

**2011-2012**  
**Junior High Course Descriptions**  
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# **Williams Bay Eighth Grade Promotion Policy**

In order for a student to be promoted from Williams Bay Junior High School, a student must pass all of their core classes (Math, Science, Social Studies, Reading, English) and accumulate a total of at least 12 credits in the 7<sup>th</sup> and 8<sup>th</sup> grades.

## **WISCONSIN KNOWLEDGE AND CONCEPTS EXAM CRITERIA**

In addition to meeting the core classes and credit requirements, other criteria for promotion are:

Achieve a score of at least basic on all sub-tests on the Wisconsin Knowledge and Concepts Exam (WKCE) and score at least 2.5 on the writing section.

Students with a disability, 504 students, and Limited English Proficient (LEP) students, as defined by state and federal laws, may be exempt from certain promotions of the WKCE. In these cases, the school will use the alternate assessments identified in the student's IEP of 504 plan on the state's alternative assessments for LEP students to determine whether these individual students have shown proficiency in meeting the state standards.

If a student meets the core classes and credit requirements and passes the 8<sup>th</sup> grade WKCE, he/she will be promoted. If a student meets the core classes and credit requirements but does not earn the required scores or elects not to take the 8<sup>th</sup> grade WKCE:

## **OTHER PROMOTION CRITERIA**

The student must demonstrate academic performance by achieving a cumulative grade point average (calculated at the end of the 4<sup>th</sup> semester) of 1.7 or above.

If a student had not met the core classes or credit and/or grade point requirements:

Promotion may still occur if a student can meet the core class and credit requirements by successfully completing a school recommended summer school curriculum.

## **TEACHER RECOMMENDATION CRITERIA**

If a student is not promoted, parents may request a review by the Junior High Faculty Promotion Committee. That committee is composed of a junior high teacher from each of the four subjects tested on the 8<sup>th</sup> Grade WKCE (Math, Science, English, Social Studies). A junior high teacher of the student's choosing, the junior high guidance counselor, the school psychologist, and the principal will join those teachers. The student and parents, guardians or an adult representative, are invited to appear before the committee to present a case in support of promotion. After the presentation, the committee will deliberate in private and arrive at a decision.

# Junior High Acceleration Process

THE ONLY WAY A STUDENT CAN BE ACCELERATED IS THROUGH THE ACCELERATION PROCESS BELOW. PARENTAL REQUESTS FOR ACCELERATION ARE THE ONLY WAY TO INITIATE THE PROCESS.

- I. A parental request for acceleration needs to be **in writing and should contain the reason behind the request**. The request needs to be forwarded to the principal and then to the Gifted and Talented Program coordinator.
- II. Students must have standardized test scores in the 90<sup>th</sup> percentile rank or higher in the areas to be considered for acceleration. Math acceleration students will need a score of at least 90% on the math portion of either the MAP tests or WKCE tests, or a percentile score of 90% or above on the Algebra Readiness Test administered by the District. Science acceleration will need a score of at least 90% on science portion of the 7<sup>th</sup> grade MAP test. **Standardized Testing will be worth 40% of the overall evaluation**. In order to be accelerated in biology a student also needs to meet acceleration requirements in algebra.
- III. A teacher recommendation will be required from the previous teacher in the areas acceleration is requested. The teacher recommendations will follow a rubric that includes ratings on the student's attendance, work habits, critical thinking skills, maturity level, curiosity level, intellectual perseverance and creativity. **The teacher recommendation will be worth 15% of the overall evaluation**.
- IV. **The student's grade point average will be worth 15% of the overall evaluation.**  
**A student's grades in the subject area acceleration is requested will be worth 15% of the overall evaluation.**
- V. The student needs to submit a written essay regarding his/her perception of their abilities requiring acceleration. This essay must be written in the presence of one proctor for the faculty. The student will have one hour to complete the essay. A computer will be provided. **The student essay will be worth 15% of the overall evaluation.**

**The student must achieve an overall process score of 90% to qualify for acceleration.**

Adopted on 5/12/08

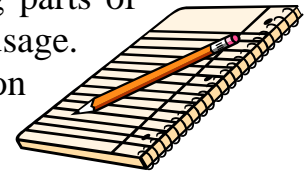
# English 7

## Description of Course

This course is designed to enable students to practice and refine their language arts skills. Strands of study in the class include the following: grammar and usage; spelling and vocabulary development; personal, informative and persuasive writing; and literature. Two major themes are covered in English 7—historical fiction and mysteries.

