

# 2023-2024 MIDDLE SCHOOL COURSE GUIDE

## **WHITMAN MIDDLE SCHOOL**

11100 W. Center Street  
Wauwatosa, WI 53222  
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## **LONGFELLOW MIDDLE SCHOOL**

7600 W. North Avenue  
Wauwatosa, WI 53213  
414-773-2400



WAUWATOSA SCHOOL DISTRICT  
"Your Educational Community"





**WAUWATOSA SCHOOL DISTRICT**  
• Your Educational Community •

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### **MISSION**

As a connected, inclusive community of learners, we serve as active advocates to provide equitable access to excellent academic, co-curricular, and social-emotional learning opportunities that empower every student to thrive as passionate, productive, and creative citizens.

### **VISION**

Ensure an Exceptional Student Experience.

Eradicate Inequity.

Eliminate Disproportionality.

Exceed Proficiency for All.

### **CORE VALUES**

All students can learn and excel.

We respect and promote diversity, equity, inclusion and accessibility.

We pursue continuous growth and improvement.

Healthy relationships are a foundation of successful schools.

Everyone has the right to psychological and physical safety.

Thriving students are encouraged to pursue their interests and talents by engaging in co-curricular and elective course offerings.

A thriving school district is transparent and trustworthy.

All community stakeholder input and engagement is valuable.

We believe in collective excellence.

# Middle School Course Catalog 2023 - 2024

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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 and an appendix which will provide further information about math. If you need further information or you have a question concerning your student'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, they will experience maximum growth both academically and socially.

## GENERAL MIDDLE SCHOOL STRUCTURE

### Class Schedule

Students will have daily core academic classes, i.e., instruction in English language arts, math, science and social studies. All middle school students will also take elective classes. Electives include art, business education, family and consumer education, music, physical education, technical education, and World Language courses. The courses available vary by grade level. Every Wednesday students are released one hour early for teachers to collaborate on student progress toward meeting the essential outcomes for the course.

### Lunch/Breakfast

Students are assigned a lunch period and are required to eat at school. All students eat in the cafeteria unless requested by a classroom teacher to do otherwise. They may bring lunch from home or purchase lunch from the cafeteria. The food service program, Sodexo, provides daily offerings which include a complete school lunch as well as a variety of a la carte food items. Breakfast is available in the cafeteria prior to the start of each school day. Students may pay for meals using the money in their lunch account or cash. Students who are eligible to receive free or reduced-price meals must have a completed application on file. Applications for meal benefits are available during registration in August or can be obtained in the school office throughout the school year.

### Technology Access

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. Due to the integration levels of technology within our schools, the guideline is in effect by default. Parents may choose to opt their student out of the agreement should they so desire by contacting the building principal.

### Infinite Campus

Upon entering middle school every student and parent/guardian will have access to Infinite Campus. Infinite Campus is a web-based information system that allows students and parents to view attendance, grades, and assignments. This is an important tool for both the student and parent/guardian to access regularly to monitor academic success.

### Responsibility for Learning (R4L)

Hard work and positive behaviors contribute to a student's successful middle school experience. Knowing this to be true, we hold students accountable for displaying productive academic behaviors. We communicate our expectations in a variety of formal and informal ways. One formal way for us to communicate this with students and families is through the Responsibility for Learning Grade. R4L grades can also be found in Infinite Campus. Below is the guiding rubric and an explanation for the R4L grades:

Respect: for self, other students, staff, and the building	Responsibility: arrive to class on time with all supplies, complete assignments and turn them in on time	Engagement: participate appropriately during teacher instruction and group work, give your best effort on each learning task
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4 (Consistently)	3 (Usually)	2 (Occasionally)	1 (Rarely)
The student <i>consistently</i> demonstrates the behaviors above.	The student <i>usually</i> demonstrates the behaviors above.	The student <i>occasionally</i> demonstrates the behaviors above.	The student <i>rarely</i> demonstrates the behaviors above.

**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 Features

- We work with 100% of the students in grades 6-8.
- We place a strong emphasis on the 8<sup>th</sup> grade Academic and Career Planning 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 students 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.

## MIDDLE SCHOOL COUNSELING (CONT.)

### 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 prepare 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 8<sup>th</sup> grade Academic Career Plan creates a plan for each student's academic success and career development. Topics of discussion include: Self-Reflection, High School Extracurriculars, TesMiddle School Transcripts, High School Planning, Career Cruising, and Internet Resources. Every 8<sup>th</sup> grader will experience an 8<sup>th</sup> grade Academic and Career Planning Conference which will involve student, parent/guardian, and counselor.

## FOR SIXTH GRADE: MAKING THE MIDDLE SCHOOL ADJUSTMENT

### Registration

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

### Transitions

Wauwatosa's fifth grade students may visit the middle school in the spring to discuss the transition to sixth grade, ask 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-August, registration sessions at the middle schools give students an opportunity to pick up their class schedule, submit registration forms, pay various fees and have their picture taken. Whitman students will receive their locker assignments and be able to drop off supplies at this time. Longfellow students will receive their locker assignments and be able to drop off supplies at Open House, which is typically scheduled just prior to the start of school. Registration information will be mailed and/or emailed to homes over the summer.

Where Everybody Belongs (WEB) is a transition program which uses selected eighth graders as mentors for incoming sixth grade students. An orientation is held before school begins in the fall or during the first week of school. During the school year, eighth graders work with sixth graders on team building exercises.

Leaving the familiar elementary school for middle school is a common concern for both students and parents. Teachers 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.



## FOR SIXTH GRADE: MAKING THE MIDDLE SCHOOL ADJUSTMENT (CONT.)

### Parent Involvement

Both middle schools have active Parent Teacher Associations (PTAs), which 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.

