explain information, main ideas, and organization found in informational passages

### Writing:

- Write expository (informative, persuasive, narrative, and creative fiction pieces)
- Write responses to verbal or visual material
- Write using a variety of writing technologies
- Write for a variety of readers
- Produce multiple drafts
- Use words, phrases and clauses effectively
- Use correct agreement (number, gender, tense, subject-verb)
- Capitalize and punctuate correctly
- Spell frequently used words correctly and use effective strategies for unfamiliar words

### Speaking & Listening:

- Deliver oral presentations
- Prepare and conduct interviews
- Differentiate between formal and informal contexts and adjust style of speaking
- Listen to and comprehend oral communications
- Participate effectively in discussions

### Language:

- Develop vocabulary
- Identify figurative language and its effects
- Choose words purposively and evaluate use

### Research and Inquiry:

- Use computers to acquire, organize, analyze and communicate information
- Create, revise, and evaluate quality of media products (electronic articles, visual, audio)

## Mathematics

### Mathematical Processes:

- Use a problem solving strategy (look for pattern, make table, act it out, work backward, guess and check, make organized list, use simpler problem, use logical reasoning, make picture/diagram)
- Communicate and defend solution and process using appropriate mathematical language
- Read and understand mathematical texts

### Number Operations and Relationships:

- Understand the relationship between various rational numbers (fraction- decimal-percent)
- Add, subtract, multiply, and divide whole numbers, decimals and fractions
- Use mathematical notation with operations
- Understand inequalities
- Solve problems involving number-theory concepts (divisibility, prime/composite numbers, multiples)
- Select and use appropriate computational procedures with rational numbers
- Apply the skill of estimation
- Select effective algorithms to solve problems

### Geometry:

- Understand two- and three-dimensional figures (up to 10-sided polygons)
- Understand the transformation of figures
- Understand and use a rectangular coordinate system

### Measurement:

- Understand basic measurement facts, principles, and techniques (focus on Metric System)
- Select and use appropriate units and tools to find measurements for real-world problems
- Determine measurements using estimation
- Convert units within a system

### Statistics and Probability:

- Organize and display data on bar graphs, line graphs, line plot graphs, and pie charts
- Interpret and analyze information from organized data
- Compare data to generate, test and confirm and/or deny hypotheses
- Evaluates data for validity
- Understand the concept of probability

### Algebraic Relationships:

- Use appropriate symbolism when working with algebraic expressions
- Identify and evaluate algebraic expressions
- Use linear and non-linear patterns and relationships to explain mathematical situations
- Understand that a function is a relationship between the independent and dependent variables through graphing equation
- Write linear equations to represent problems
- Recognize and use algebraic properties



## Science

### Space:

- Understand the concept of gravity and how it affects the solar system (life on Earth and objects in the universe)
- Know the Big Bang theory
- Know the universe is still expanding
- Know a galaxy is part of the universe and is acted upon by gravity
- Know stars can be classified in many ways
- Know a solar system is part of a galaxy and objects in the solar system orbit the sun
- Know the sun is a gaseous sphere
- Know the daily, monthly, and yearly cycles of the earth
- Know the positive and negative impact of science and technology
- Know three historical models of the solar system
- Know many people have contributed to our understanding of the universe



### Laws of Physics:

- Know the laws of motion
- Know how the laws of motion exist in real life situations
- Understand the concept of gravity
- Understand the conservation of energy through converting potential energy to kinetic energy and vice versa

### Magnets and Electricity:

- Know the basic physical properties of magnetism and electricity



### Waves and the Movement of Energy:

- Know the physical properties of energy and how they react
- Know the forms of energy transmission

## Social Studies

### Global History (6000BC-1400)

#### Map Skills:

- Use a variety of maps, globes, and pictures to gather and compare information
- Gather information from a variety of sources
- Know the location of regions, states, countries, major bodies of water and mountain ranges
- Create maps

#### Cradles of Civilizations:

- Understand the cradles of civilization (Fertile Crescent, Egyptian, Chinese, Indian, Mayan, Inco, Crete)
- Know the natural resource bases of the world

#### Ancient Africa:

- Know how environmental effects of the earth impact short-term physical changes

#### Mesopotamia and Ancient Asia:

- Know how environmental effects of the earth impact long-term physical changes
- Know the contributions of various racial and ethnic groups

#### Ancient Americas:

- Know how the past can be interpreted using a variety of sources (artifacts, fossils, remains, written records)

#### Ancient Europe:

- Know how structures and their decorations reflect cultural values and ideas
- Understand how laws are developed
- Understand how governments are established and maintained
- Understand and defends a position of concern

#### Early Middle Ages (Spread of World Religions):

- Know that culture influences people
- Know that differences in cultures may lead to understanding or misunderstanding among people
- Know how the needs of individuals and society are met

#### Late Middle Ages:

- Understand the benefits and uses of money
- Know the role of economic institutions
- Know significant events and people in the major eras of world history

Over the course of this school year, teachers will be using these benchmarks to prepare lessons, projects, and assessments to guide your child's learning and help him/her achieve grade level expectations for our district.

If you have questions about the curriculum, feel free to contact:

Your child's teacher;

Jim Finley or Jason Zielinski, Building Administrators at West De Pere Middle School (920-337-1099);

Amy LaPierre, Director of Curriculum (920-337-1393)



## Reading

- Understand unfamiliar words to clarify passages using sentence and word structure, context clues, visual images, and word origins
- Use visual features of text to aid comprehension
- Use texts to find information, make inferences, and enjoy reading
- Paraphrase text
- Identify defining features and structure of literary texts (point of view – 1<sup>st</sup>/3<sup>rd</sup> person)
- Analyze the effect of style, purpose, symbolism
- Understand genres of literature (poetry, mystery, realistic fiction, science fiction)
- Apply criteria for literary merit
- Provide interpretive responses to text
- Identify themes and issues in text
- Evaluate themes and main ideas of a work
- Use technical resources
- Compare, contrast, and evaluate the accuracy and usefulness of information
- Explain information, main ideas and organization found in informational passages
- Distinguish between facts and generalizations

### Writing:

- Write expository (informative), persuasive, and creative fiction pieces
- Write responses to verbal or visual material
- Produce multiple drafts
- Use words, phrases and clauses effectively
- Use correct agreement (number, gender, tense, indefinite pronoun -verb)
- Use commas, colons, semi-colons and capitalization correctly
- Spell frequently used words correctly and use strategies for unfamiliar words

### Speaking & Listening:

- Deliver oral presentations
- Differentiate between formal and informal contexts and employ appropriate style
- Explain information conveyed orally
- Distinguish among purposes for listening
- Evaluate the reliability of information in a communication by analyzing language
- Participates effectively in discussion

### Language:

- Identify figurative language and its effects
- Choose words purposively and evaluate their use to persuade

### Research:

- Conduct research and inquiry
- Produce an organized written and oral report (with sound conclusions, standard writing conventions, credit to sources, and without plagiarism)

