



WAUWATOSA SCHOOL DISTRICT
• Your Educational Community •

Middle School Course Guide

2012-13

Longfellow Middle School

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Middle School Course Description Guide

This guide is a resource for you and your family to help you navigate the journey through middle school. The guide includes a description of courses at grade levels 6-8 in core academic areas and electives offered in the middle schools and an appendix which will provide further information in English Language Arts, Math, and World Language. If you need further information or you have a question concerning your child's middle school programming, please contact your school counselor for guidance.

Middle School Philosophy

The Wauwatosa School District subscribes to a philosophy that the unique needs of students in grades 6 through 8 can best be met in a middle school setting that provides a student-centered program and recognizes that the students of this age are undergoing greater physiological, psychological, and social re-orientation than at any other period in their lives.

The overall purpose of the middle school is to meet the educational, developmental, and social needs that emerge during this transitional period. The middle school program will provide a supportive and flexible environment so students will have opportunities to develop skills and explore a variety of learning experiences while making the transition from elementary to high school.

In keeping with this philosophy, the middle school provides:

- A core curriculum of English language arts, math, science, and social studies.
- Elective courses to help students discover and extend interests and abilities.
- An extensive school counseling program.
- A supportive environment for the physical and social-emotional development of every student.
- A gradual transition in programs from the elementary classroom of the fifth grade to the departmentalized structure of high school.
- An intramural and club/activity-oriented program to accommodate the needs of the early adolescent.
- A positive climate that fosters self-esteem, self-discipline, and student responsibility.
- Close contact and communication between parents and school.
- A challenging curriculum and pace of learning to meet individual levels and understanding.
- Opportunities for intervention, enrichment, extension and acceleration to meet the needs of all learners.

Student achievement can best be attained when the school, staff, parents/guardians, and students all work together. When students attend school regularly, maintain a positive attitude, and give maximum effort to achieve, students will experience maximum growth both academically and socially.

General Middle School Structure

As mentioned earlier a house breaks a school into smaller units, where teachers and students can develop stable, mutually respectful relationships that are important for intellectual and personal growth. In Wauwatosa, most sixth grade houses have two teachers and approximately 50 to 60 students, while seventh and eighth grade houses have three to four teachers and about 75 to 120 students. The house teachers teach the core academic subjects – English language arts, mathematics, science and social studies. Working as a team, they plan to meet instructional needs of students. Teachers may use flexible scheduling to best meet the needs of their individual students.

Class Schedule

Both middle schools will begin at 8:05 a.m. every day. Longfellow completes their day at 3:17 p.m. and Whitman at 3:20 p.m. Every Wednesday students are released one hour early for teachers to collaborate on student achievement. The class schedule in core academic subjects may vary from day to day. Students will have 260 minutes daily of “house” time, i.e., instruction in the English language arts, math, science and social studies and any other business that must be covered. The 260 minutes are not continuous for any particular group of students. Teachers sub-divide the time to meet learning needs, and both the division of time and schedules may vary from day to day. On most days, students will have a 50-55 minute class period in each of four subject areas: English language arts, mathematics, science and social studies. The fifth 50-55 minute period is often an enrichment or special help period in one of the four subjects.

All middle school students will also take elective classes. Electives include art, business education, family and consumer education, music, physical education, technology education, and world language courses. Each class will be 50-55 minutes. The choice of courses varies by grade level.

Lunch

Longfellow has three lunch periods daily, approximately between the hours of 11 a.m. and 1 p.m. Whitman has two lunch periods daily, approximately between 11:50 a.m. and 1:20 p.m. Each lunch period is about 30 minutes long. Students have the choice of bringing their own lunches or buying a hot lunch. Students may also purchase individual food items.

Technology Access

Each middle school has a number of computer labs proportional to the amount of students enrolled. In addition to the labs, each middle school is also equipped with an allocation of mobile devices. A new initiative for the 2012-13 school year also sees the introduction of "Bring Your Own Technology," allowing students to bring their personal technology devices to school to use in classes where the teachers allow it.

These efforts set the district on the path towards its "access to anything, at any time, from anywhere, for anyone" philosophy. That philosophy breaks down the boundaries of the traditional classroom and enables students to undertake research, word processing or skill-building exercises as part of small group or individualized instruction from both within and outside of class.

An acceptable use guideline exists that all students are expected to follow. The guideline describes how technology resources are to be used in the district and also represents the principles of the Wauwatosa community with regard to accessing appropriate Internet content, etc. It is provided to families at the start of every year, usually within a registration mailer/packet. Due to the integration levels of technology within our schools the guideline is in effect by default. Parents have the option of opting out of the agreement should they so desire.

Middle School Counseling

School Counselor Mission Statement

The mission of the school counseling program is to enable all students to acquire the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners.

Program Components

Program Features

- We work with 100% of the students in grades 6-8.
- We place a strong emphasis on student/parent/counselor 8th grade conference.*
- The School Counseling curriculum content is delivered in a developmental manner to all students.
- Our curriculum is based on the Wisconsin School Counseling and the American School Counseling Association standards.

Program Advantages

- Focuses on academic success and provides purposeful learning experiences for all students.
- Prepares all students to succeed in:
 - Academic Development
 - Career Development
 - Personal/Social Development
- Provides counselors the opportunity to collaborate with parents and members of the community to benefit all students.
- Supports our students by involving families, schools, and our community in helping children succeed.

Curriculum

Our comprehensive school counseling program provides curriculum in a developmental manner to all students in grades JK-12 with the purpose of increasing student awareness, skill development, and appreciation of skills needed in everyday life.

Individual Student Planning

The school counseling program assists students in planning, monitoring, and managing their educational, personal, and career development. Helping students transition as they grow into middle school and gear up for high school.

Responsive Services

School counselors address the immediate concerns of students through individual and small group counseling, consultation, and referral.