## What is the Student to Learn?

Students will review and refine their grammar skills by studying parts of speech, punctuation, capitalization, parts of a sentence, and usage. These skills will be practiced in writing assignments which focus on the paragraph, personal essay and five paragraph essay. Students will also read a variety of literature including short stories, plays, and novels. Students will study the literary elements of the genres they study.



## Assignment Expectations

Students can expect an assignment each day in English. Time will be given in class to begin the assignment, but students can expect homework in English on a regular basis.

## How will the Student be Evaluated?

Students are evaluated through a review of daily work, quizzes and tests. Writing portfolios are kept throughout the year and students will select their best writings to pass on to their high school English instructors.

# English 8

## Description of Course

English 8 is a required course that covers a variety of Language Arts skills including speeches, improving writing skills, reviewing grammar skills, improving vocabulary and expanding it. In addition, students will read novels, short stories, poetry and plays.

## What is the Student to Learn?

Students will learn how to talk before a group, how to spell and use words, on a weekly basis; how to interpret literature and understand how it impacts them; how to write grammatically correct, and how to be organized and responsible each day.

## Assignment Expectations

All work is expected to be neat, written in ink on loose-leaf notebook paper and turned in on time.

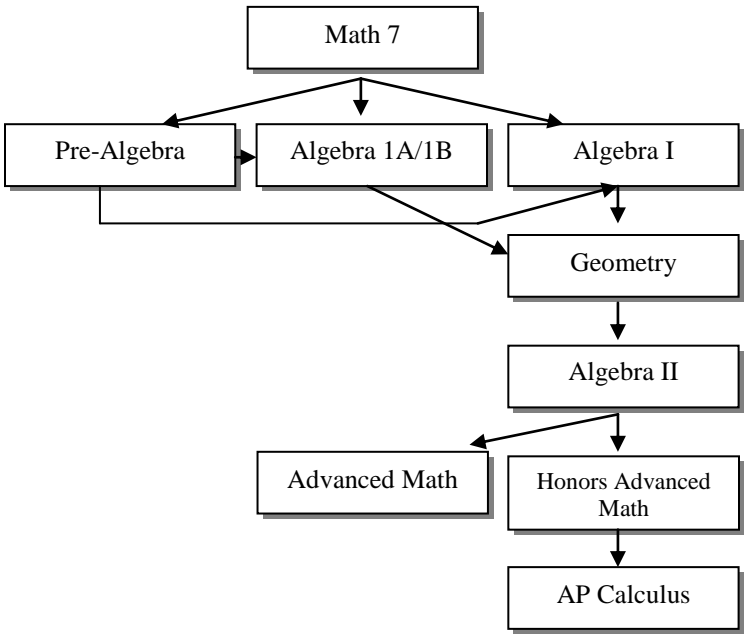
## How will the Student be Evaluated?

Students will be evaluated in these areas:

1. homework grades
2. test scores
3. speeches
4. writing assignments



# Math Department Course Progression



# Math 7

## Description of Course

Math 7 is a two semester required course which meets every day of the week. This course contains lessons that cover previously learned content in greater depth as well as several new topics. Skills and concepts are tied to applications that are part of the student’s real world or to connections with other mathematics topics and with technology. The course also places a strong emphasis on problem solving skills. Several lessons in the course require the use of a calculator. A scientific calculator is recommended.

## What is the Student to Learn?

Topics covered will include applications with integers, decimals and fractions, statistics and data analysis, patterns and number sense, an introduction to Algebra,

investigations in Geometry, area, surface area, volume, ratio, proportion, and percent as time permits.

## **Assignment Expectations**

The composition guidelines will be used as the format for all written work. Daily assignments will be given. Some time is generally given in class to start each assignment, however most assignments are to be completed outside of the classroom. All assignments are due by the start of the class period the following day.

## **How will the Students be Evaluated?**

Assignments are to be completed neatly and turned in on time. Evaluation of students' progress will be done by the teacher through analysis of written assignments, classroom participation, quizzes and tests.

# **Pre-Algebra**

**Prerequisite:** Recommendation of previous math instructors based on previous math grades, standardized test scores, and other considerations.