## Mathematics

### Mathematical Processes :

- Independently apply problem solving strategies (work backward, make table, use equation, look for pattern, guess and check, use logical reasoning, act it out, use simpler problem, make picture/diagram, make organized list)
- Communicate and defend solution and process using appropriate math language, symbols, notations, labels

### Number Operations and Relationships:

- Understand the relationship between various rational numbers (fraction-decimal-percent)
- Add, subtract, multiply, and divides decimals and fractions
- Use mathematical notation with operations
- Understand inequalities
- Understand ratios, rates, and proportions
- Solve problems involving number-theory concepts
- Select and use appropriate computational procedures with rational numbers
- Apply the skill of estimation
- Select effective algorithms in problem solving situations

### Geometry:

- Understand two- and three-dimensional figures
- Understand the transformation of figures
- Understand and use a rectangular coordinate system

### Measurement:

- Calculate geometric probability (squares, rectangles)
- Understand basic measurement facts, principles, and techniques
- Select and use appropriate units and tools to find measurements for real-world problems
- Determine measurements indirectly using estimation
- Convert units within a system

### Statistics and Probability:

- Organize and display data on tables, graphs, and/or charts
- Interpret and analyze information from organized data
- Compare data to generate, test and confirm and/or deny hypotheses
- Evaluate data for validity
- Understand the concept of probability
- Conduct probability experiments

### Algebraic Relationships:

- Use appropriate symbolism with algebraic expressions
- Identify and evaluate algebraic expressions
- Use order of operations
- Use linear and non-linear patterns and relationships to explain mathematical solutions
- Understand that a function is a relationship between independent and dependent variables
- Write and solve linear equations to represent problem situations
- Write and evaluate formulas
- Recognizes and uses algebraic properties
- Write balanced equations







## Science

### Human Body:

- Know that all organisms have an organization
- Know how the human body is organized into systems, each with a distinct function
- Know that homeostasis is a term that describes how the body can monitor its internal environment

### Heredity:

- Know that heredity is comprised of the characteristic traits found in the genes (DNA) within cells
- Know that genetic make-up and heredity determine the characteristics of an organism
- Understand how genetic make-up is passed from generation to generation

### Erosion and Deposition:

- Know how weathering, erosion and deposition change the physical features of the land
- Describe the forces that cause changes in the Earth's surface  
Know how living organisms affect the Earth's surface



### Plate Tectonics:

Understand how plate tectonics dramatically change the earth's surface

### Studying People Scientifically:

- Understand that good experimental designs have constant and independent variables
- Understand that collecting evidence is an important part of science
- Understand trade-offs must be considered when making decisions
- Understand many good experimental designs use a control
- Know that there is not one way to solve a problem

## Social Studies

### World History (1400-1650)

#### Map Skills:

- Use a variety of maps, globes, and pictures to gather and compare information
- Know the location of regions, states, countries, major bodies of water and mountain ranges
- Create maps
- Gather information from a variety of sources



#### The Renaissance and The Reformation:

- Explain how structures and their decoration reflect cultural values and ideas
- Know how the past can be interpreted using a variety of sources
- Know the factors that contribute to change and continuity in society
- Know how socio-economic factors may lead to conflict among people
- Know how artistic expression reflects the beliefs of a culture
- Know how major discoveries in science and technology impact the physical and human environments

#### Absolutism and Kings:

- Understand how governments are established and maintained
- Explain difference between absolute government and democratic government
- Understand services provided by the government

#### Exploration/African Slave Trade/South and Central America:

- Understand how people in different regions of the world interact with their physical environment
- Understand and defend a position on an issue of concern
- Know the risks and rewards with starting a business
- Know the natural resources bases of the world

#### Colonization of America:

- Know that differences in cultures may lead to understanding or misunderstanding among people
- Know the strategies of conflict resolution
- Know the factors that influence wages of workers
- Know about the movement of people, ideas, diseases, and products through the world
- Identify significant people and events in the major eras of world history

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**If you have questions about the curriculum, feel free to contact:**

**Your child's teacher;**

**Jim Finley or Jason Zielinski, Building Administrators at West De Pere Middle School (920-337-1099);**

**Amy LaPierre, Director of Curriculum (920-337-1393)**



## Reading

- Understand unfamiliar words to clarify passages using sentence and word structure, context clues, visual images, and word origins
- Use visual features of texts to aid comprehension
- Use texts to find information, make inferences, and enjoy reading
- Select passages of text for specific purposes
- Identify the defining features and structure of literary texts (1<sup>st</sup>/3<sup>rd</sup> person omniscient, theme)
- Analyze the effect of point of view and tone
- Know structure and conventions of genre (short story, poetry, drama, autobiography)
- Analyze criteria for literary merit
- Provide interpretive responses to literary and nonliterary texts representing diversity
- Identify common themes and issues
- Evaluate themes and main ideas of a work
- Interpret and use technical resources
- Compare, contrast, and evaluate the relative accuracy and usefulness of information
- Explain information, main ideas, and organization in informational passages
- Distinguish between facts and generalizations

## Writing:

- Writes expository (informative) and creative fiction pieces
- Produce multiple drafts
- Use words, phrases, and clauses effectively
- Use commas, dashes, hyphens, ellipses, and capitalization correctly
- Spell frequently used words correctly and use effective strategies for unfamiliar words

## Speaking & Listening:

- Deliver oral presentations
- Differentiate between formal and informal contexts and employ appropriate style
- Comprehend oral communications
- Evaluate the reliability of information in a communication
- Participate effectively in discussion

## Language:

- Identify figurative language and its effects on meaning
- Choose words purposively and evaluate their use
- Describe how American English is used in various public and private contexts
- Evaluate how audience and context affect the selection and use of words and phrases

## Research and Inquiry:

- Conduct research and inquiry
- Produce an organized written and oral report (with sound conclusions, standard writing conventions, proper credit to sources, without plagiarism)

## Mathematics

### Mathematical Processes:

- Use problem solving strategies for real world problems and solutions (work backward, guess and check, make table, act it out, look for pattern, examine related problem, make picture/diagram/model, use logical reasoning, use simpler problem, make organized list)

- Read and understand mathematical texts

### Number Operations and Relationships:

- Understand relationship between various rational numbers
- Read and represent mathematical notation
- Add, subtract, multiply, and divide integers and fractions
- Understand and use percents
- Uses mathematical notation with operations
- Understand inequalities among rational numbers
- Understand and use ratios, rates, proportions, slope, and scale drawings
- Solve problems involving number-theory concepts
- Select and use appropriate computational procedures with rational numbers
- Apply the skill of estimation
- Select effective algorithms in problem solving situations

### Geometry:

- Understand two- and three-dimensional figures
- Understand the transformation of figures
- Understand and uses a rectangular coordinate system

### Measurement:

- Calculate geometric probability
- Understand basic measurement facts, principles, and techniques
- Select and use appropriate units and tools to find measurements for real-world problems
- Determine measurements indirectly using estimation
- Convert units within a system

### Statistics and Probability:

- Organize and display data on tables, graphs, and charts
- Interpret and analyze information from organized data
- Compare data to generate, test and confirm and/or deny hypotheses
- Evaluate data for validity
- Understand the concept of probability and conduct probability experiments