System Support

Counselors work together with all school personnel to ensure the success of all students.

*The 8th grade individual learning plan creates a plan for each student's academic success and career development. Topics of discussion include: Self-Reflection, High School Extra-Curriculars, MAP Test Results, Explore Test Results, Middle School Transcripts, High School Planning, Career Cruising, and Internet Resources.

6TH GRADE COURSE DESCRIPTIONS

Required All Year Courses	Required Every Other Day Courses (12 week courses alternate every other day with all year Spanish)	Required Elective Option (must choose one combination) (alternate days all year)
English Language Arts	Spanish/Adolescent Studies	Physical Education/Band
Math	Spanish/Art Expressions	Physical Education/Chorus
Science	Spanish/Integrated Technology & Engineering (ITE)	Physical Education/Orchestra
Social Studies		Physical Education/World Music

*State law requires physical education and music in 6th grade

6th Grade Required Core Courses

English Language

Arts

year
daily
required

Students will learn to become proficient and confident readers, writers, speakers, and listeners. In sixth grade, students read a variety of fiction and nonfiction pieces. Reading strategies, the elements of literature, and literary concepts are taught through leveled resources and/or other literature selections. The course is designed to develop fluent writers and speakers through practice in descriptive, informative, persuasive, and narrative forms of communication. The distinct areas of grammar usage, mechanics, vocabulary, and spelling receive explicit instruction that is integrated within the written assignments and books read throughout the year.

Math

year
daily
required

Sixth grade math consists of eight units. *Shapes and Designs* and *Covering and Surrounding* examine two-dimensional geometry and measurement. *Bits and Pieces I, II, and III* build understanding of fractions, decimals and percents, including operations. *Prime Time* focuses on factors and multiples. *Data About Us* explores basic statistical computation and analysis. *How Likely Is It* focuses on probability. **See Appendix B for more information and course options.**

Science

year
daily
required

Sixth grade science students will learn aspects of physical science, life science, and earth science. Units to be covered include: Introduction to Matter, Microorganisms, Fungi and Plants, Earth's Changing Surface, and Inside the Restless Earth.

Social Studies

year
daily
required

In sixth grade social studies, students will learn how to interpret maps to find information. They will gain the basic understanding of geography and apply this knowledge around the world as we visit Canada, Latin America, Europe, Africa, and South and Southeastern Asia. Students will also focus on the cultures in these specific places and apply the five themes of geography to their study of the world.

6th Grade Required Every Other Day Courses

Students must take sixth grade Spanish every other day for the entire school year.

Spanish

year

*every other day
required*

In sixth grade Spanish, students will broaden language skills in the following three world language modes of communication:

- Interpretive – *Student can demonstrate understanding of something they have heard or read.*
- Presentational – *Student can produce a product or give a presentation in the target language.*
- Interpersonal – *Student can speak to others in the target language.*

Students will also be exposed to Spanish cultures around the world.

The following required courses rotate every 12 weeks and alternate every other day with required sixth grade Spanish throughout the school year.

Adolescent Studies

12 weeks

*every other day
required*

This course will concentrate on the development of students' decision making capabilities and understanding of consequences, with practical applications in the following topical areas:

- Conflict Resolution
- Life Education
- Peer Pressure
- Cultural Diversity
- Awareness of Gateway Drugs

Students will develop communication, problem solving and self-awareness skills.

Art Expressions

12 weeks

*every other day
required*

Students will study the elements and principles of design, with the focus on 2-dimensional work as they learn to communicate visually. Students will have experience with the following art concepts:

- Line – how to draw what they see and compose a work of art
- Value and depth – learning how to shade and create depth through perspective
- Color – color wheel and color mixing

Integrated Technology & Engineering (ITE)

12 weeks

*every other day
required*

Students will design, engineer, and create a model, using a variety of materials, machines, and tools commonly used both at home and in industry. An emphasis is placed on introducing students to the design process. Students will implement their design in creating a model. This will be accomplished through the integrated use of technology, tools and engineering practices that are currently used in today's marketplace.

6th Grade Required Physical Education/Music Option

Physical Education

*year
every other day
required*

The alternate day physical education class is an introduction to a diverse selection of individual and team sports. Units covered in sixth grade will include but are not limited to:

- basketball
- bowling
- football
- soccer
- softball
- swimming
- team handball
- tennis
- track
- volleyball

Assessments will be based on skills and written tests. Individual fitness will be evaluated multiple times throughout the year as part of the fitness units.

The required physical education class will alternate every other day with ONE of the following required music electives for the year:

Band

*year
every other day
elective*

Band will be offered to students on an every other day rehearsal schedule. Students will attend a lesson once each week within a rotating schedule. Practice is required and is the homework for the class.

Rental of instruments can be done through a variety of local music stores that offer basic rental programs. A limited number of the larger and more specialized instruments may be available through the school. For more information, check with the school band director. Public concerts are a required part of the class. Information on performances will be given at the beginning of the year. Students can begin a band instrument in 6th grade. If you do not have prior band experience, please contact your school's band director at your earliest convenience.

Chorus

*year
every other day
elective*

Chorus is available to any students wishing to continue their singing experience and to any student wishing to begin the vocal music experience. The group will meet as a full ensemble on alternating days for the entire year. Music studied and performed will include unison and two-part standard choral literature covering a variety of stylistic periods. Concert performances are considered as a part of the required course work. Opportunities for small group work are also available.

Orchestra

*year
every other day
elective*

Orchestra will be offered to students on an every other day rehearsal schedule. Students will attend large group rehearsals and a lesson once each week within a rotating schedule. Practice is required and is the homework for the class.

Rental of instruments can be done through a variety of local music stores that offer basic rental programs. A limited number of cellos and basses are available at school for daily rehearsal to eliminate transportation issues.

Public concerts and school assemblies are a required part of class. Information on performances will be given at the beginning of the year. If you do not have prior experience, please contact the school's instructor.