## MSTEM - MIDDLE SCHOOL SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

At the middle school level, you and your student will be able to make choices about various opportunities. One such opportunity at the middle school level is the Middle School Science, Technology, Engineering, and Mathematics program (MSTEM). MSTEM strives to provide a personalized learning experience for all students, resulting in individuals who embrace 21st-century thinking, positively impact their community, and value lifelong learning.

Using an interdisciplinary model, MSTEM students engage in Project-Based Learning (PBL) to develop communication, collaboration, problem-solving, presentation, engineering design process, and project management skills. Students complete guided as well as independent projects and coursework focusing on science, technology, engineering, mathematics, in addition to rigorous English Language Arts (ELA) and social studies benchmarks. Further, MSTEM projects bring relevance and create an intrinsic “need to know” drive for learning. MSTEM students are enrolled in the school district’s College Prep Mathematics (CPM) curriculum, which is separate from the MSTEM program.

Students’ overall coursework is focused on STEM, but they have the opportunity to take electives throughout their three years in the program, including art, business education, family and consumer education, music, technical education, and World Language. Students also take physical education every other day all year. In the following section you will find a listing of each grade level’s requirements and electives.

This program is limited in size and a lottery process is used to fill open seats. Available seats at the three grade levels are determined by administration. Students apply for MSTEM enrollment by completing an application, which is entered into a lottery process in late February or early March. Students who are currently enrolled in MSTEM continue their enrollment for their middle school experience unless they opt out of the program. Please contact your school counselor for more information on MSTEM and the application process.

## 6<sup>th</sup> GRADE COURSES

### I. REQUIRED, *Daily*

- English Language Arts
- Mathematics
- Science
- Social Studies

### II. REQUIRED, *A/B Schedule*

- Physical Education
  - Spanish 6
- 12-week A/B Schedule:*
- Art 6
  - Adolescent Studies
  - PLTW® Gateway™: Design & Modeling

### III. MUSIC ELECTIVES

*Students must choose ONE of the following A/B Schedule courses:*

- Band
- Choir
- Orchestra
- World Music

## 7<sup>th</sup> GRADE COURSES

### I. REQUIRED

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education

### II. ELECTIVES (see chart below)

If selecting a World Language, choose one other elective. If a World Language is NOT selected, choose three electives.

World Language Elective Options (Choose one or none)	Other Elective Options (Choose one or three)	
<ul style="list-style-type: none"> <li>● French 7*</li> <li>● German 7*</li> <li>● Spanish 7*</li> </ul>	<ul style="list-style-type: none"> <li>● Art 7</li> <li>● Technology for Your Future</li> <li>● Exploring Life Skills</li> <li>● PLTW® Gateway™: Automation and Robotics</li> </ul>	<ul style="list-style-type: none"> <li>● Music                             <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Choir</li> <li>○ Orchestra</li> <li>○ Contemporary Music &amp; Culture</li> </ul> </li> </ul>

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

## 8<sup>th</sup> GRADE COURSES

### I. REQUIRED

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education

### II. ELECTIVES (see chart below)

If selecting a World Language, choose one other elective. If no World Language is selected, choose three electives

World Language Elective Options (Choose one or none)	Other Elective Options (Choose one or three)	
<ul style="list-style-type: none"> <li>● French 8*</li> <li>● German 8*</li> <li>● Spanish 8*</li> </ul> <p>*Seventh grade World Language is a prerequisite for taking World Language in eighth grade. The language must be the same language for both years</p>	<ul style="list-style-type: none"> <li>● Art 8</li> <li>● Business Ventures</li> <li>● The Digital World</li> <li>● Food and Fitness</li> <li>● PLTW® Gateway™: Flight and Space &amp; Magic of Electrons</li> </ul>	<ul style="list-style-type: none"> <li>● Music                             <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Choir</li> <li>○ Orchestra</li> <li>○ Music &amp; Media</li> </ul> </li> </ul>

## 6<sup>TH</sup> GRADE COURSE DESCRIPTIONS

### I. REQUIRED, *Daily*

- English Language Arts
- Mathematics
- Science
- Social Studies

### II. REQUIRED, *A/B Schedule*

- Physical Education
  - Spanish 6
- 12-week A/B Schedule:*
- Art 6
  - Adolescent Studies
  - PLTW® Gateway™: Design & Modeling

### III. MUSIC ELECTIVES

*Students must choose ONE of the following A/B Schedule courses:*

- Band
- Choir
- Orchestra
- World Music

### 6th Grade Sample Schedule

1st Hour	Core Subject - e.g Math
2nd Hour	Core Subject - e.g Science
3rd Hour	<b>LUNCH</b>
4th Hour	Core Subject - e.g Social Studies
5th Hour	Core Subject - e.g Science
6th Hour	Allied Arts * See Example below
7th Hour	Allied Arts * See Example below

### Example: Allied Arts A/B Schedule

	Monday (A)	Tuesday (A)	Wednesday (A/B)	Thursday (B)	Friday (B)
<b>6th Hour</b>	Spanish	Spanish	Spanish / *Trimester Rotation	*Trimester Rotation	*Trimester Rotation
<b>7th Hour</b>	Phy. Ed	Phy. Ed	Phy. Ed / **Music Choice	**Music Choice	**Music Choice

\*Trimester Rotation (12 weeks)

- Art 6
- Adolescent Studies
- PLTW® Gateway™: Design & Modeling

\*\*Music Choice:

- Band
- Choir
- Orchestra
- World Music

## 6th GRADE REQUIRED CORE COURSES

### **English Language**

#### **Arts**

Year

Daily

Required

Students continue their growth as readers and writers, developing sophistication in the reading and writing processes. The distinct areas of annotating, genre-specific literary analysis, and argument receive explicit instruction that is integrated within the written assignments and books read throughout the year. In addition, independent reading and writing habits are fostered through the workshop model. Students will spend increased time engaged in English Language Arts each day to meet the rigorous expectations of the English Language Arts Common Core State Standards in Wisconsin.