### Algebraic Relationships:

- Use appropriate symbolism with algebraic expressions
- Identify and evaluate algebraic expressions
- Use linear and nonlinear patterns and relationships to explain mathematical situations
- Understand that a function is a relationship between independent and dependent variables
- Write linear equations and inequalities to represent problem situations
- Recognize and use algebraic properties
- Solve and graph inequalities
- Write and evaluate formulas



**Science****Matter:**

- Know properties and changes of matter
- Measure and apply physical and chemical properties to identify and classify a substance
- Describe physical interactions among solids, liquids, and gases
- Understand atomic structure and the development of atomic theory
- Explain sub-atomic particles (protons, neutrons, electrons), energy levels and electron cloud
- Use atomic number and atomic mass to calculate number of particles in an element
- Understand how to apply the periodic table to gather information about the atom

**Chemistry:**

- Describe chemical interactions among substances
- Understand chemical reactions result in the formation of a new substance
- Know that types of chemical bonds create different properties
- Explain the difference between exothermic and endothermic reactions
- Classify ionic and covalent compounds
- Understand that matter is conserved during chemical reactions
- Investigate acid/base reactions

**Ecology:**

- Understand the interdependence of living and non-living things in an ecosystem
- Create food webs/chains
- Know that current use of resources and population growth can influence the conditions of the environment
- Explain how the environment has changed over time and humans have impacted it
- Explain controllable and uncontrollable conditions (depletion of natural resources, population growth, global warming, ozone layer, pollution)
- Know that everything humans do will have an impact on the environment
- Locate data through Internet search
- Categorize household substances by hazard classes and identify safe use and disposal methods
- Diagram the life cycle of an aluminum, glass, or plastic container and analyze ways to reduce its impact on the environment

**Social Studies****World History (1650-1870)****Map Skills:**

- Use a variety of maps, globes, and pictures to gather and compare information
- Know the location of regions, states, countries, major bodies of water, and mountain ranges
- Create maps
- Gather information from a variety of sources

**Road to Independence:**

- Understand democracy's basic principles
- Understand the role of political parties and interest groups in American politics
- Understand the role of military alliances and trade associations
- Know about the independence among individuals and nations

**Expansion Westward:**

- Know the natural resources bases of the world
- Know how major discoveries in science and technology impact the physical and human environments
- Know how bias, prejudice, and stereotypes cause conflict in society
- Know how socio-economic factors may lead to conflict among people
- Know how capital investments affect the standard of living and quality of life

**Native Americans:**

- Know the history, culture, tribal sovereignty, and status of the American Indian tribes in Wisconsin

**Civil War:**

- Know the factors that influence the wages of workers
- Know that differences in cultures may lead to understanding and misunderstanding among people
- Know how perspectives of historical events vary based on the role of the individual
- Know how media influences decision-making in society

**Reconstruction:**

- Know the need for laws and policies
- Understand services provided by the government

**America Developed:**

- Know how the past can be interpreted using a variety of sources
- Know significant events and people in the major eras of United States history
- Understand important political documents and their functions in the American political systems

**Over the course of this school year, teachers will be using these benchmarks to prepare lessons, projects, and assessments to guide your child's learning and help him/her achieve grade level expectations for our district.**

**If you have questions about the curriculum, feel free to contact:**

**Your child's teacher;**

**Jim Finley or Jason Zielinski, Building Administrators at West De Pere Middle School (920-337-1099);**

**Amy LaPierre, Director of Curriculum (920-337-1393)**

**LANGUAGE ARTS/READING**

The reading curriculum is delivered through a Balanced Literacy concept, including silent and oral reading selections, trade books, and recreational reading. Skills development includes vocabulary, comprehension decoding and life study skills. The genres of literature stressed in 6th grade are historical fiction, biographies, and mythology.

Vocabulary development includes analogies, synonyms, antonyms, multiple meanings, classification, context clues and connotations. Comprehension skills focus on author's purposes, cause/effect, comparisons, drawing conclusions, fact/opinion, figurative language, main idea, sequence, and supporting details. Literal, inferential and experimental thinking skills are emphasized.

Decoding skills include practice with prefixes, suffixes and base words, and combining forms. Life and study skills are increased through the use of a variety of reference materials, focusing on finding key ideas, using picture captions, and diagrams. Research and organizing information utilize the skills taught in reading.

**LANGUAGE ARTS/WRITING**

The writing curriculum focuses on reviewing and teaching basic mechanics, and then using those skills in actual writings. Basic mechanics units include the sentence, nouns, verbs, modifiers, capitalization and punctuation, pronouns, and prepositional phrases.

Writing units include a personal narrative, paragraphs of comparison and contrast, a story, descriptions, and persuasive letters. All writings incorporate the 5 step writing process.

**MATHEMATICS**

This course improves the basic math skills of our students through the CMP2 math program. The curriculum areas covered are mathematical processes, number operations and relationships, geometry, measurement, statistics, probability, and algebraic relationships. Students are required to show their work on their paper along with the answer. Calculator use is limited to specific assignments and portions of the WKCE and other standardized tests. For more information go to

[www.phschool.com/cmp2](http://www.phschool.com/cmp2)

**SCIENCE**

The science program is inquiry based with kits provided by Foss, The Einstein Project, and Delta to engage students in hands-on activities. Textbooks, Discovery magazines, Technology, and projects help deepen the scientific understanding.



The focus of study in the sixth grade science program is in four areas: the laws of physics, magnets and electricity, space, and waves. Skills such as observation, critical thinking, building scientific vocabulary, and applying technology are developed and enhanced. Student mastery of conceptual understanding is assessed through journal writing, demonstration of skills, unit tests, projects, and teacher observation.

**SOCIAL STUDIES**

The social studies curriculum will allow students to survey the major political, economic, social and cultural developments that characterized the period of Cradles of Civilizations through the Middle Ages.

Students will learn ways to cooperate and to resolve conflict in their own life. They will learn that past events have helped shape their lives and that present events can help them make decisions about the future. Students will understand that citizens can act by themselves to make a difference in the world. They will be taught how peoples' actions affect other people, their surroundings, and/or their environment. World cultures and corresponding literature are taught. These areas will help students look at their past and present. It will also enable them to better understand what happens today in their lives can affect what happens to them tomorrow.



**LANGUAGE ARTS/READING**

Students will read short stories and novels from well known authors. Each story and novel focuses on grade level vocabulary, comprehension, and writing skills.

Specific skills taught include: Interpreting point of view, identifying conflict, discussing devices of character development, making inferences based on the story elements, generating higher level thinking questions, and analyzing and evaluating written passages. Students will draw and make conclusions on informational text, and learn how to paraphrase informational text by being introduced to different note-taking strategies.

**LANGUAGE ARTS/WRITING**

This is a course that focuses on skills to improve written language. An emphasis is given not only to writing complete papers but also to spelling, proper grammar and effective writing techniques.