World Music

year

every other day

elective

World Music is designed to be a curricular option for students to meet the State of Wisconsin sixth grade music requirement. Core music elements are taught through performance based units of study with African and Caribbean traditions emphasized. Students study, practice and experience music elements through instruments such as keyboards, guitars and drums. Students also have performance opportunities to experience a broader musical understanding of the following:

- reading standard music notation
- developing rhythmic skills
- basic knowledge of chords and harmony
- improvisation
- singing in the context of cultures studied
- composing drum patterns and basic blues (guitar)
- playing alone and with others

For Sixth Grade: Making the Middle School Adjustment

Registration

Parents and students will be encouraged to register the evening of the sixth grade orientation. The only choice available at the sixth grade level is what music to take opposite the required every-other-day physical education class. Options include Band, Chorus, Orchestra, or World Music.

Transitions

Wauwatosa's fifth grade public elementary schools in the spring visit the middle school to talk about the transition to sixth grade, answer students' questions, learn how to read the middle school schedule, tour the building and practice locker combinations. Parents and students may schedule an appointment with the school counselor or principal to visit the school.

In mid-June registration packets will be mailed to the homes of Longfellow and Whitman Middle School students. Prompt return of the registration materials is appreciated.

In mid-August registration sessions at Whitman Middle School will give students an opportunity to pick up their schedules, sign up for extracurricular activities and have their pictures taken.

Leaving the familiar elementary school for middle school is a common concern for both students and parents. Teachers will take time to help students understand their schedules, teach them how to use their lockers, show them around the building and, make them feel comfortable. Middle school counselors are available to assist students with transition issues and concerns.

Parent Involvement

Both middle schools have active Parent Teacher Associations (PTAs). The PTAs sponsor a variety of activities, including monthly Friday night social events and special projects. Volunteers are always welcome. In addition, parents at each school are actively involved as volunteers both during the school day (tutoring, chaperones, special events, etc.) and in extracurricular activities, as coaches and supervisors for clubs and special interest groups. Refer to the school newsletters or website for information on how to volunteer or contact the school principal or PTA president.

7TH GRADE COURSE DESCRIPTIONS

Required All Year Courses	Physical Education/Elective Option (must choose one combination) (alternate days all year)	Elective Option (must choose one or two)
English Language Arts	Physical Education/Art Explorations I	World Language (year)
Math	Physical Education/Computer Applications	OR TWO OF THESE:
Science	Physical Education/Band	Contemporary Music and Culture (semester)
Social Studies	Physical Education/Chorus	Exploring Life Skills (semester)
	Physical Education/Orchestra	Intro to Engineering & Robotics (semester)

7^h Grade Required Core Courses

English Language

Arts

year
daily
required

Students will grow in proficiency and confidence as readers, writers, speakers, and listeners. In seventh grade, students further develop their strategies as readers of fiction and nonfiction, along with their proficiency in communicating their ideas in the four major areas of descriptive, informative, persuasive, and narrative. The distinct areas of grammar usage, mechanics, vocabulary, and spelling receive explicit instruction that is integrated within the written assignments and books read throughout the year.

This course is offered at an advanced level for those parents and students who are looking for a more rigorous approach in the area of ELA. **See Appendix A for further course description and encouraged guidelines for Advanced ELA.**

Math

year
daily
required

Seventh grade math includes seven units of study. *Variables and Patterns* and *Moving Straight Ahead* examine algebraic relationships. *Stretching and Shrinking* and *Comparing and Scaling* explore similarity, ratio, and proportion. *Accentuate the Negative* develops problem solving with integers and rational numbers. *Filling and Wrapping* focuses on three-dimensional measurement. *What Do You Expect* develops thinking around probability. **See Appendix B for more information and course options.**

Science

year
daily
required

Seventh grade science consists of two units of physical science, one of life science, and one of earth science. These units are: Sound and Light, Forces and Motion, Animals, and Astronomy.

Social Studies

year
daily
required

The seventh grade Global Connections course is an introduction to ancient world civilizations. The development of civilization is explored through geography, history, culture, economy, and government. Areas of study include Early Man, The Fertile Crescent, Ancient Egypt, Ancient China, Ancient India, Ancient Greece, Ancient Rome, Ancient African Kingdoms, and The Middle Ages. Strategies emphasized include note-taking, writing constructed responses, and effective reading in the content areas.

7th Grade Physical Education/Elective Option

Physical Education

*year
every other day
required*

The alternate day physical education class is an introduction to a diverse selection of individual and team sports. Units of study at the seventh grade level include but are not limited to:

- basketball
- floor hockey
- recreation games
- soccer
- softball
- speedball
- swimming
- team handball
- tennis
- track
- volleyball

Assessments will be based on skills and written tests. Individual fitness will be evaluated multiple times throughout the year as part of the fitness units.

The required physical education class will alternate every other day with ONE of the following required electives for the year:

Art Explorations I

*year
every other day
elective*

Students learn to create meaningful works of art by studying both design principles and intent. Students will build upon their knowledge and experiences in required 6th grade art unit as work progresses from 2D to 3D. Units include:

- Line – learning to use line to draw from life
- Intent – recording ideas
- Value – variety of lights and darks, perspective
- Color – color theory and practice
- Form – translating 2D to 3D

Computer Applications

*year
every other day
elective*

The seventh grade Computer Applications course will develop and refine the students' use of various software on the personal computer. Students will work toward proficiency in using keyboarding, word processing, spreadsheet, database, desktop publishing, presentation, visual technique software and using the Internet for an academic purpose. Students will create projects to reinforce the applications that relate to other classes and their personal lives. Some of the skills include:

- Technique Review
- Speed/Accuracy Development
- Proofreading
- Formatting Documents
- Computer Fundamentals
- Spreadsheets/Charting Fundamentals
- Database Creation
- Desktop Publishing
- Presentation Software
- Visual Technique Software
- Internet Searching for Academic Use
- Basic Web Page Development and Design

Band

*year
every other day
elective*

Class instruction emphasizes musical growth, both individually and as part of the group experience. Public concerts are performed each year with student participation considered part of the course requirements. Students are assigned classes which meet on alternate days (semester equivalent), in addition to a weekly small group lesson. Practice is required and is the homework for the class. There are also numerous enrichment opportunities, including Solo and Ensemble festival and various small ensembles.