### **Math**

Year

Daily

Required

On a daily basis, students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course are designed to meet the mathematical content and mathematical practice standards in WI. **See [Appendix A](#) for more specific information regarding each grade level or course.**

### **Science**

Year

Daily

Required

Sixth grade science students learn aspects of physical science, chemistry, life science, earth science and the scientific method. Units include: light and its interaction with matter, particle theory of matter and phase changes, invasive species and ecosystems, the effects that water and other erosive elements have on the Earth, and constructing a Newton scooter and speedboat while using the scientific method.

### **Social Studies**

Year

Daily

Require

In sixth grade social studies, students learn how to interpret visual information that is found on maps. Students will begin to identify and describe the influence of physical and human geography on culture using the five themes of geography. They will gain a basic understanding of place geography and apply this knowledge to better understand the following regions: Canada, Latin America, Europe, Africa, and South and Southeastern Asia.

## 6th GRADE REQUIRED A/B SCHEDULE COURSES

### **Physical Education**

Year  
A/B Schedule  
Required

The A/B schedule physical education class is an introduction to a diverse selection of individual sports, team sports, aquatics and fitness activities. In sixth grade physical education, students are introduced to proper positioning in games/activities, teamwork, skill mechanics, and health and skill related fitness concepts.

### **Spanish 6**

Year  
A/B Schedule  
Required

In World Language classes, communication is the focus of instruction. Teachers and students actively use the target language at least 90% of the time. Activities are designed to help students understand authentic language that they hear and read, and to give students the chance to practice realistic speaking and writing tasks. Culture is embedded into lessons; students are given access to information and perspectives that help them to gain proficiency in a second language and also gain a better understanding of their first language, their cultural identity and how they fit into the world. Assessments are performance-based and have students show their cultural knowledge and what they can do with the language. In sixth grade Spanish, students will broaden language skills within the context of culture in the following three World Language modes of communication:

- Interpretive: Students can demonstrate understanding of something they have heard or read.
- Presentational: Students can produce a product or give a presentation in the target language.
- Interpersonal: Students can speak and write to others in the target language spontaneously.

Please note: Students must take sixth grade Spanish as part of the A/B schedule for the entire year. If a student takes Spanish in 6th grade, their options for 7th grade are Spanish, French, German or no language.

Latin 1-4 is offered at the high school level. Language experience in 7th and/or 8th grade will aid in the study of Latin. For some students, studying more than one language at the high school level can be valuable.

When thinking about taking a World Language course, students should consider their personal and vocational interests. Sometimes, students are simply attracted to a language or culture, and sometimes knowledge of a particular language can be helpful in certain careers. Additionally, students may want to think about travel plans or their own family background in their planning. It is important to remember that the earlier one studies a World Language, the easier and more permanent that language becomes, and studying any World Language can help broaden a student's view of the world.

## 6th GRADE REQUIRED 12-WEEK, A/B SCHEDULE COURSES

### **Art 6**

12 Weeks  
A/B Schedule  
Required

Learn how artists plan, create, and communicate through a variety of different media. You will build a portfolio of artwork using drawing, painting, and sculpture techniques. What you create will set the foundation for future art experiences, and inspire the artist within you..

### **Adolescent Studies**

12 Weeks  
A/B Schedule  
Required

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

- Empathy and Communication
- Bullying Prevention
- Emotion Management
- Substance-Abuse Prevention
- Human Growth and Development

### **PLTW® Gateway™: Design & Modeling**

12 Weeks  
A/B Schedule  
Required

Students develop communication, problem solving and self-awareness skills. Students design, engineer, and create multiple models, using a variety of materials and tools commonly used both at home and in industry. An emphasis is placed on introducing students to 'fluid power' and engineering practices that are currently used in today's marketplace, as well as 3D computer modeling. This course helps prepare students for the Project Lead The Way® Gateway™ courses, Intro to Automation and Robotics (7th grade) and Flight and Space & Magic of Electrons (8th grade).

## 6th GRADE REQUIRED MUSIC OPTIONS

Students must take ONE of the following every other day music electives. If you have not participated in Band or Orchestra in the past, please contact your school's instructor as soon as possible to discuss your options for success.

### **Band**

Year  
A/B Schedule  
Elective

Band is offered on an every other day rehearsal schedule. Students 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 is given at the beginning of the year. Students can begin a band instrument in sixth grade.

## 6th GRADE REQUIRED MUSIC OPTIONS (CONT.)

### **Choir**

Year  
A/B Schedule  
Elective

Choir is available to any students wishing to continue or begin their vocal music experience. The group meets as a full ensemble on alternating days for the entire year. Introduction to correct vocal techniques, sight reading, and basic music theory are covered, and music studied and performed includes unison and two-part standard choral literature covering a variety of stylistic periods and cultural backgrounds. Concert performances are outside of the school day and are a part of the required course work. Opportunities for small group work are also available.

### **Orchestra**

Year  
A/B Schedule  
Elective

Orchestra is a performance-based music class in which students play the violin, viola, cello and bass. Orchestra class meets two to three times per week as part of the school day. In addition to class time, students attend weekly small group lessons 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. Public concerts are a required part of the class. Information on performances is given at the beginning of the year. Most students who sign up for 6th grade orchestra have had prior experience in elementary school on their instrument. Beginning students who sign up are placed in the same group as experienced students. For more information, check with the school orchestra director.