Students use the five-step writing process of pre-writing, drafting, revising, proofreading, and publishing to produce descriptive, narrative, informative, and expository writing samples throughout the year. Assessment is done through the “6 Trait plus 1” writing rubrics.

**SOCIAL STUDIES**

The social studies curriculum will allow students to survey the major political, economic, social and cultural developments that characterized the period of the Renaissance through the Age of Colonialism.

Students will improve their map reading skills, interpret political cartoons, and use graphs, charts, and tables to draw conclusions. Economics features introductions to the factors of production, types of economic systems, types of businesses, fiscal and monetary policy, and supply and demand.

**MATH**

The goals of the math curriculum are to develop mathematical knowledge, understanding, and skills; develop the capacity to define and solve problems with reason, insight, inventiveness, and technical proficiency; build on and make connections among mathematical ideas and concepts; and see the connections between mathematics and other disciplines.



Throughout the year students will be introduced to the following concepts: algebra, similarity, ratios, proportions, percents, positive and negative numbers, linear relationships, three-dimensional measurement, probability, expected value, variability in data, and data analysis.

After successful completion of this class, students will be ready for the algebra-rich content of the eighth grade curriculum.

**SCIENCE**

The SEPUP science curriculum is very inquiry based. Students will use problem-solving skills to learn about real science issues. We do many hands-on investigations that require high-level thinking skills. Student will work in pairs, groups for many of the activities. The students will not be asked to memorize facts. Instead, they will apply and explain what they are learning through decision-making and problem solving. There is a strong literacy connection in our science program,

Our main curriculum emphasize is life science. Specifically, heredity, and human biology. Students explore a variety of systems in the body.

A section of the curriculum will be devoted to earth science. Topics such as; plate tectonics, earthquakes, volcanoes, weathering, and deposition will be addressed.





**LANGUAGE ARTS—READING**

Reading is not so much learning to read as reading to learn. Using this philosophy, teaching reading focuses on strategies that good readers use: self-monitoring, connecting, questioning, recalling, visualizing, inferring, evaluating, and analyzing. These strategies are applied to reading the various genres of literature—fiction and nonfiction—in order to understand the human experience. This includes the affects of characters, plot, setting, language, topic, style, purpose, theme, and point of view. To promote the lifelong enjoyment of reading, students are given the opportunity to independently read self-selected literature throughout the year.

**LANGUAGE ARTS—WRITING**

In writing, students will develop skills in persuasive, narrative, creative, and research writing. Students will be able to self-assess by planning, revising, editing, and publishing these various genres. The assessment of these pieces utilizes a Six-Trait Writing Rubric. Emphasis on writing skills will also include advanced grammar usage to further their understanding of standard American English.

**MATH 8**

Students will use the math program, Connected Mathematics Project 2. This is a mathematics program that will help students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning in number, geometry, measurement, algebra, probability, and statistics. Important mathematical concepts are embedded in engaging problems. Students develop understanding and skill as they explore the problems individually, in a group, or with the class. Upon successful completion of this class, students will be assessed to determine proper placement at the high school level.

**SOCIAL STUDIES**

The social studies course is based on six historical eras. Discover which begins in 1492 and follows the Spanish, Portuguese, French, Dutch and English explorers to the “new world.” The importance of the Native American peoples is introduced. This particular unit is heavy on geography. French and Indian War deals with the French in North America and the English settlement colonies’ in the Eastern Seaboard it covers roughly the years of 1650-1763 and the Treaty of Paris. Political science is the emphasized here. Compacts, contracts, and government are particular areas of interest. The third time period is devoted to “Independence.” In this unit we see the struggle of a young nation to become independent of its controlling empire. The years covered are 1763-1803, and government and economics are the areas of emphasis for this unit. In the Fur Trade unit, 1803-1860, the United States doubles in size through the Louisiana Purchase and the Annexation of Texas, and economic prosperity occurs. Economics is a focus of this unit. In the Civil War unit, 1860-1865, we take each year in a one week period. The men and women, places, events, battles of the war that tore our nation apart are detailed. Students are expected to take a more hands on approach. Research, note-taking, and class presentations are expected. Heavy emphasis on history is found here. Our last unit is titled “Reconstruction.” It covers 1865 to about 1885. In this unit, we study westward expansion and increase in technology which impacted life in this period. This is a period of unprecedented immigration to our shores. Students will be asked to trace back their own lineage and make presentations. Through student involvement history comes alive in the 8th grade.

**SCIENCE**

Students will explore science units using SEPUP’s inquiry based curriculum. Eighth graders will focus on four main units: Studying Substances Scientifically, The Chemistry of Materials, Water, and Earth in Space. Within these units, students will be introduced to scientific concepts using a combination of experiments, readings, models, debates, role-plays, and projects that help students to discover the nature of science, learn science content, and experience the relevance of science in today’s world. Each unit also includes an environmental focus. Many of the scientific ideas come up again and again in different activities throughout the year. Students will be expected to do more than just memorize these concepts; they will be asked to explain and apply them. Students will also improve their decision-making skills by using evidence to weigh outcomes and debate scientific issues facing our society.

## PHYSICAL EDUCATION

Physical education contributes to the total development of a student in the areas of cardiovascular efficiency, muscular strength, endurance, flexibility, and neuromuscular skills. Each student will work to gain knowledge, understanding, and the importance of life-long fitness through exposure to activities such as soccer, flag football, basketball, volleyball, floor hockey, softball, and speedball.

The physical education program works to achieve positive sportsmanship, team-work, and cooperation among all students as part of social/emotional development. Each student is encouraged and given the opportunity to achieve his/her own potential.

Physical Education meets every other day and alternating Fridays for the duration of the school year. Students are responsible for bringing proper attire for class activities. (Dark shorts, white t-shirt, gym shoes)

In order to offer new and challenging opportunities in physical education, the West De Pere Middle School PE Department may occasionally go outside the district to hire professionals to come into our school and assist in instruction. Some school years, the students are offered the opportunity to participate in a two week dance, dance revolution unit and a snowshoeing unit sponsored by fallen timbers. The PE Department also runs a Pacer-thon each Christmas season to raise money and purchase items for the Salvation Army and it's Toys for Tots program. Along with teaching basic skills, these organizations bring all the equipment awards and prizes for our students. This is a great opportunity for our students to be afforded a variety of lessons that are not offered in other schools due to the expense. Please be advised that there may be occasional additional minimal costs for requesting these services.



## GENERAL MUSIC

This course includes:

- The history of music from antiquity to the present,
- Electronic music
- Music careers
- Basic note reading in treble clef
- Piano playing/keyboard instruction
- Composition.



Encore courses are classes that have traditionally been considered as 'Specials' at the Elementary level or 'Electives' at the Secondary level. They add to the Core educational experience.

## BAND

This class meets on alternate days and every other Friday during the school year. Please note: **Students must have taken lessons with the directors before being allowed to join. Students are not allowed to join without director approval. Attendance at all concerts is mandatory.** A calendar of yearly events is given to the students during the first week of school. This list of events is also available on the district calendar and listed in the monthly newsletter. All supplies, such as reeds, oil, cleaning kits, and lesson books should be purchased by the individual student from the music store of his/her choice.