Chorus

*year
every other day
elective*

Students interested in singing should select 7th grade chorus. Instruction emphasizes musical skills, growth and development through large group and individual experiences. Students meet on alternate days throughout the school year. The concert experience is considered a part of the course requirements. Other opportunities for performance include the District Solo and Ensemble Festival.

Orchestra

*year
every other day
elective*

Orchestra will be offered to students on an every other day rehearsal schedule. Along with these large group rehearsals, they will also be required to attend a lesson once each week within a rotating schedule. Practice is required and is the homework for the class.

Rental of instruments can be done through a variety of local music stores that offer basic rental programs. A limited number of cellos and basses are available at school for daily rehearsal to eliminate transportation issues.

Public concerts are performed with student participation considered part of the course requirements. The orchestra program in Wauwatosa requires each student to perform a solo and an ensemble at the district Wisconsin School Music Association's festival, usually held on the first Saturday of March in one of the local schools. More detailed information about that day comes home in January and late February.

If you did not participate in Band or Orchestra in the past, please contact the school's instructor.

7th Grade Elective Option

Seventh grade students need to select other electives to fulfill their requirements. They may choose World Language for the entire year **OR** select **TWO** semester electives to meet the requirement:

World Language:

**French 1, German 1,
or Spanish 1**

year

daily

elective

In level 1, world language students will acquire basic vocabulary and learn the correct pronunciation and spelling of French, German or Spanish. Students will learn to communicate through the use of short conversations, dialogues and skits. Students will read short passages and stories, apply basic decoding skills, and gain an appreciation of global culture. Students will strive to achieve a beginner's level of competency. The emphasis is on becoming comfortable with the sounds and rhythms of the language. Teaching methodologies are structured around a variety of learning styles. **See Appendix C for more information.**

OR two of the following:

**Contemporary Music
and Culture**

semester

daily

elective

Students will study, practice, and experience the contemporary music genres of jazz, rock, pop, and the blues. Students will be playing and singing contemporary music from American culture and other cultures. Students will also have hands-on experience with keyboards, guitars, mallet keyboards, and drums while learning music notation, rhythmic skills, knowledge of chords and harmony, and improvisation.

Exploring Life Skills

semester

daily

elective

This course gives students the opportunity to work together and develop skills in preparing food and creating sewing projects. Students will acquire the tools necessary for daily living as an individual as well as in family life. Students will:

- Create foods from recipes while following safety and sanitation guidelines.
- Plan and serve meals, learning each step, from menu selection to shopping lists.
- Investigate the science of nutrition using the food pyramid as well as other resources.
- Explore foods served throughout the world and prepare recipes from other cultures.
- Learn basic sewing techniques through hand stitching and sewing machine usage.
- Use their sewing techniques to complete projects.
- Develop skills necessary to be a team player such as negotiation, active listening and cooperation.

**Intro to Engineering
& Robotics**

semester

daily

elective

Students begin to recognize the value of an engineering notebook to document and capture their ideas. They are introduced to and use the design process to solve problems and understand that creative and innovative design impacts our daily lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions. Students will also trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robust robotics platform to design, build and program a solution to solve an existing problem.

8TH GRADE COURSE DESCRIPTIONS

Required All Year Courses	Physical Education/Elective Option (must choose one combination) (alternate days all year)	Elective Option (must choose one or two)
English Language Arts	Physical Education/Computer Applications	World Language (year)
Math	Physical Education/Band	OR TWO OF THESE:
Science	Physical Education/Chorus	Art Explorations II (semester)
Social Studies	Physical Education/Orchestra	Business Experience (semester)
	Physical Education/Engineering, Flight, and Electrons	Food and Fitness (semester)
		Music and Media (semester)

8th Grade Required Core Courses

English Language

Arts

*year
daily
required*

Students continue their growth as readers and writers, and they will be introduced to literary analysis and formal research. In eighth grade, course instruction will start to develop sophistication in the reading and writing processes. The distinct areas of grammar usage, mechanics, vocabulary and spelling receive explicit instruction that is integrated within the written assignments and books read throughout the year.

This course is offered at an advanced level for those parents and students who are looking for a more rigorous approach in the area of ELA. **See Appendix A for further course description and encouraged guidelines for Advanced ELA.**

Math

*year
daily
required*

Eighth grade math includes the study of four units of algebra concepts, two units of geometry, and one unit of statistics. They are: Linear and Inverse Variation, Exponential Relationships, Quadratic Relationships, Making Sense of Symbols, Pythagorean Theorem, Symmetry and Transformations, and Data and Statistics. **See Appendix B for more information and course options.**

Science

*year
daily
required*

Eighth grade science consists of one unit of physical science, and two of life science. These units are: Cells and Heredity, Human Body Systems, and Interactions of Matter.

Social Studies

*year
daily
required*

This course, U.S. History I, is the first part of a two year sequence. This course contains a combination of chronological and thematic approaches. Concentrating on 17th through 19th century topics, this interdisciplinary course features both domestic and foreign policy themes. It examines the religious, political, social, economic, and international problems the United States faced in order to become a nation and continued to face as our nation progressed.

8th Grade Physical Education/Elective Option

Physical Education

*year
every other day
required*

The alternate day physical education class is an introduction to a diverse selection of individual and team sports. Units of study at the eighth grade level include but are not limited to:

- badminton
- basketball
- flickerball
- floor hockey
- recreation games
- softball
- swimming
- tennis
- track
- volleyball
- weight training

Assessments will be based on skills and written tests. Individual fitness will be evaluated multiple times throughout the year as part of the fitness units.