## **Description of Course**

Pre-Algebra is a two semester course offered to students in grades 8 – 10. The class will meet each day of the week. This course will present all important pre-algebra concepts and skills to prepare students for success in Algebra IA/IB or Algebra I. Numerous applications and problem-solving strategies will prepare students for life inside and outside of the classroom. Other topics include a review of the computational skills, addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions.

## **What is the Student to Learn?**

Each student will continue to expand and apply his or her mathematical skills. For mathematics to be meaningful, the student will learn to organize information, interpret data, and communicate quantitatively. Each student will learn how to reason, make conjectures, and solve problems. This course will help students apply mathematics and see it and technology as useful tools in their lives.

## **Assignment Expectations**

The composition guidelines will be used as the format for all written work. Daily assignments will be given. Some time is generally given in class to start each assignment; however most assignments are due by the start of the class period the following day.

## **How will the Student be Evaluated?**

Assignments are to be completed neatly and turned in on time. Evaluation of students' progress will be done by the teacher through analysis of written assignments, classroom participation, quizzes, and tests.

# **Algebra IA**

**Prerequisite: Recommendation of previous math instructors based on previous math grades, standardized test scores, and other considerations.**

## **Description of Course**

Algebra IA is a two semester course offered to students in grades 8 – 10. The class will meet each day of the week. This course is the first year of a two-year sequence designed for students who require additional time to master the Algebra I curriculum. This extended time frame allows students to spend more time on each concept. Students will have more time to complete hands-on lab activities that develop algebraic concepts. Students will be asked to solve the same types of problems as one-year students, including critical thinking questions and application questions.

## **What is the Student to Learn?**

Each student will continue to expand and apply his or her mathematics skills. This course will help students learn how to solve problems. Topics covered will include area, surface area, volume, Pythagorean Theorem, computing with integers without a calculator, and probability. Students will also study the first portion of the Algebra I curriculum, including the language of algebra, order of operations, operations with integers, solving equations, and graphing linear equations in the Cartesian coordinate system. Not all problems in real-life can be solved using an equation; therefore, it is important for students to learn alternative strategies for solving problems. Students will also learn to make generalizations about what they see or do with technology. Computers and calculators will be used as tools for teaching various algebraic concepts.

## **Assignment Expectations**

The composition guidelines will be used as the format for all written work. Daily assignments will be given. Some time is generally given in class to start each assignment; however most assignments are due by the start of the class period the following day.

## **How will the Student be Evaluated?**

Assignments are to be completed neatly and turned in on time. Evaluation of students' progress will be done by the teacher through analysis of written assignments, classroom participation, quizzes, and tests.

# **Algebra I**

**Prerequisite: 8<sup>th</sup> grade students must follow the Acceleration Policy**

**Recommendation of previous math instructors based on previous math grades, standardized test scores, and other placement criteria.**

## **Description of Course**

Algebra I is a two semester elective course offered to students in grades 9 – 12 and **recommended** 8<sup>th</sup> grade students. The class will meet each day of the week. This course helps students learn the basic structure of algebra in the real number system. Various algebraic concepts and problem solving techniques are studied to allow the student to grow in his or her understanding of mathematics and also develop the ability to reason logically.

## **What is the Student to Learn?**

Each student will continue to expand and apply his or her mathematical skills. This course will help students learn how to solve problems. Algebra is a very useful tool for solving problems. Algebraic topics will include a focus on problem solving, solving equations, work with proportions, solving systems of equations, graphing, slope and rate of change, inequalities, work with fractions and quadratic equations. Computers and calculators will be used for teaching various algebraic concepts.

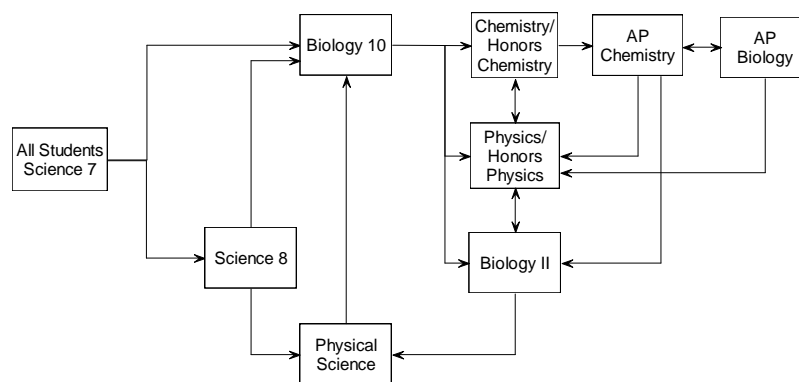
## **Assignment Expectations**

The composition guidelines will be used as the format for all written work. Daily assignments will be given. Some time is generally given in class to start each assignment; however most assignments are due by the start of the class period the following day.