## CHORUS

Chorus teaches basic vocal and breathing techniques. Students also learn to follow lines of notes and sing partner songs, rounds and two part choral music. The music used in class includes a variety of songs from different periods of music and cultures. Seasonal music and music written in other languages is also included at appropriate times throughout the school year.

Music theory lessons are taught each marking period and small group vocal assessments are part of the grading process.

All students are required to attend two evening concerts – one in December and one in May. A Clinic session with a local Choral Director and a small outing is part of the spring schedule for Chorus at this level. Concert dress is plain white shirt or blouse and plain black pants or skirt.

This class meets on alternate days and every other Friday for the entire school year.

## PHYSICAL EDUCATION

Physical education contributes to the total development of a student in the areas of cardiovascular efficiency, muscular strength, endurance, flexibility, and neuromuscular skills. Each student will work to gain knowledge, understanding, and the importance of life-long fitness through exposure to activities such as soccer, flag football, basketball, volleyball, floor hockey, softball, and speedball. The physical education program works to achieve positive sportsmanship, team-work, and cooperation among all students as part of social/emotional development. Each student is encouraged and given the opportunity to achieve his/her own potential. 7th and 8th grade students will also have a weight training/fitness unit as part of their PE curriculum. Classes will take place in the Middle School Fitness Center. Students will learn the proper techniques in weight training as well as work on a variety of training methods; to include cardiovascular training, strength training, muscular endurance training and circuit training, etc. Physical education classes meet every other day and alternating Fridays for the duration of the school year. Students are responsible for bringing proper attire for class activities. In order to offer new and challenging opportunities in physical education, the West De Pere Middle School PE Department may occasionally go outside the district to hire professionals to come into our school and assist in instruction. Some school years, the students are offered the opportunity to participate in a two week golf unit run by the PGA, a two week dance, dance revolution unit and a snowshoeing unit sponsored by fallen timbers. The PE Department also runs a Pacer-thon each Christmas season to raise money and purchase items for the Salvation Army and it's Toys for Tots program. Along with teaching basic skills, these organizations bring all the equipment awards and prizes for our students. This is a great opportunity for our students to be afforded a variety of lessons that are not offered in other schools due to the expense. Please be advised that there may be occasional additional minimal costs for requesting these services.



## GENERAL MUSIC

Students refresh themselves on note reading. They work independently and in small groups on guitar. Single note melodies on the guitar are learned. Additional areas of study include rhythmic dictation, percussion, keyboards, and hand drumming.

## BAND

This band is open to all students in 7th grade, but 6th Grade Band is strongly recommended as a prerequisite. This class meets on alternate days and every other Friday during the school year. Please note: Students must have taken lessons or need to be in the process of taking lessons with the directors before being allowed to join. Students are not allowed to join without director approval. Attendance at all concerts is mandatory. A calendar of yearly events is given to the students during the first week of school. This list of events is also available on the district calendar and listed in the monthly newsletter. All supplies, such as reeds, oil, cleaning kits, and lesson books should be purchased by the individual student from the music store of his/her choice.

## FRENCH

This daily 18-week course is the first part of French Level 1. It includes both oral and written components of the French language as well as a basic approach to major cultural aspects. In this course, students will review the vocabulary and expressions learned in 6<sup>th</sup> grade. They will expand upon it by learning vocabulary pertaining to likes and dislikes, basic food, basic activities, school classes, schedules, and time. Students will be asked to compare and reflect on the educational system and practices in France and the United States. In 7<sup>th</sup> grade French, students are also introduced to essential grammatical structures such as gender of nouns and verb conjugations. They will learn culturally appropriate gestures and behaviors, and some traditions and celebrations in major French-speaking countries. French Level I is continued and completed in 8<sup>th</sup> grade.

## SPANISH

As part of the Spanish I course, the focus is both the oral and written language, as well as an emphasis on Hispanic culture. During the year, students review vocabulary introduced in sixth grade and expand upon it by learning added vocabulary and grammar structures necessary to express who people are, where someone is from, and descriptions of personalities and physical traits. Culturally, students to learn and incorporate appropriate gestures and behaviors used which are common in Spanish speaking countries. The students will also explore the influence of Spanish in the U.S. including a closer look at Miami, the southwest, the names of places and music.

## CHORUS

Chorus continues to focus on breath support, posture and vocal technique. Students begin singing 3 part music at a level of 2-3 on a scale of 1-6. (Some a cappella music may also be introduced at this level.) The music used in class includes a variety of songs from different periods of music and cultures. Seasonal music and music written in other languages is also included at appropriate times throughout the year. Music theory lessons are taught each marking period and small group vocal assessments are part of the grading process. Participation in District Solo and Ensemble Festival is encouraged. All students are required to attend two evening concerts – one in December and one in May. A Trip or Clinic Session is included in the spring for all eligible students. Concert dress is plain white shirt or blouse and plain black pants or skirt.

## PHYSICAL EDUCATION

Physical education contributes to the total development of a student in the areas of cardiovascular efficiency, muscular strength, endurance, flexibility, and neuromuscular skills. Each student will work to gain knowledge, understanding, and the importance of life-long fitness through exposure to activities such as soccer, flag football, basketball, volleyball, floor hockey, softball, and speedball. The physical education program works to achieve positive sportsmanship, team-work, and cooperation among all students as part of social/emotional development. Each student is encouraged and given the opportunity to achieve his/her own potential. 7th and 8th grade students will also have a weight training/fitness unit as part of their PE curriculum. Classes will take place in the Middle School Fitness Center. Students will learn the proper techniques in weight training as well as work on a variety of training methods; to include cardiovascular training, strength training, muscular endurance training and circuit training, etc. Physical education classes meet every other day and alternating Fridays for the duration of the school year. Students are responsible for bringing proper attire for class activities. In order to offer new and challenging opportunities in physical education, the West De Pere Middle School PE Department may occasionally go outside the district to hire professionals to come into our school and assist in instruction. Some school years, the students are offered the opportunity to participate in a two week golf unit run by the PGA, a two week dance, dance revolution unit and a snowshoeing unit sponsored by fallen timbers. The PE Department also runs a Pacer-thon each Christmas season to raise money and purchase items for the Salvation Army and it's Toys for Tots program. Along with teaching basic skills, these organizations bring all the equipment awards and prizes for our students. This is a great opportunity for our students to be afforded a variety of lessons that are not offered in other schools due to the expense. Please be advised that there may be occasional additional minimal costs for requesting these services.

## GENERAL MUSIC

Music consists of 4 areas of study: 1) Review of Treble & bass clef note reading; 2) Play acoustic guitars; 3) Research & presentation of a musical topic chosen by students; and 4) Play keyboards.