### **World Music**

Year  
A/B Schedule  
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.

## 7<sup>TH</sup> GRADE COURSE DESCRIPTIONS

### I. REQUIRED, *Daily*

- English Language Arts
- Mathematics
- Science
- Social Studies

### II. REQUIRED, *A/B Schedule*

- Physical Education

### III. ELECTIVES

If taking a World Language choose one other elective. If a World Language is NOT selected, choose three electives

World Language Elective Options (Choose one or none)	Other Elective Options (Choose one or three)
<ul style="list-style-type: none"> <li>• French 7*</li> <li>• German 7*</li> <li>• Spanish 7*</li> </ul>	<ul style="list-style-type: none"> <li>• Art 7</li> <li>• Marketing and Technology Trends</li> <li>• Exploring Life Skills</li> <li>• Band</li> <li>• Choir</li> <li>• Contemporary Music and Culture</li> <li>• Orchestra</li> <li>• PLTW® Gateway™: Automation &amp; Robotics</li> </ul>

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

### 7th Grade Sample Schedule

1st Hour	Core Subject - e.g. <i>Math</i>
2nd Hour	Core Subject - e.g. <i>ELA</i>
3rd Hour	Allied Arts * <i>See Example below</i>
4th Hour	<b>LUNCH</b>
5th Hour	Allied Arts * <i>See Example below</i>
6th Hour	Core Subject - e.g. <i>Social Studies</i>
7th Hour	Core Subject - e.g. <i>Science</i>

### Example: Allied Arts with and without World Language

	Monday (A)	Tuesday (A)	Wednesday (A/B)	Thursday (B)	Friday (B)
<b>3rd Hour</b>	World Language	World Language	World Language	World Language	World Language
<b>5th Hour</b>	Phy. Ed	Phy. Ed	Phy. Ed / Allied Art Choice 1	Allied Art Choice 1	Allied Art Choice 1



**Example: Allied Arts with and without World Language (Cont.)**

	Monday (A)	Tuesday (A)	Wednesday (A/B)	Thursday (B)	Friday (B)
<b>3rd Hour</b>	Allied Art Choice 1	Allied Art Choice 1	Allied Art Choice 1/ Choice 2	Allied Art Choice 2	Allied Art Choice 2
<b>5th Hour</b>	Phy. Ed	Phy. Ed	Phy. Ed / Allied Art Choice 3	Allied Art Choice 3	Allied Art Choice 3

**7th 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 three major areas of writing: narrative (realistic fiction), literary analysis and argumentative. Through the workshop model, students learn strategies to establish independent reading and writing lives. Students will spend increased time engaged in English Language Arts each day to meet the rigorous expectations of the newly approved Wisconsin State Standards in English Language Arts.

**Math**

Year

Daily

Required

On a daily basis, students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course are designed to meet the mathematical content and mathematical practice standards in WI. **See [Appendix A](#) for more specific information regarding each grade level or course.**

**Science**

Year

Daily

Required

Seventh grade science students learn aspects of chemistry, physical science, life science, and engineering. Units include: chemical reactions and conservation of matter, transformation and conservation of energy, body systems and cellular processes, and underwater remotely operated vehicles (ROVs).

**Social Studies**

Year

Daily

Required

In seventh grade, students are introduced to ancient world civilizations. Their development is explored through examining patterns and relationships among the geography, history, culture, economy, and government of these civilizations. Strategies emphasized include reading to infer, interpret and draw conclusions to support a claim, writing to produce clear and informative explanations and summaries.

## 7th GRADE REQUIRED A/B SCHEDULE COURSES

### **Physical Education**

Year  
A/B Schedule  
Required

The alternate day physical education class is an introduction to a diverse selection of individual sports, team sports, aquatics and fitness activities. In seventh grade physical education, students will develop more advanced positioning in games/ activities, teamwork, skill mechanics, and health and skill related fitness concepts.

## 7th GRADE ELECTIVE COURSES (A/B Schedule)

### **Art**

#### **Art 7**

Year  
A/B Schedule  
Elective

Continue to build your art portfolio and learn to use a variety of art-making tools and techniques. You will create 2D and 3D artworks that express your ideas, translate the world as you see it, and communicate about social and personal themes. Grow the foundational drawing, painting, and sculpture skills previously established while adding new tools and techniques along the way.

### **Business Education**

#### **Marketing and Technology Trends**

Year  
A/B Schedule  
Elective

Marketing & Tech Trends- The class includes units in:

- Keyboarding
- Google Suite
- Coding
- Marketing
- Podcasting
- Video Editing
- Infographics

### **Family and Consumer Science**

#### **Exploring Life Skills**

Year  
A/B Schedule  
Elective

This course gives students the opportunity to work together and develop skills in preparing food and creating sewing projects. Students 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.
- Explore foods served throughout the world.
- Learn basic sewing techniques.
- Develop skills necessary to be a team player such as negotiation, active listening and cooperation.

## Music

If you have not participated in Band or Orchestra in the past, please contact your school's instructor as soon as possible to discuss your options for success.

### **Band**

Year  
A/B Schedule  
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.

### **Choir**

Year  
A/B Schedule  
Elective

Choir is available to any students wishing to continue or begin their vocal music experience. The group meets as a full ensemble on alternating days for the entire year. Introduction to correct vocal techniques, sight reading, and basic music theory are covered, and music studied and performed includes unison and two-part standard choral literature covering a variety of stylistic periods and cultural backgrounds. Concert performances are outside of the school day and are a part of the required course work. Opportunities for solo and small group work are also available. Other opportunities for performance include the District Solo and Ensemble Festival.