## **How will the Student be Evaluated?**

Assignments are to be completed neatly and turned in on time. Evaluation of students' progress will be done by the teacher through analysis of written assignments, classroom participation, quizzes, and tests.

## Science Dept. Course Progression



## Science 7

### Description of Course

Science 7 is a two semester, required course. Three quarters are devoted to the study of Earth Science and reviews the following units:

1. Structure of the Earth and the forces that have shaped and are shaping it at the present time.
2. The Earth's atmosphere and also the weather.
3. Crystallography and the identification of common rocks and minerals.
4. An introduction to the metric system, atomic structure, nuclear energy and laboratory equipment are included in this course for basic information purposes in order to better comprehend the above mentioned units.
5. Unit on Astronomy including space travel, the planets and constellations.



The fourth quarter is devoted to a review of the following main units of Life Science.

1. The cell, its structure and function.
2. The Protista, Plant, Animal, Monera, and Fungi Kingdoms.
3. Labs with microscope and dissection of animals.

## **What is the Student to Learn?**

In Earth Science they will learn about:

- a. How elements combine and form our physical world.
- b. Minerals, Rocks and how surface features are created.
- c. Basic weather and climate, including how to read a weather map.
- d. Basic Astronomy.

In Life Science they will learn:

- a. Basic cell structure.
- b. What a plant is.
- c. Classification method.
- d. Types of invertebrate and vertebrate animals on earth.

## **Assignment Expectations**

1. Short book assignments or worksheets everyday or every other day.
2. A chapter or unit test every 3-4 weeks.
3. Keeping their class notes and lab notes in a notebook that will be checked at the end of each quarter.

## **How will the Student be Evaluated?**

1. Homework
2. Checking their notebooks at the end of each quarter
3. Quizzes/Chapter or Unit Test

# Science 8

## Description of Course

The primary emphasis of Science 8 is physical science, which deals with the behavior and interactions of matter and energy.

## What is the Student to Learn?

Student will learn:

1. How scientific process/method works.
2. Basic physical laws of motion, force, work, energy, and matter.
3. Skills such as techniques on observation, problem solving, critical thinking and analysis.



## Assignment Expectations

Students are to complete and hand in assignments on time. Students must meet criteria for quality work to receive the maximum possible score. Criteria will vary from assignment to assignment.

## How will the Student be Evaluated?

Grades will be based on laboratory and daily assignments, note taking, research papers, quizzes and tests.

# Biology

**Grades: 10**

**One Year**

**1 credit**

Available to 8<sup>th</sup> and 9<sup>th</sup> grade students who meet eligibility requirements:

1. 8<sup>th</sup> Graders are required to meet the parameters for acceleration as outlined in the Jr. High Acceleration Process on Page 4.
2. Enrollment in Algebra I

**FRESHMAN ELIGIBILITY FOR BIOLOGY** —The criteria for admission to Biology in the freshman year is as follows:

1. Student must have completed Algebra I or currently be enrolled in it.
2. Student must receive a minimum of two A's or A-'s for the first three semesters in Science 7 and Science 8.
3. Transfer students enrolled in Biology at their previous school with a copy of their schedule will be placed in Biology 10.

## **Description of Course**

This course will cover the basic structure and function of the cell, a review of the protist, plant, and animal kingdom, basic human anatomy, physiology, and genetics. Review questions are to be answered and turned in at the end of each chapter. They are to be answered in ink and in complete sentences.

# World Geography

## Description of Course

World Geography is a required two-semester course. World Geography is designed to introduce the students to the world in which they live. The course focuses on the physical earth and the human world (culture). The student learns about the following world regions – The United States and Canada, Middle and South America, Western Europe, Russia, and Eastern Europe, North Africa and Southwest Asia, Sub-Saharan Africa, South, East, and Southeast Asia, and Australia and the Southern Realm.