## BAND

This band is open to all students in 8th Grade, but 7th Grade Band is strongly recommended as a prerequisite. This class meets on alternate days and every other Friday during the school year. Please note: Students must have taken lessons or need to be in the process of taking lessons with the directors before being allowed to join. Students are not allowed to join without director approval. Attendance at all concerts is mandatory. A calendar of yearly events is given to the students during the first week of school. This list of events is also available on the district calendar and listed in the monthly newsletter. All supplies, such as reeds, oil, cleaning kits, and lesson books should be purchased by the individual student from the music store of his/her choice.

## FRENCH

8th grade French is a year-long course that meets daily and is the continuation of the Level 1 French course begun in the seventh grade. Students continue to focus on oral and written language as well as French culture. They further their acquisition of vocabulary and grammatical structures while increasing their listening, speaking, reading, and writing skills. French 8 students will improve their oral proficiency in the language by practicing with partners in small and large group activities. They will learn a variety of new topics to include school objects and supplies, basic possessions, sports and leisure activities, café food and drinks, basic city facilities and buildings and directions. They will learn how to make and respond to suggestions and invitations and make plans with others. This course includes a more thorough study of Québec and of the major features of the capital of France: Paris. Students will deepen their cultural knowledge of appropriate gestures and behavior in major French-speaking countries as well as various French celebrations. The successful completion of 7<sup>th</sup> and 8<sup>th</sup> grade French will be equivalent to completing French Level I in high school, and will permit students to enter French II at the high school level. 7<sup>th</sup> grade French is a prerequisite to take 8<sup>th</sup> grade French. Exceptions may be granted in specific cases. 8<sup>th</sup> grade students will be offered the opportunity to participate in the annual French forensics competition (space is limited).

## SPANISH

Eighth grade Spanish is a year-long course which meets daily and is the continuation of the Spanish Explore course begun in the seventh grade. Students continue to focus on oral and written language, as well as Hispanic culture. Through added vocabulary and grammar structures, students will discuss a variety of new topics including: family, likes and dislikes, future plans, clothes and colors, possessions, sports and leisure activities, classes and school schedules and food. Culturally students will explore famous Hispanics, music, art and Spanish's influence on the U.S. An emphasis on Mexico and its culture is woven throughout all topic areas. The successful completion of Spanish 7 and Spanish 8 will be equivalent to Spanish I and will permit the student to enter Spanish II at the high school level. Students need to have taken 7th grade Spanish in order to take 8th grade Spanish.

## CHORUS

Chorus is an alternate day year long course which teaches vocal technique. Students learn to read music and sing 3 part choral literature. The music used in class includes a variety of songs from different periods and cultures as well as seasonal music. All students are required to attend 2 evening concerts - one in December and one in May. Additional performance opportunities are available including District Solo & Ensemble Festival in March. Concert dress is plain white shirt or blouse and plain black slacks or skirt. Chorus meets on alternate days and every other Friday throughout the school year.





## 6th Grade Explorations

Art, Family & Consumer Sciences, Computer Literacy, Technology, French, Spanish, and Life Skills II

Exploration is a series of six (6) week classes providing students a brief experience in courses which will be elective choices in the future middle school and high school years. The main purpose of the exploration is to

**ART**

Students will take art for six weeks each year as part of the exploration classes. Areas students will work in are drawing, color theory (complementary colors), printing, clay and 3D constructions. **A \$3.00 art lab fee is required for all students.**

**FAMILY & CONSUMER SCIENCES (FACS)**

Students will participate in learning opportunities that will help them understand how self responsibility prepares one for the world of work. The course stresses the need for a strong, well-versed educational background as well as the importance of preparing for a career that matches personal talents/skills and provides the financial resources for the desired lifestyle. Students will explore career opportunities and identify essential skills and attitudes needed to be successful in the world of work. Participants will be provided with a variety of activities to help them assess personal talents and skills for career goal setting. A strong emphasis will be placed on the expectations of the work world. **A \$4.00 lab fee is required for all students.**

**COMPUTER LITERACY**

Computer Literacy reviews and reinforces keyboarding skills through the use of a skill building software program. The students also learn basic word processing functions in the Microsoft Word program. They will also have an understand of basic computer skills, computer ethics, and Internet Safety.

**TECHNOLOGY MANUFACTURING & CONSTRUCTION**

This course is designed to introduce students to engineering and manufacturing. Types of occupations will be presented as part of the course offerings. A major part of the course is the study of how goods are turned into a product. Technical drawings, measuring, building a dragster, racing the dragster, and evaluating one's results are integral parts of the course. Emphasis will be placed on promoting positive cooperation between students, developing safe and orderly work habits, promoting creativity and self-confidence through accomplishment, developing the ability to perform sequential operations, and developing and promoting life skills. **A \$4.00 Technology lab fee is required for all students.**

**LIFE SKILLS II**

Life Skills II includes the introduction to health & wellness, a tobacco unit, and an injury prevention unit. Students will start out the class by taking an assessment of themselves in all seven dimensions of health (Spiritual, Social, Emotional, Physical, Career, Intellectual, and Environmental). They will also learn about the "Quick Five", decision making process. The tobacco unit is called The y-Start Program which is an innovative approach that helps young people understand the consequences of addiction. Combined with the PreventPak, an electronic simulator, this program focuses on the goal of strengthening decision making, refusal, and communication skills in order to help young people remain tobacco-free. The students will wrap up the class by finishing with an injury prevention unit. They will pick a topic to educate others on, research it, and then organize it into an eye catching presentation.

**FRENCH**

The 6<sup>th</sup> grade French Explore class lays the foundation for further study in seventh and eighth grade French. This course places a strong emphasis on oral skills. At the conclusion of the 6-week course, students will be able to carry a basic conversation including the following topics: greetings and leave-taking, asking and answering names, age, how someone is, birthday, where someone lives, and stating nationality. Through various activities, games, and songs, students will also learn and practice the alphabet; numbers to 100; colors, days, months, dates and seasons; weather expressions; and the name of many school objects and supplies. Students will also understand and use basic classroom commands and requests, such as "take out a paper, write, open/close your book", "May I sharpen my pencil?" etc. Finally, students will be introduced to the geography, history, and culture of the Francophone (French-speaking) world.

**SPANISH**

The focus of this introduction to the Spanish language and Hispanic culture, the course lays the foundation for further study in seventh and eighth grade Spanish. With a strictly oral emphasis, students will learn limited phrases to conduct conversations about the following topics: greetings and leave takings, asking and answering about health, who someone is, where the student is from, and how old is the student. Students will also learn the alphabet, numbers 0 through 100, days of the week, weather expressions, certain classroom objects and general classroom commands, such as sit, stand, take out paper, etc. In addition to the language, students will be introduced to the Spanish speaking countries around the world, and the history of the Spanish language.



## 7th Grade Explorations

Art, Technology, Family & Consumer Sciences, Computer Applications, Life Skills III, Quiet Resource Study (QRS) Exploration is a series of six (6) week classes providing students a brief experience in courses which will be elective choices in the future middle school and high school years. The main purpose of the exploration is to explore various topics and not to master skills or concepts. Students seeking a full year QRS can opt out of FACE and Technology.