### **Contemporary Music and Culture**

Year  
A/B Schedule  
Elective

Students study, practice, and experience the contemporary music genres of jazz, rock, pop, and the blues. Students play and sing contemporary music from American culture and other cultures. Students 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.

### **Orchestra**

Year  
A/B Schedule  
Elective

Orchestra is a performance-based music class in which students play the violin, viola, cello and bass. Orchestra class meets two to three times per week as part of the school day. In addition to class time, students attend weekly small group pull out lessons 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. Public concerts are a required part of the class. Information on performances is given at the beginning of the year. Most students who sign up for 7th grade orchestra have had prior experience. Beginning students who sign up are placed in the same group as experienced students. For more information, check with the school orchestra director.

## Technical Education

### **PLTW® Gateway™: Automation and Robotics**

Year

A/B Schedule

Elective

This course is a Project Lead the Way® Gateway™ course. Students 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 computer modeling software to create their designs. Students 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 robotics platform commonly found in industry to design, build and program a solution to solve an existing problem.

## World Language

### **World Language: French 7, German 7, or Spanish 7**

Year

Daily

Elective

In World Language classes, communication is the focus of instruction. Teachers and students actively use the target language at least 90% of the time. Activities are designed to help students understand authentic language that they hear and read, and to give students the chance to practice realistic speaking and writing tasks. Culture is embedded into lessons; students are given access to information and perspectives that help them to gain proficiency in a second language and also gain a better understanding of their first language, their cultural identity and how they fit into the world. Assessments are performance based and have students show their cultural knowledge and what they can do with the language. In 7th grade World Language, students will broaden language skills within the context of culture in the following three World Language modes of communication:

- Interpretive: Students can demonstrate understanding of something they have heard or read.
- Presentational: Students can produce a written product or give a presentation in the target language.
- Interpersonal: Students can speak and write to others in the target language spontaneously.

Please note: If a student takes Spanish in 6th grade, their options for 7th and 8th grade are Spanish, French, or German. In order to reach the AP level in high school, students must begin their language study by seventh grade. If students do not take a language in 7th grade, they cannot begin one until high school.

## 8<sup>TH</sup> GRADE COURSE DESCRIPTIONS

### I. REQUIRED, Daily

- English Language Arts
- Mathematics
- Science
- Social Studies

### II. REQUIRED, A/B Schedule

- Physical Education

### III. ELECTIVES

If taking a World Language, choose one other elective. If a World Language is NOT selected, choose three electives

World Language Elective Options (Choose one or none)	Other Elective Options (Choose one or three)
<ul style="list-style-type: none"> <li>● French 8*</li> <li>● German 8*</li> <li>● Spanish 8*</li> </ul>	<ul style="list-style-type: none"> <li>● Art 8</li> <li>● Business Ventures</li> <li>● The Digital World</li> <li>● Food and Fitness</li> <li>● Band</li> <li>● Choir</li> <li>● Music and Media</li> <li>● Orchestra</li> <li>● PLTW® Gateway™: Flight and Space; Magic of Electrons</li> </ul>

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

### 8th Grade Sample Schedule

1st Hour	<i>Allied Arts * See Example below</i>
2nd Hour	<i>Allied Arts * See Example below</i>
3rd Hour	Core Subject - e.g <i>Math</i>
4th Hour	Core Subject - e.g <i>Science</i>
5th Hour	<b>LUNCH</b>
6th Hour	Core Subject - e.g. <i>ELA</i>
7th Hour	Core Subject - e.g <i>Social Studies</i>

### Example: Allied Arts with and without World Language

	Monday (A)	Tuesday (A)	Wednesday (A/B)	Thursday (B)	Friday (B)
<b>1st Hour</b>	World Language	World Language	World Language	World Language	World Language
<b>2nd Hour</b>	Phy. Ed	Phy. Ed	Phy. Ed / Allied Art Choice 1	Allied Art Choice 1	Allied Art Choice 1

**Example: Allied Arts with and without World Language (Cont.)**

	Monday (A)	Tuesday (A)	Wednesday (A/B)	Thursday (B)	Friday (B)
<b>1st Hour</b>	Allied Art Choice 1	Allied Art Choice 1	Allied Art Choice 1/ Choice 2	Allied Art Choice 2	Allied Art Choice 2
<b>2nd Hour</b>	Phy. Ed	Phy. Ed	Phy. Ed / Allied Art Choice 3	Allied Art Choice 3	Allied Art Choice 3

**8th GRADE REQUIRED CORE COURSES**

**English Language Arts**

Year  
Daily  
Required

Students continue their growth as readers and writers, developing sophistication in the reading and writing processes. The distinct areas of annotating, genre-specific literary analysis, and argument receive explicit instruction that is integrated within the written assignments and books read throughout the year. In addition, independent reading and writing habits are fostered through the workshop model. Students will spend increased time engaged in English Language Arts each day to meet the rigorous expectations of the English Language Arts Common Core State Standards in Wisconsin.

**Math**

Year  
Daily  
Required

On a daily basis, students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course are designed to meet the mathematical content and mathematical practice standards in WI. See Appendix A for more specific information regarding each grade level or course.

**Science**

Year  
Daily  
Required

Eighth grade science students learn aspects of earth science, life science, chemistry, physics, and engineering. Units include: geological processes and plate tectonics, heredity and natural selection, chemistry, and forces and motion through the study of rocketry.

**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. Students will analyze how people and events have contributed to the foundation of our nation. Students will work with primary and secondary source material to begin to determine the meaning of content vocabulary. Students will consider the role of perspective and viewpoint as they learn about the problems the United States faced in establishing its nationhood.