## What is the Student to Learn?

Both physical and cultural geography will be studied. The student will study the location of the continents, oceans, major bodies of water, rivers and mountains. The student will study the location of countries and the culture of various groups of people.

## Assignment Expectation

Students will be given assignments on a daily basis. The assignments will be completed and returned to the teacher in a timely manner.

## How will the Student be Evaluated?

Students will be graded on a variety of activities. Worksheets, map quizzes and tests will be used to measure the progress of the student.

# Social Studies 8

## Description of Course

Social Studies 8 is a two semester required course which includes a study of the origins of the U.S. government, the great founding documents, and emphasis on the three branches of government, and state and local government. There is also an ongoing discussion of the background and updated status of current events on a local, state, national and international level.

## What is the Student to Learn?

The student will learn about the origins of U.S. government. The student will also study the great founding documents, the importance of our three branches of government, and the make-up of state and local governments.



## Assignment Expectations

Throughout the year the student will create projects, write reports, and hand in a variety of daily assignments.

## How will the Student be Evaluated?

The student will be evaluated by the following criteria:

1. daily written assignments
2. class projects
3. class participation
4. notes
5. quiz grades

# Reading 7

## Description of Course

The emphasis of this course is on reading and writing at the ability and interest level of the student. Students have the opportunity to develop their reading and writing abilities and interests. Reading strategies and vocabulary are taught in order to increase students' ability to comprehend. The focus is on reading for meaning with skills taught within the context of meaningful print. This course includes study skills, content-area reading, library skills, listening skills, higher-level thinking, literature study, and process writing.

## Elements of Course

1. Reading and writing at the student's ability and interest level
2. Reading strategies and vocabulary aimed at increasing comprehension.
3. Study skills
4. Content-area reading
5. Library skills
6. Listening skills
7. Higher-level thinking
8. Literature study
9. Independent Reading (Student choice - - 8 books a year)
10. Computer Study Skills

## Resources used in Course

1. Literature anthology
2. Novels and non-fiction books – from classroom, library, home
3. Periodicals READ, Current Events
4. Vocabulary and study-skills workbooks

## Assignments and Evaluation of Students

1. Oral and silent reading assignments
2. Writing assignments-Book Reports, Journal
3. Vocabulary assessments
4. Research paper
5. Participation in class and small groups



# Physical Education 7

## Description of Course

This class meets three days a week. Class size is approximately 15-30 students. Basic skills are stressed and incorporated into team activities.

## What is the Student to Learn?

Students will learn to discipline themselves to follow directions and to work with others toward a common goal. They will be taught about and encouraged to practice good hygiene.

## Assignment Expectations



Gym uniforms, white socks and tennis shoes are required for class and are expected to be kept in their gym lockers at all times. If a student cannot participate a note from a parent is required and will excuse the student for two days. If a student will miss more than two days, a doctor's excuse is required.

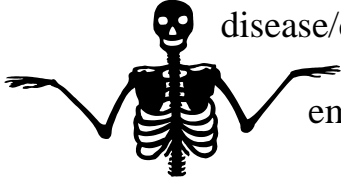
## How will the Student be Evaluated?

Attitude, attendance and participation are the components that are used to assign grades. There will be written quizzes on rules and strategy in various units.

# Health 7

## Description of Course

This course uses as its main text Current Health II. The following topics will be discussed throughout the year: nutrition, drugs, first aid and safety, disease/disorders, personal health, environment, fitness and exercise, and the hazards of smoking and alcohol. This course emphasizes health as a value of life.

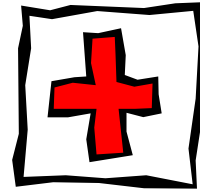


## What is the Student to Learn?

Health Education can help promote the prevention of health problems and improve the quality of life and total well being for our students. It motivates students to voluntarily take an active role in protecting, maintaining, and improving their health as well as the environment around them. (community health, friends and family's health, school health, etc.)

## Assignment Expectations

Occasional assignments and projects will be required.



## How will the Student be Evaluated?

Students will be evaluated by attendance, class participation, classroom behavior, and classroom projects and assignments.

# Physical Education 8

## Description of Course

This course meets 5 days a week one semester and 3 days a week one semester. Class size is approximately 15-30 students. Skills are again stressed at this level, with these basic skills being incorporated into team activity.