### ART

Student work covers color theory (intermediate colors), drawing with an emphasis on pencil shading, clay construction and painting. Students also learn about the history of artist related to the projects they do in class. **A \$3.00 art lab fee is required for all students.**

### COMPUTER LITERACY

Computer Literacy reviews and reinforces keyboarding skills through the use of a skill building software program. The students will use Microsoft Office to learn the basics of Microsoft Word, Publisher, Excel, and PowerPoint.



### FAMILY & CONSUMER SCIENCES (FACS)

Students will have a variety of opportunities to explore areas related to self growth and enrichment, friends, family, nurturing/ caring giving and nutrition/wellness. Emphasis will be placed on how entrepreneurs provide goods and services to meet the needs of the family and how these roles fit into the basic economic structure. Team skills and work habits, along with attitude, and personal responsibility will be stressed. Positive habits for health and wellness will be explored and students will mentor others to take steps to improve their lives. Students will become familiar with kitchen equipment, in addition to basic food preparation and safety and sanitation techniques when handling, serving and storing food.

**A \$5.00 class fee is required for all students.**

### TECHNOLOGY MANUFACTURING & CONSTRUCTION

This course is designed to introduce students to engineering and manufacturing. Types of occupations will be presented as part of the course offerings. A major part of the course is the study of how goods are turned into a product. Technical drawings, measuring, building a dragster, racing the dragster, and evaluating one's results are integral parts of the course. Emphasis will be placed on promoting positive cooperation between students, developing safe and orderly work habits, promoting creativity and self-confidence through accomplishment, developing the ability to perform sequential operations, and developing and promoting life skills. A \$4.00 Technology lab fee is required for all students.

### LIFE SKILLS III

Life Skills III includes media, alcohol, and human growth and development. The students will review decision making, refusal, and communication skills that will benefit them for a lifetime. In the media unit they will explore if and how different forms of media affect their lives and how to become skillful consumers when purchasing products or services. In the alcohol unit the students will learn about the B.A.C. (Blood Alcohol Concentration), the effects of alcohol, and also addiction. The students will be able to put their decision making and refusal skills to use when they present their simulation role plays. The class wraps up the last week with a human growth and development unit. The parents/guardians have the right to opt their child out of the human growth and development unit and can speak to the middle school principal to do this. The parents/guardians also are encouraged to watch the video or look at any materials for the human growth and development unit before it is taught. An informational letter will be mailed home approximately two weeks before this unit is taught to your child.



## 8th Grade Explorations

Art, Modular Technology, Family & Consumer Sciences, Computer Literacy, Life Skills IV, High School Preparation Exploration is a series of six (6) week classes providing students a brief experience in courses which will be elective choices in the high school years. The main purpose of the exploration is to explore various topics and not to master skills or concepts. Students who are in a foreign language can opt out of FACE, Computer Literacy, Lifeskills IV, and Modular Technology and replace them with a QRS.

### ART

The class meets every day for six weeks. This class is designed for students to learn different types of media that will help them design their final piece of artwork, the ceiling tile. Project areas include color theory (tints & shades), watercolor, 3D constructions, drawing, digital imaging using Photoshop on the computer, and acrylic and tempera paints. **A \$3.00 art lab fee is required for all students.**



### LIFE SKILLS IV

Life Skills IV includes stress prevention, nutrition, and healthy relationships. During all three of these units, students will assess themselves and find out what they are doing well in and should keep doing, and what they should improve on. They will also be presented with various tips and advice that they can use in their daily lives. During the stress unit, a guest teacher will come in and walk the students through a body flow class (Yoga, Tai Chi, Pilates). During the nutrition unit the students will have a chance to select a fast food meal they often eat and find out how it "adds up" for their recommended daily allowance (RDA). They will also be assigned an essential nutrient to research and then teach their classmates about it.

### COMPUTER LITERACY

Computer Literacy reviews and reinforces keyboarding skills through the use of a skill building software program. Students who wish to take this course will continue reviewing advanced skills in Microsoft Word, Publisher, Excel, and PowerPoint.

### HIGH SCHOOL PREPARATION

This course is designed to teach 8<sup>th</sup> grade students at West De Pere Middle School a number of very important topics before continuing on to their High School years. Such topics include; developing leadership qualities and opportunities, community service, reinforcement of character education which goes hand-in-hand with our schools Phantom Fundamentals program. We will work toward developing and improving study skills in preparation for high school, as well as assisting students in what to expect in all aspects of their high school experience. Ranging from the importance of attendance, course selection, graduation requirements, the importance of co-curricular activities and the many opportunities they can become involved in. Each week an administrator, counselor, teacher or student from the high school will speak to our class about various aspects of high school life.

### MODULAR TECHNOLOGY

Modular Technology is a six week course covering the following areas: Aerospace, Audio-Video, Computer-Aided Drafting, Computer Special Effects, Computer Animation, Hydraulics, Alternate Energy, Design Technology, Drafting, Electronic Publishing, Electronics, Engineering, Research and Development, Small Gas Engines, and Space Exploration. The purpose of the course is to provide students with a variety of modern day technology experiences which will allow them to read and follow step-by-step, self-directed lesson plans, and to learn at their own pace. Technology concepts are introduced and reinforced through hands-on activities. It incorporates math, science, and language arts concepts and knowledge and provide students with the interdisciplinary skills needed to instill interest and motivation. With such knowledge, students will be prepared for life in the 21st century. **A \$4.00 Technology lab fee is required for all students.**

### FAMILY & CONSUMER SCIENCES (FACS)

Students will explore areas related to family, care giving, utilizing, managing and caring for resources and eating for health and wellness. Opportunities will be provided that will enable students to become more rational and responsible in decisions and actions involving the home and family. Communication skills will be examined, including listening, dealing with criticism, resolving conflict and displaying appropriate body language. Students will explore continuing concerns of the family and identify family systems of actions that can be utilized to deal with the challenges of the 21<sup>st</sup> century. Positive eating habits to prevent disease and to maintain health will be stressed, with opportunities being provided for authentic application of food preparation knowledge and skills to meet the needs of the family. Career opportunities related to family/consumer sciences will also be explored. **A \$5.00 class fee is required for all students.**



West De Pere Middle School  
Grade 6 Course Selections

This Schedule Request Form is very important for class selection for next school year. **Please return this sheet to your home-room teacher** as scheduling will begin at this time. **There will be NO CLASS SCHEDULE CHANGES after the first week of school in the fall...** WDPMS administration may modify the schedule to equal out class size and student abilities once school has begun.

Student \_\_\_\_\_ Gender \_\_\_\_\_ D.O.B. \_\_\_\_\_

Address: \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

I am requesting the following selections that correspond to my appropriate grade for next school year.