## 8th GRADE REQUIRED 12-WEEK, A/B SCHEDULE COURSES

### **Physical Education**

Year  
A/B Schedule  
Required

The alternate day physical education class is an introduction to a diverse selection of individual sports, team sports, aquatics and fitness activities. In eighth grade, students will apply the concepts and skills of positioning, teamwork, skill mechanics, and health and skill related fitness concepts in class activities.

## 8th GRADE ELECTIVE COURSES (A/B Schedule)

### **Art**

#### **Art 8**

Year  
A/B Schedule  
Elective

In Art 8, you will develop your artistic voice and how it fits into the world around you. Learn how and why artists communicate visually and discover it for yourself. You will learn techniques in drawing, painting, ceramics, sculpture, printmaking, collage, digital art, and more in order to make your voice heard. You will leave this class with a fully-developed portfolio to jump-start your high school art experiences and a body of work that represents who you are as an artist.

### **Business Education**

#### **Business Ventures**

Year  
A/B Schedule  
Elective

The emphasis of Business Ventures is to give students a broad perspective of the business world. This course deals with topics concerning all areas of business such as leadership, banking, money management, credit, advertising, and career exploration. These topics are expanded in business courses that are offered in high school. Students will participate in the stock market simulation. Some class units include:

- Leadership
- Career Exploration
- Personal Finance
- Business Structures
- Marketing

#### **The Digital World**

Year  
A/B Schedule  
Elective

In this course, students will develop and refine their use of digital and information technology. They work toward increased proficiency in such areas as word processing, spreadsheets, publishing and presentation. They also develop skills in website design, game design animation and coding. Students create sophisticated projects and solve real world problems. The class includes units in:

- Keyboarding
- Digital Citizenship
- Microsoft
- Office Photoshop
- Coding
- Game Design
- Animation
- Website Design

## Family and Consumer Science

### **Food and Fitness**

Year  
A/B Schedule  
Elective

This class gives students the opportunity to learn about and prepare nutritious foods. Through hands-on food and fitness activities students 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 resources 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

If you have not participated in Band or Orchestra in the past, please contact your school's instructor as soon as possible to discuss your options for success.

### **Band**

Year  
A/B Schedule  
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.

### **Choir**

Year  
A/B Schedule  
Elective

Choir is available to any students wishing to continue or begin their vocal music experience. The group meets as a full ensemble on alternating days for the entire year. Introduction to correct vocal techniques, sight reading, and basic music theory are covered. Emphasis in this class is given to two- and three-part harmony, including three- part mixed choral selections. Individual development of musical skills as well as the group experience is stressed. Music studied and performed includes varied stylistic periods and cultural backgrounds. Concert performances are outside of the school day and are a part of the required course work. Opportunities for solo and small group work are also available. Other opportunities for performance include the District Solo and Ensemble Festival.

### **Music and Media**

Year  
A/B Schedule  
Elective

Music and Media integrates music with other content areas. Units of study 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 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 focuses 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.



## Music (Cont.)

### **Orchestra**

Year  
A/B Schedule  
Elective

Orchestra is a performance-based music class in which students play the violin, viola, cello and bass. Orchestra class meets two to three times per week as part of the school day. In addition to class time, students attend weekly small group pull out lessons 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. Public concerts are a required part of the class. Information on performances is given at the beginning of the year. Most students who sign up for 8th grade orchestra have had prior experience on their instrument. Beginning students who sign up are placed in the same group as experienced students. For more information, check with the school orchestra director.

## Technical Education

### **PLTW® Gateway™: Flight and Space & Magic of Electrons**

Year  
A/B Schedule  
Elective

This course is a Project Lead the Way® Gateway™ course. Students will explore the forces of flight and Newton's Laws of Motion by designing and launching model airplanes and water rockets. Students explore the science behind aeronautics and use online NASA simulators to design, build, and test an airplane wing. Students also investigate and explore the science of electricity, behavior and parts of atoms, and sensing devices. Students acquire knowledge and skills in basic circuitry design and examine the impact of electricity on our lives.

## WORLD LANGUAGES

### **World Language: French 8, German 8, or Spanish 8**

Year

Daily

Elective

In World Language classes, communication is the focus of instruction. Teachers and students actively use the target language at least 90% of the time. Activities are designed to help students understand authentic language that they hear and read, and to give students the chance to practice realistic speaking and writing tasks. Culture is embedded into lessons; students are given access to information and perspectives that help them to gain proficiency in a second language and also gain a better understanding of their first language, their cultural identity and how they fit into the world. Assessments are performance based and have students show their cultural knowledge and what they can do with the language. In 8th grade World Language, students will broaden language skills within the context of culture in the following three World Language modes of communication:

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Please note: If a student takes Spanish in 6th grade, their options for 7th and 8th grade are Spanish, French, or German. In order to reach the AP level in high school, students must begin their language study by 7th grade. If students do not take a language in 7th grade, they cannot begin one until high school