The required physical education class will alternate every other day with ONE of the following required electives for the year:

Computer Applications

*year
every other day
elective*

The eighth grade Computer Applications course will develop and refine the students' use of various software on the personal computer. Students will work toward proficiency in using keyboarding, word processing, database, spreadsheet, desktop publishing, presentation, and visual technique software. Students will also create projects to reinforce the applications that relate to other classes and their personal lives. Some of the skills include:

- Technique Review
- Speed/Accuracy Development
- Proofreading
- Advanced Word Processing
- Computer Literacy
- Advanced Spreadsheets/Charting
- Database Fundamentals
- Advanced Desktop Publishing
- Advanced Visual Technique Software
- Advanced Web Page Development and Design
- Advanced Internet Searching for Academic Use
- Podcasting

Band

*year
every other day
elective*

The band studies and plays various styles of music, with a strong emphasis on the finest literature available. Public concerts are performed each year with student participation considered part of the course requirements. Students have classes which meet on alternate days (semester equivalent), in addition to a weekly small group lesson. There are also numerous enrichment opportunities, including Solo and Ensemble festival and various small ensembles. Practice is a must for all band members.

Chorus

*year
every other day
elective*

Emphasis in this class will be given to two- and three-part harmony, including three-part mixed choral selections. Individual development of musical skills as well as the group experience will be stressed. Music studied and performed will include varied stylistic periods and cultural backgrounds. The concert experience is considered a part of the course requirement. Students are assigned classes which meet on alternate days (semester equivalent).

Orchestra

*year
every other day
elective*

Orchestra will be offered to students on an every other day rehearsal schedule. Along with these large group rehearsals, they will also be required to attend a lesson once each week within a rotating schedule. Practice is required and is the homework for the class.

Rental of instruments can be done through a variety of local music stores that offer basic rental programs. A limited number of cellos and basses are available at school for daily rehearsal to eliminate transportation issues.

Public concerts and school assemblies are performed with student participation considered part of the course requirements. The orchestra program in Wauwatosa requires each student to perform a solo and an ensemble at the district Wisconsin School Music Association's festival, usually held on the first Saturday of March in one of the local schools. More detailed information about that day comes home in January and late February.

If you did not participate in Band or Orchestra in the past, please contact the school's instructor.

**Engineering, Flight,
and Electrons**

*year
every other day
elective*

Students will explore the science behind aeronautics and use their knowledge to design, build and test an airfoil. Through the use of software, students will experience space travel by creating custom-built simulations. Students will also investigate and explore the science of electricity, behavior and parts of atoms, and sensing devices. Students will acquire knowledge and skills in basic circuitry design and examine the impact of electricity on our lives.

8th Grade Elective Option

Eighth grade students need to select other electives to fulfill their requirements. They may choose World Language for the entire year **OR** select **TWO** semester electives to meet the requirement:

World Language:
**French 2, German 2,
or Spanish 2**

year
daily
elective

Students electing World Language in grade 8 can only register for the language they are presently taking in grade 7 and must successfully complete the grade 7 course.

In level 2, world language students will continue to acquire the basic skills, with an increased emphasis on reading, writing, speaking and listening. Students will be encouraged to speak more in the target language through the use of partner activities, role plays and dialogs. Students will become more familiar with cities and areas where the target language is spoken. Students' increasing vocabulary and facility with grammatical structures, such as the present and past tense, will lead to more independent self-expression on topics from everyday life. The target language will be the predominate language used in the classroom by teachers and students. **See Appendix C for more information.**

OR two of the following:

Art Explorations II

semester
daily
elective

Students will build on previous art experiences as they study techniques in order to make their work meaningful. Students will use 2D and 3D media to study the principles and elements of design. Emphasis is on artistic voice through the following units:

- Design Principles – drawing from observation, composition and value
- Color – mixing and applying
- Mixed media
- 3-dimensional works – using scale and creating sculpture for meaning

Business Experience

semester
daily
elective

The emphasis of Business Experience will be to give students a broad perspective of the business world through various activities. Students will study the role of business and consumers in our economy and globally. The marketplace of goods and services will be discussed especially from the consumers' viewpoint. Students will explore being an informed consumer, making decisions and knowing their rights and responsibilities. A Junior Achievement volunteer will visit once a week for 6 to 9 weeks to help students learn more about business practices. This course will also focus on related careers and career planning. Students will also cover aspects of banking and the importance of budgeting. The Wisconsin Stock Market Game is played giving the student a real-life experience in one form of investing. Computers and technology will be used and their importance in business will be discussed throughout the course. A variety of sources will be used to supply students with current information (textbook, software, Internet, videos, guest speakers, current newspaper and magazine articles, and others). The use of Blackboard will help students complete blogs, submit work, etc. Some topics explored are:

- Business Structures
- Stock Market
- Consumerism
- Budgeting
- General Banking
- International Business
- Marketing
- Career Investigation

Food and Fitness

semester

daily

elective

This class will give students the opportunity to learn about and prepare nutritious foods. Through hands-on food and fitness activities students will learn to make healthy choices. Students will:

- Learn the key nutrients; protein, carbohydrates, fats, water, vitamins and minerals.
- Work in groups to prepare nutritious foods and snacks.
- Use technology and the food pyramid to analyze diet and exercise.
- Learn how to understand food, diet, sports nutrition and exercise trends.
- Understand and use information on the food label to make healthy food choices.

Music and Media

semester

daily

elective

Music and the Media will integrate music with other content areas. Units of study will include learning how to critique and analyze different styles of music, understand elements of media literacy, learn basic music notation, discover the history of jazz/popular music in America, explore the history of movie music, radio, television, music videos, and musical theater along with the introduction to electronic keyboards and acoustic instruments. Students will work individually, as well as in cooperative groups, to create and present projects related to the arts and media and build communication skills through the language of music and technology. This course will focus on the learner's understanding of content and the ability to apply information to authentic experiences that require problem solving, creative thinking and critical thinking.