**6<sup>th</sup> GRADE CORE COURSES: (Required)**

Language Arts-Writing      Language Arts-Reading      Social Studies      Science      Math

**6<sup>th</sup> GRADE ENCORE COURSES:**

**Physical Education** (Required)

(NOTE: All students must select one: Band, Chorus, or General Music)

**Band** \_\_\_\_\_      **Chorus** \_\_\_\_\_      **General Music** \_\_\_\_\_

Band Instructor Signature (Required) \_\_\_\_\_

**6<sup>th</sup> GRADE EXPLORATION**

(Student will have 6 exploration classes – each is 6 weeks long:)

**The following exploration courses are required:**

**French**  
**Spanish**  
**Computers**  
**Life Skills II**

**Rank these three exploration courses in order of preference (1=1<sup>st</sup> choice, 2=2<sup>nd</sup> choice, 3=3<sup>rd</sup> choice):**

**Tech Ed** \_\_\_\_\_

**Art** \_\_\_\_\_

**Careers/Entrepreneurship** \_\_\_\_\_

**6<sup>th</sup> Grade Exploration Fees:** (Please DO NOT pay 08-09 fees at this time – all fees will be paid in fall.)

Art	\$3.00
Careers/Entrepreneur	\$4.00
Tech Ed	\$4.00

West De Pere Middle School  
Grade 7 Course Selections

This Schedule Request Form is very important for class selection for next school year. **Please return this sheet to your home-room teacher** as scheduling will begin at this time. **There will be NO CLASS SCHEDULE CHANGES after the first week of school in the fall...** WDPMS administration may modify the schedule to equal out class size and student abilities once school has begun.

Student \_\_\_\_\_ Gender \_\_\_\_\_ D.O.B. \_\_\_\_\_

Address: \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

I am requesting the following selections that correspond to my appropriate grade for next school year.

**7<sup>th</sup> GRADE CORE COURSES: (Required)**

Language Arts-Writing      Language Arts-Reading      Social Studies      Science      Math

**7<sup>th</sup> GRADE ENCORE COURSES:**

**Physical Education (Required)**

(NOTE: All students must select one: Band, Chorus, or General Music)

**Band** \_\_\_\_\_      **Chorus** \_\_\_\_\_      **General Music** \_\_\_\_\_

Band Instructor Signature (Required) \_\_\_\_\_

**Foreign Language (18 Weeks—All 7th Grade Students Must Select One)**

**French** \_\_\_\_\_      **or**      **Spanish** \_\_\_\_\_

**7<sup>th</sup> GRADE EXPLORATION**

(Student will have the following exploration courses:)

Art  
FACE  
Computer Literature  
Life Skills III  
Technology Education  
QRS (Quiet Resource Study)

7<sup>th</sup> grade students seeking a full year QRS are able to opt out of their FACE and Technology exploration classes. Please check here to opt out of these classes and replace them with a QRS.

Parent/Guardian Signature (Required) \_\_\_\_\_

Date \_\_\_\_\_

7<sup>th</sup> Grade Exploration Fees: (Please DO NOT pay fees at this time – all fees will be paid in fall.)

Art                      \$3.00  
FACE                    \$5.00  
Tech Ed                \$4.00

**West De Pere Middle School  
Grade 8 Course Selections**

This Schedule Request Form is very important for class selection for next school year. **Please return this sheet to your home-room teacher** as scheduling will begin at this time. *There will be NO CLASS SCHEDULE CHANGES after the first week of school in the fall...WDPMS administration may modify the schedule to equal out class size and student abilities once school has begun.*

Student \_\_\_\_\_ Gender \_\_\_\_\_ D.O.B. \_\_\_\_\_

Address: \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**I am requesting the following selections that correspond to my appropriate grade for next school year.**

**8<sup>th</sup> GRADE CORE COURSES: (Required)**

Language Arts-Writing      Language Arts-Reading      Social Studies      Science      Math

**8<sup>th</sup> GRADE ENCORE COURSES:**

**Physical Education (Required)**

(NOTE: All students must select one: Band, Chorus, or General Music)

**Band** \_\_\_\_\_      **Chorus** \_\_\_\_\_      **General Music** \_\_\_\_\_

Band Instructor Signature (Required) \_\_\_\_\_

**Foreign Language (Optional in 8th Grade)**

**NOTE: All students must have taken the Foreign Language of their choice in 7th grade.**

**French** \_\_\_\_\_      **or**      **Spanish** \_\_\_\_\_

**8<sup>th</sup> GRADE EXPLORATION**

(Student will have the following exploration courses:)

- Art
- FACE
- Computer Literature
- Life Skills IV
- High School Preparation
- Technology Education

**FOREIGN LANGUAGE STUDENTS:**

Students who are enrolled in a foreign language will not have a QRS in your 8<sup>th</sup> grade year. You will, however, be eligible to opt out of FACE, Computer Lit, Lifeskills, Tech Ed and replace them with a QRS. Please check here to opt out of these courses and replace them with a QRS.

Parent/Guardian Signature (Required) \_\_\_\_\_

Date \_\_\_\_\_

**8<sup>th</sup> Grade Exploration Fees:**

(Please DO NOT pay fees at this time – all fees will be paid in fall.)

Art	\$3.00
FACE	\$5.00
Tech Ed	\$4.00



**SCHOOL DISTRICT OF WEST DE PERE**  
**Eighth Grade Promotion Policy**  
**5200.2**

Beginning on September 1, 2002, no student may be promoted from the eighth grade to the ninth grade unless the student satisfies the criteria in this policy. Students advancing from eighth to ninth grade must meet two of the following three criteria:

1. The student must score at the basic, proficient, or advanced level on all but one of the sections tested on the Wisconsin Knowledge and Concepts Examination.
2. The student must achieve passing grades in all core subjects in four (4) of the six (6) grading periods. The core subjects are: Mathematics, Reading, Science, Social Studies, and Writing.
3. The student must receive a recommendation from four (4) or more of the core 8th grade teachers that they be promoted to the next grade. The core subjects are: Mathematics, Reading, Science, Social Studies, and Writing.

Students who qualify under IDEA, or Section 504, are governed by separate procedures in compliance with state and federal regulations.

#### **Promotion Exercises and Certificates**

- Marching in the promotion ceremony is a privilege, not a right. Only those students who have satisfied the criteria in this policy may participate in the promotion ceremony. Therefore, Middle School Administration has the right to deny participation in the promotion ceremony for any student who does not satisfy the criteria for promotion.
- Students who satisfy the criteria for promotion, but do not participate in the promotion exercise, will receive their certificates. Parents/students may pick up the certificate during normal office hours after the date of promotion.
- Students having unpaid fees, fines, etc, and/or unreturned uniforms, supplies, or equipment may not participate in the promotion ceremony until such obligations are met to the satisfaction of the Middle School Principal.

The district administrator shall be responsible for the general supervision and management of the promotion of students under this policy. The district administrator or, if assigned the responsibility by the district administrator, the building principal shall determine whether a student has satisfied the criteria in this policy. If a student has satisfied the criteria in this policy and the requirements of any other district policy applicable to the promotion of students, the student may be promoted from the eighth grade to the ninth grade.

The district administrator shall review and recommend district policies so that the schools of the district can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy. The district administrator/designee shall develop practices to inform parents/guardians and students of the requirements of this policy and to keep parents/guardians informed of their child's academic progress.

Revised: 2/27/06

Readopted: 3/15/06