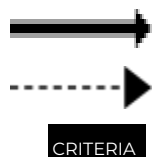
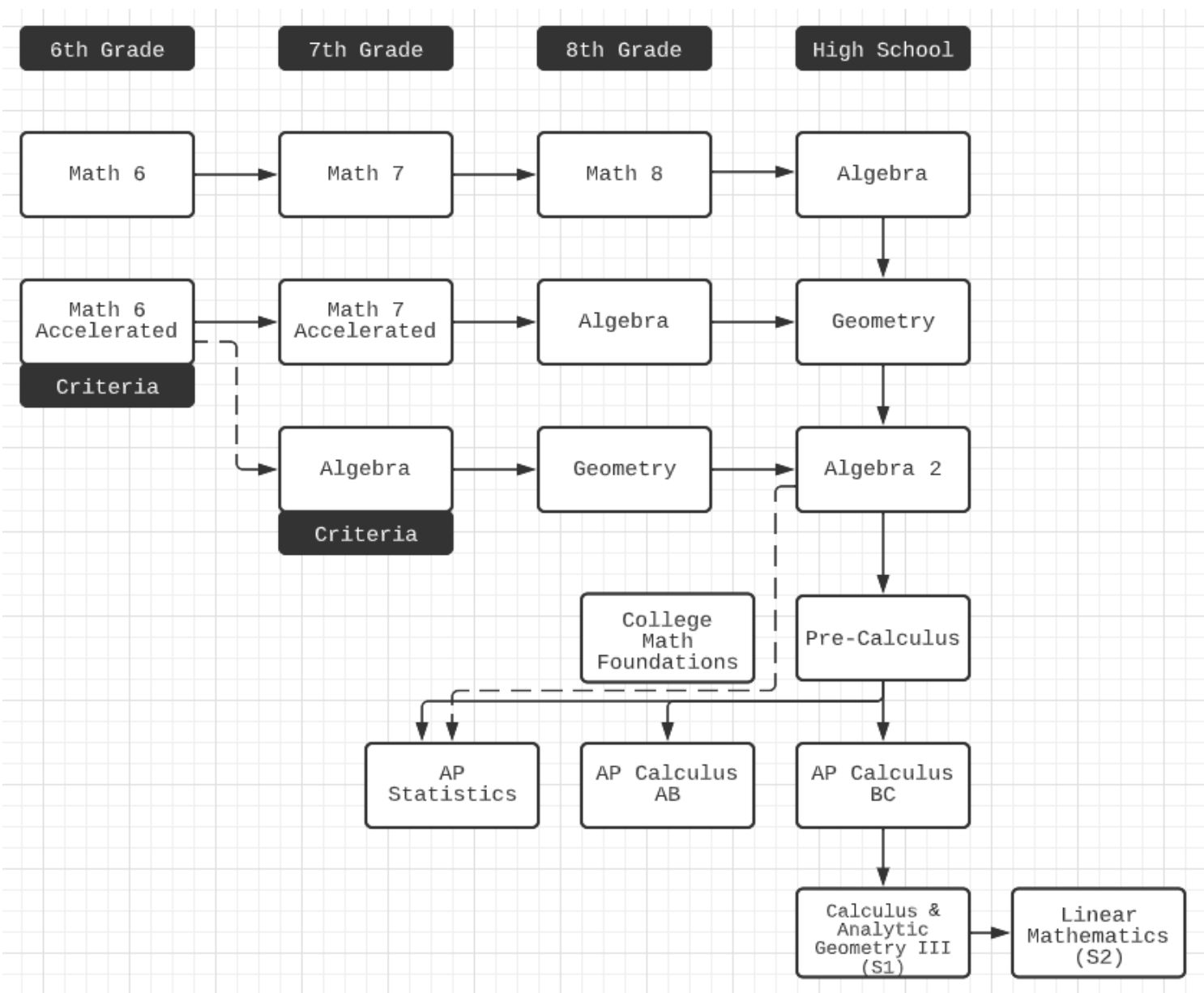
## MEETING STUDENT NEEDS

The middle school program is designed to provide support for students with a wide variety of needs. 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, Equitable Multi-Level Systems of Support teachers, English language learner teacher, library media specialist, instructional coaches, school psychologist, school counselor, and gifted and talented support – are available at each school.

Students identified as gifted and talented receive individualized learning opportunities within their regular classes. In addition, they may participate in a variety of extracurricular activities, which will take advantage of their special talents. Currently, there are also opportunities to accelerate in math.

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

**APPENDIX A: MIDDLE SCHOOL MATHEMATICS  
MIDDLE AND HIGH SCHOOL PATHWAYS**



Solid arrows indicate traditional pathway  
 Dotted arrows indicate an alternative  
 Student must meet criteria for enrollment in these courses  
 The criteria is intended to ensure success for the student

## IMPORTANT INFORMATION

- A strong foundation in middle school math is essential to future success in high school math courses.
- The standard math pathway is aligned to common core math standards and college readiness standards. It is the recommended pathway to ensure a solid foundation is built to achieve math success in Algebra, Geometry and Algebra 2, which are required for high school graduation and college admission.
- High school courses taken in middle school, such as Algebra and Geometry, count toward a student's math high school graduation requirement and are calculated into the student's high school grade point average. Given this, consideration to accelerate in middle school should be a thoughtful decision, so that high school math achievement is not compromised

### Math 6

Major topics include:

- Collect, organize and display data in multiple ways.
- Analyze data using measures of central tendency.
- Represent data sets using various methods and analyze how changes in data impact the representation.
- Represent and compare quantities using manipulatives, diagrams and number expressions.
- Represent multiplication using rectangular arrays.
- Model integers.
- Make sense of multiple representations of portions (decimal, fraction, percent) and convert from one form to the other.
- Compare fractions and generate equivalent fractions.
- Recognize ratios in tables and graphs and solve corresponding problems.
- Use ratios to describe relationships with similar plane figures and other situations.
- Use models and standard algorithms for computations with fractions and decimals.
- Simplify variable expressions by combining like terms and using the Distributive Property.
- Evaluate variable expressions and solve simple equations and inequalities.
- Solve distance, rate and time problems.
- Solve percent problems including those with discounts, interest and tips.
- Compute area, surface area and volume of rectangular solids.
- Represent solids using nets.