Summary of Middle School Courses

6th Grade

I. REQUIRED, yearlong

- English Language Arts
- Mathematics
- Science
- Social Studies

II. REQUIRED, every other day. Students must take Spanish every other day for the entire school year, alternating with the following every other day courses which rotate every 12 weeks.

- Spanish (yearlong)
- Adolescent Studies (12 weeks)
- Art Expressions (12 weeks)
- Integrated Technology and Engineering (12 weeks)

III. Students must take physical education every other day, alternating with **ONE** of the following electives:

- Band
- Chorus
- Orchestra
- World Music

7^h Grade

I. REQUIRED

- English Language Arts
- Mathematics
- Science
- Social Studies

II. CHOOSE **EITHER** (year-long) **OR TWO OF THE FOLLOWING** (one semester each):

- | | |
|--------------|-----------------------------------|
| • French 1* | • Contemporary Music and Culture |
| • German 1* | • Exploring Life Skills |
| • Spanish 1* | • Intro to Engineering & Robotics |

III. Students must take physical education every other day, alternating with **ONE** of the following electives:

- Art Explorations I
- Band
- Chorus
- Computer Applications
- Orchestra

8th Grade

I. REQUIRED

- English Language Arts
- Mathematics
- Science
- Social Studies

II. CHOOSE **EITHER** (year-long) **OR** TWO OF THE FOLLOWING (one semester each):

- | | |
|--|--|
| <ul style="list-style-type: none">• French 2*• German 2*• Spanish 2* | <ul style="list-style-type: none">• Art Explorations II• Business Experience• Food and Fitness• Music and Media |
|--|--|

III. Students must take physical education every other day, alternating with **ONE** of the following electives:

- Band
- Chorus
- Computer Applications
- Engineering, Flight, and Electrons
- Orchestra

*Seventh grade World Language is a prerequisite for taking World Language in eighth grade. The language must be the same language for both years.

Meeting Student Needs

The middle school program is designed to provide support within the houses for students with a wide variety of needs. House teachers have one period a day available to plan together and consult with each other about schedules, students and curriculum. In addition, support personnel – including special education teachers, reading resource teacher, English language learner teacher, library media specialist, district teacher leader, school psychologist, school counselor, at-risk teachers and gifted and talented support – are available at each school.

Students identified as gifted and talented may be clustered with other GT students and challenged appropriately within their regular classes. In addition, they may participate in a variety of extracurricular activities, which will take advantage of their special talents. There currently are also opportunities to accelerate in math with compacted math classes.

Students with identified special education needs, including those with cognitive, physical, learning or emotional disabilities, have Individual Education Plans (IEP) which outline the types of assistance they need.

An in-school alternative program at each middle school offers students who are behind academically an opportunity for intensive literacy instruction at their level. Students are placed in this program based on assessment data and teacher recommendations.

Extracurricular Activities

Each middle school offers a wide range of academic, athletic, music and other activities for students. Specific activities vary from year to year, based on student interest and the availability of advisors. In addition to school-based activities, the Wauwatosa Recreation Department schedules a variety of lessons, classes, camps and sports leagues for students of all ages, including middle schoolers. Call the Recreation Department at 773-2900 for the latest bulletin detailing these activities. The Recreation Department, in cooperation with the middle school PTAs, also organizes Friday night activity centers for middle school students. Students at each grade level have an opportunity to socialize with peers in an informal, supervised environment at least once a month. Activities planned include movies, games, open gym, dances or themed parties.

Extracurricular activities may include but are not limited to:

- Art Club
- Basketball
- Basketball Challenge
- Computer Club
- Dance Team
- Destination Imagination
- Fiddlers
- Football Challenge
- Forensics
- Future Business Leaders of America (FBLA)
- Interscholastic Cross Country
- Intramural Basketball
- Intramural Flag Football
- Intramural Swimming
- Homework Club
- Math Counts
- Midwest Academic Talent Search
- Music Ensembles
- Robotics Club
- Science Club
- School Newspaper
- Spirit Squad
- Stock Market Game
- Student Council
- Tennis
- Theatre
- Track
- Uke Crazy Kids Club (ukulele club)
- Weight Training
- World Language Clubs
- Wrestling

Appendix A: English Language Arts Options

Course Descriptions

<p><u>English Language Arts 7 (ELA 7)</u> ELA 7 will challenge students with rigor to further develop their reading, writing, listening and speaking skills through the study of short stories, fiction and non-fiction literature, poetry, drama, and myths. Students will be using the Six-Traits of writing to guide and evaluate ideas in the four major areas of writing: descriptive, informative, persuasive, and narrative. Grammar use and mechanics, vocabulary, and spelling will be integrated in assignments throughout the year. This course is intended to prepare students for future choices in middle and high school, to include advanced course offerings.</p>	<p><u>Advanced English Language Arts 7 (Adv ELA 7)</u> Adv ELA 7 will emphasize a more rigorous approach to the development of reading, writing, listening and speaking skills. Students will be expected to analyze an increasingly difficult variety of fiction and non-fiction literature, prose, and poetry from other worlds, times, and cultures. Students can expect to engage in rich class discussions, conduct in-depth research, and use critical thinking skills to further their development in ELA. The Six-Traits of Writing will also be used to guide and evaluate writing. This course is intended to prepare students for future advanced middle and high school course offerings, to include Advanced Placement courses.</p>
<p><u>English Language Arts 8 (ELA 8)</u> ELA 8 will continue to provide rigor and challenge in the areas of reading, writing, listening and speaking. Students will become more sophisticated in literary analysis and research. The four major literary units studied in-depth are short stories, non-fiction, poetry, and drama. Students can expect to enrich their vocabulary, expand their literary world, and compare and contrast different forms of text. The Six-Traits of Writing will continue to be used to guide and evaluate the writing process with continued emphasis on the four major areas of writing: descriptive, informative, persuasive, and narrative. This course is intended to prepare students for future high school course offerings, to include advanced courses.</p>	<p><u>Advanced English Language Arts 8 (Adv ELA 8)</u> Adv ELA 8 will emphasize a more rigorous approach to the development of reading, writing, listening and speaking skills. Students will be expected to analyze rich, challenging text from other worlds, times, and cultures. The four major literary units studied in-depth are short stories, non-fiction, poetry and drama. Students can expect to engage in class discussions, conduct in-depth research, and use critical thinking skills to further their development in ELA. The Six-Traits of Writing will also be used to guide and evaluate writing. This course is intended to prepare students for future advanced high school course offerings, to include Advanced Placement courses.</p>