*A scientific calculator will be needed for this course.*

### Math 6 Accelerated

This is a compressed course that covers 1.5 years of math in 1 year — Grade 6 Math plus Volume 1 of Grade 7 Math.

*A scientific calculator will be needed for this course.*

## Math 7

Major topics include:

- Model integers and operations with integers and rational numbers including using order of operations.
- Use linear models and equal ratios to represent part-whole relationships.
- Use percent and scale factors to determine percent increase or decrease, discounts and markups.
- Use variable expressions to represent quantities in contextual problems.
- Simplify variable expressions by combining like terms and using the Distributive Property.
- Solve linear equations including those with fractional coefficients and those with no solutions or infinite solutions.
- Solve and graph one-variable inequalities.
- Compare experimental and theoretical probabilities.
- Distinguish between dependent and independent events and calculate the probability of compound independent events.
- Represent probabilities of multiple events using systemic lists, charts, or tree diagrams.
- Design, conduct and analyze surveys.
- Collect and compare data and describe the distribution of sets of data. Solve distance, rate and time problems.
- Compare ratios and calculate unit rates.
- Recognize and solve problems involving proportional relationships.
- Recognize and use the properties of similar shapes and scale factors to solve problems.
- Describe angles, angle pairs and their measures.
- Compute area and perimeter of standard and compound shapes.
- Compute the volume of a variety of solids.

*A scientific calculator will be needed for this course.*

## Math 7 Accelerated

This is a compressed course that covers 1.5 years of math in 1 year – Volume 2 of Grade 7 Math plus Grade 8 Math.

*A scientific calculator will be needed for this course.*

## Math 8

Major topics include:

- Represent a linear function with a graph, table, rule, and context and should be able to find any representation when provided one of the others.
- Solve systems of equations represented in tables and graphs.
- Symbolically manipulate expressions in order to solve problems including those with fractional coefficients.
- Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses to assist with writing and solving a variable equation.
- Describe various transformations on a coordinate grid.
- Represent data using scatterplots and describe associations.
- Collect and analyze data and make predictions based on the trend of the data.
- Compare ratios, calculate unit rates and slope ratios.
- Analyze the slope of a line graphically, numerically, and contextually.
- Recognize and solve problems involving proportional relationships. Graph and analyze non-linear functions.

## Math 8 (Cont.)

- Recognize and use the properties of similar shapes to solve problems.
- Use the Pythagorean Theorem and its converse to solve problems in 2 and 3 dimensions.
- Use square and cube roots.
- Represent and simplify expressions using positive and negative exponents.
- Represent and compare large and small numbers using standard and scientific notation.
- Perform operations with numbers represented in scientific notation.
- Use the relationships between angles created by parallel lines with transversals and the triangle sum theorem to solve problems.
- Compute the volume of a variety of solids.

*A scientific calculator will be needed for this course.*

## Algebra

Major topics include:

- Represent a function with a graph, table, rule, and context and should be able to find any representation when provided one of the others (for linear, quadratic, and exponential relationships).
- Symbolically manipulate expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.
- Analyze the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically.
- Solve simple and complex equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression).
- Solve a system of two linear or nonlinear equations and inequalities with two variables using a variety of strategies, both graphically and algebraically.
- Recognize and represent arithmetic and geometric sequences, including using tables, graphs, and either recursive or explicit formulas.
- Construct exponential models and solve problems, and compare them to linear models.
- Investigate a variety of functions including square root, cube root, absolute value, piecewise, step, and simple inverse functions.
- Use function notation.
- Collect, analyze, interpret, and make predictions from, two-variable data, including determining regression lines, correlation coefficient, and creating residual plots.
- Understand the differences between association and causation, and to interpret correlation in context.
- Compare distributions of one-variable data.

*A scientific calculator will be needed for this course. If you need to purchase a new calculator, a graphing calculator from the TI-84 family is recommended because it will be required in higher level math classes in high school.*

Note: Successful completion of this course as a 7<sup>th</sup> or 8<sup>th</sup> grade student may result in a high school math credit. If the student elects to count this course as a high school course, the grade earned will be placed on a high school transcript and will be included in the student's high school cumulative grade point average.

## Geometry

Prerequisite: successful completion of both semesters of Algebra

Major topics include:

- Transformations (reflection, rotation, translation, dilation) and symmetry
- Relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations)
- Properties of plane figures
- Prove geometric theorems (investigate patterns to make conjectures, and formally prove them)
- Modeling with geometry
- Using coordinates to prove geometric theorems
- Measurements of plane figures (such as area, perimeter, and angle measure)
- Theorems about circles, including arc lengths and areas of sectors
- Measurements of three-dimensional shapes (such as volume and surface area)
- Tools for analyzing and measuring right triangles, general triangles, and complex shapes (such as the Pythagorean Theorem, trigonometric ratios, inverse trigonometry, and the Laws of Sines and Cosines)
- Geometric construction (with compass and straightedge)
- Algebra (with substantial review of writing and solving equations and multiple representation of functions)
- Probability (independence and conditional probability, compound events, expected value, and permutations and combinations)

*A scientific calculator will be needed for this course. If you need to purchase a new calculator, a graphing calculator from the TI-84 family is recommended because it will be required in higher level math classes in high school.*

Note: Successful completion of this course as a 7<sup>th</sup> or 8<sup>th</sup> grade student may result in a high school math credit. If the student elects to count this course as a high school course, the grade earned will be placed on a high school transcript and will be included in the student's high school cumulative grade point average.

The Wauwatosa School District does not discriminate on the basis of a person's color, sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional or learning disability.