Encouraged Guidelines for Advanced English Language Arts

- Minimum Language Arts MAP score range of 217-219+; Minimum Reading MAP score range of 216-219+
- Advanced scores on the WKCE reading and language arts tests
- Completion of the Predictors of Success Checklist (on reverse side of this page)
- Other evidence of mastery reading and language arts performance

Advanced English Language Arts Predictors of Success Checklist

Below you will find several statements that are indicators of personal and academic qualities typically associated with success in advanced level course work. Each parent and student should reflect on these statements and indicate agreement with a yes or no in the provided blank. Your responses to these indicators may be helpful in making a decision between your two English Language Arts options: ELA and Adv ELA.

Scale:

All or most “yes” answers: Good candidate for advanced course work

Some “yes” answers: Possible candidate; encourage parent/child discussion or school counselor consultation

Few “yes” answers: Consider staying in the regular course which will also prepare you to consider future advanced course offerings

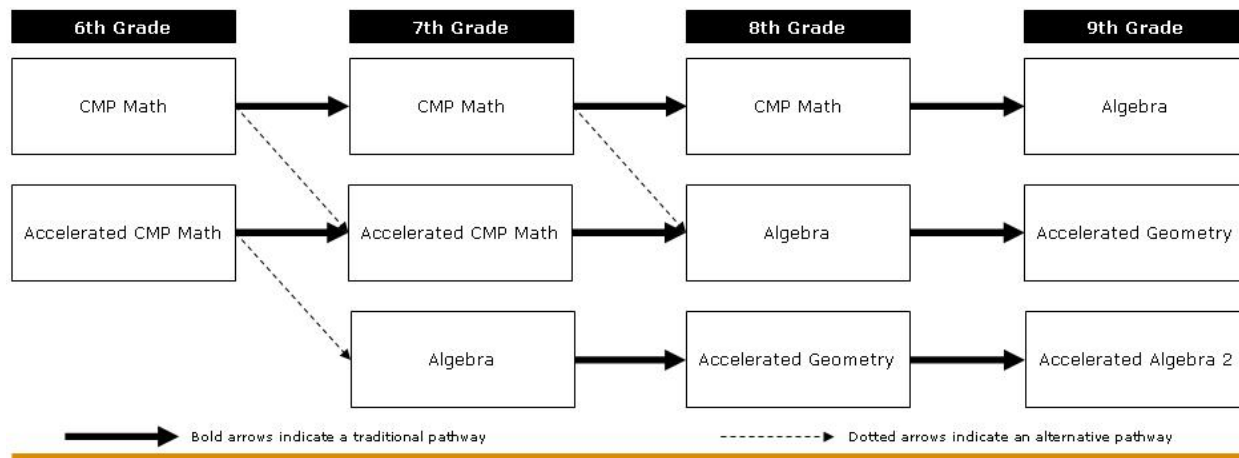
Parent Student

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Independently selects and reads a wide variety of literature to include non-fiction choices. |
| _____ | _____ | 2. Guided by intellectual curiosity and inquiry; always wants to know more. |
| _____ | _____ | 3. Has a solid foundation of reading skills, vocabulary, writing and grammar mechanics. |
| _____ | _____ | 4. Capable of engaging in guided and independent research. |
| _____ | _____ | 5. Is interested in finding relationships between the greater world, other cultures, and self. |
| _____ | _____ | 6. Likes to think analytically when problem solving. |
| _____ | _____ | 7. Able to balance challenging academic demands with other course work and outside interests. |
| _____ | _____ | 8. Frequently contributes to classroom discussions; speaks with confidence. |
| _____ | _____ | 9. Sees challenge as an opportunity to grow and learn; doesn't give up easily. |
| _____ | _____ | 10. Is able to accept critical feedback from peers or teacher to improve. |
| _____ | _____ | 11. Is able to be a self-advocate when needed. |
| _____ | _____ | 12. Has a genuine desire for being challenged. |
| _____ | _____ | 13. Will take risks with learning to grow and be challenged; learning matters more than a grade. |
| _____ | _____ | 14. Always writes several drafts to ensure quality work. |

Appendix B: Middle School Mathematics

Middle School math courses have been designed so that the learning needs and interests of each student may be served. The math program used at the middle school level is **Connected Mathematics** and is referenced as **CMP**. Courses include content from five strands – Number, Measurement, Geometry, Statistics/Probability, and Algebra – and develop problem-solving, reasoning, representation, and communication skills.

Middle School Math Pathways



Sixth Grade CMP

The core learning units in Sixth Grade CMP are:

- **Prime Time** – factors and multiples, primes and composites
- **Bits and Pieces I, II, and III** – fractions/decimals/percents, including operations
- **Shapes and Designs** – 2-dimensional geometry
- **Covering and Surrounding** – 2-dimensional measurement
- **How Likely Is It?** – probability
- **Data About Us** – analyzing statistics

Sixth Grade Accelerated CMP

Sixth Grade Accelerated CMP includes the above core learning units and the following additional units from Seventh Grade CMP:

- **Variables and Patterns** – representations of relationships using tables, graphs, equations
- **Stretching and Shrinking** – similarity
- **Accentuate the Negative** – integers, order of operations, number properties

Seventh Grade CMP

The core learning units in Seventh Grade CMP are:

- **Variables and Patterns** – representations of relationships using tables, graphs, equations
- **Stretching and Shrinking** – similarity
- ***Comparing and Scaling** – ratio, proportion, percent
- **Accentuate the Negative** – integers, order of operations, number properties
- ***Moving Straight Ahead** – linear relationships, solving equations
- ***Filling and Wrapping** – 3-dimensional measurement

- ***What Do You Expect?** – probability and expected value
- ***Data Distributions** – describing variability and comparing groups

Seventh Grade Accelerated CMP

Seventh Grade Accelerated CMP includes content from the above core learning units marked with a * in addition to the following units from Eighth Grade CMP. Students will be prepared to take Algebra in eighth grade.

- **Thinking with Mathematical Models** – linear and inverse variation
- **Frogs, Fleas, and Painted Cubes** – quadratic relationships
- **Growing, Growing, Growing** – exponential relationships
- And selected investigations from **Looking for Pythagoras, Kaleidoscopes, Hubcaps, and Mirrors**, and **Samples and Populations** units (see Eighth Grade content below)

Eighth Grade CMP

Eighth Grade CMP includes the following core units:

- **Thinking with Mathematical Models** – linear and inverse variation
- **Looking for Pythagoras** – the Pythagorean Theorem
- **Growing, Growing, Growing** – exponential relationships
- **Frogs, Fleas, and Painted Cubes** – quadratic relationships
- **Kaleidoscopes, Hubcaps, and Mirrors** – symmetry and transformations
- **Say It With Symbols** – properties of numbers, equivalent expressions, solving quadratic equations
- **Samples and Populations** – analyzing statistics
- **The Shapes of Algebra** – linear systems and inequalities

Algebra

This course is offered to those students who have mastered basic mathematical skills and concepts through eighth grade mathematics. Content in this course includes properties of real numbers; linear equations and functions; quadratic equations and functions; exponential equations and functions; systems of linear equations and inequalities; and elementary statistical concepts. (*A scientific calculator is needed for this class.*)

Note: Successful completion of this course does not result in high school math credit. Students need to complete at least two additional math courses during their high school experience.

Accelerated Geometry

Prerequisite: Successful completion of both semesters of Algebra with a “B” or higher or the recommendation of the Algebra teacher.

Accelerated Geometry is a fast-paced course which covers all of the content in Geometry, including geometric proofs, the study of congruent and similar figures (proportional reasoning); properties of parallel lines, circles, and polygons; area; volume; coordinate geometry; as well as reflections, transformations, and an introduction to right triangle trigonometry. In addition, there is extended emphasis on proofs, vectors, and logic. Students should be self-reliant and motivated. (*A scientific calculator is needed for this class.*)

Note: Successful completion of this course does not result in high school credit, but is noted on transcripts. Students need to complete at least two additional math courses during their high school experience.

Appendix C: Choosing a World Language in Grades 7 and 8

Students may wish to discuss these questions with their parents:

Personal Interest: Am I especially attracted to one of the languages or to the cultures of the people who use it?

Travel interests: Do I have a special interest in traveling where one of these languages is spoken?

Vocational interests: Is knowledge of one of these languages helpful in the career(s) I am considering?

Opportunities for practice: Is there someone with whom I could practice one of these languages? (not necessary)

Family heritage: Am I interested in speaking the language of my relatives or ancestors?

Studying any world language broadens one's view of the world and makes other languages easier to learn. The earlier one starts a language, the easier and more permanent the language learning becomes. There is a strong correlation between world language study and better performance in other subject areas and on college entrance exams.

LANGUAGE	WHERE SPOKEN	VOCATIONAL USE	OTHER CONSIDERATIONS
FRENCH	France, Canada, Belgium, Switzerland, Luxembourg, Monaco, much of Africa, French Guyana, parts of SE Asia, islands in the Caribbean Sea and Pacific, Atlantic, and Indian Oceans	International business / relations, travel, technology, literature, visual arts, film, music, dance, fashion, teaching, history, pharmaceuticals, medicine, Peace Corps, etc.	Spoken in nearby Quebec, Canada and in areas of New England and Louisiana. Use of French expressions in English literature and conversation.
GERMAN	Federal Republic of Germany, Austria, Switzerland, Poland, The Czech Republic, Russia, Liechtenstein, Luxembourg and in communities in South America and the US.	Science and technology, medicine, literature, international business, teaching, travel, military, visual arts, publishing, history, engineering, music pharmaceuticals, etc.	Local German heritage and culture (family, restaurants, clubs etc.). German-speaking communities in US. (Wisconsin, Iowa Pennsylvania). Major US export/import partner.
SPANISH	Spain, Mexico, most countries in South and Central America, Cuba, Puerto Rico, and other Caribbean Islands, and in communities in the US	Health care, Peace Corps, government agencies, teaching, law enforcement, agriculture, travel, international business, archeology, visual arts, modern literature, etc.	Spoken by many people in the US in the Southwest, in large cities like Milwaukee, and in farming areas. Opportunities to hear Spanish on radio and TV, and in Mexican restaurants
LATIN	Although no longer spoken, Latin writings can be found on buildings. Latin is the basis of the Romance languages and will facilitate the learning of all other languages.	Medicine, Law, Science, the study of other languages and linguistics, art and architecture.	More than 67% of English vocabulary comes from Latin. The study of Latin improves scores on the verbal section of standardized tests.



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SCHOOL DISTRICT
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The Wauwatosa School District does not discriminate in admissions to any school, class, program, or activity on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.