## What is the Student to Learn?

The student will develop knowledge of playing as a team and as a team member. They will be introduced to new movements and skills, which can be used in a game situation. They will learn to discipline themselves to follow specific directions and skill, and to develop an attitude of enjoyment towards physical activities.



## Assignment Expectations

Gym uniforms are required for class; white socks and tennis shoes are expected to be kept in their gym lockers at all times. If a student cannot participate a note from a parent is required and will excuse a student for two days. If a student will miss more than two days, a doctor's excuse is required.

## How will the Student be Evaluated?



Class attendance, class participation, performance, and attitude will be evaluated. The students will also need to show knowledge in regard to rules, techniques and strategy of the units covered. There will be written quizzes on rules and strategy in various units.

# Health 8

## Description of Course

Human Growth and Development: Values and Choices. Meets two days a week; 18 weeks; required (students may be excused by a parent.) If excused, students will take an independent health class to meet graduation requirements.

## What is the Student to Learn?

This program in Human Growth and Development was developed by experienced educators and piloted and tested nationally. Designed for 7<sup>th</sup> and 8<sup>th</sup> graders, the course has five important features.

1. Students will learn the seven basic human values which the course is founded on
2. This course has lively and informative videotaped segments.
3. Sixteen lessons
4. Emphasized from start to finish the importance of being able to say no, and feeling good about saying no. (Abstinence is the main emphasis.)

This course covers areas such as self-esteem, changes, making choices, going out (dating), pregnancy and birth, taking chances (sexually transmitted diseases, etc.), and human anatomy. Once again, the curriculum stresses abstinence.

## Assignment Expectations

The students will be taking home assignments periodically to complete with the parent.

## How will the Student be Evaluated?

The student will be evaluated through attendance, class participation, homework assignments completed and signed (by parent), and a small final exam at the end of the semester.

## **Independent Study Health 8**

This is the Health 8 option for a student who has been excused from Human Growth and Development by their parent. This curriculum is an academic program designed to provide a motivational springboard from which students can launch into their own understanding of health, wellness, and fitness. It has been developed to provide students with a complete package of knowledge in the many aspects of contemporary health and fitness. The program consists of up to 300 different lessons; each includes resource reading and student tests. Students who are taking this program will meet in the library two days a week.

# Art 7

## Description of Course

This class meets 3 days a week for a semester **OR** meets 2 days a week for the entire year.



Students will be introduced to the four areas of the Art experience: Art Making, Art Appreciation, Art History and Art Criticism by doing a variety of hands-on studio art projects. Areas of investigation will include: beginning instruction in drawing and painting with a heavy emphasis on sculpture.

We will discover both traditional western art and aesthetics and non-western art.

## What is the Student to Learn?

Students will understand the four areas of the art experience. Students will learn a beginning design vocabulary. Students will also learn introductory techniques in drawing, painting, printmaking, and sculpture. Students will learn the significance and names of specific artists and movements in art.



## Assignment Expectations

Students are responsible for following directions carefully, finishing in-class projects, quizzes, basic design vocabulary, written assignments and self-evaluation of projects. Students are responsible for making up missed work promptly.

## How will the Student be Evaluated?

Students will be evaluated by their ability to follow directions shown by thoughtful craftsmanship, use of techniques and materials as directed, careful use of time, and on-time completion of all projects and assignments.

# Art 8

## Description of Course

Class meets five days a week for 9 weeks.

Each block class will cover a sampling of two dimensional arts such as drawing, printmaking, and painting, as well as three dimensional art including sculpture and ceramics. Students will also discover more about specific artist and artistic movements. Both traditional western art and non-western art will be studied.



## What is the Student to Learn?

Students will build their basic design vocabulary and understanding of design elements and principles by creating hands-on studio art projects. Students will explore art appreciation, history and criticism.

## Assignment Expectations



Students are responsible for following directions carefully to finish in-class projects and assignments, quizzes, basic design vocabulary, written assignments and self-evaluations of projects. Students are responsible for making up missed work promptly.

## How will the Student be Evaluated?

Students will be evaluated by their thoughtful craftsmanship, use of techniques and materials as directed, careful use of time, and on-time completion of all projects and assignments.

# Computer 7

## Description of Course



This class meets five days a week for nine weeks. This course is designed to help students improve on their keyboarding skill as well as learn the proper commands and setup for various documents using Microsoft Word.

## What is the Student to Learn?

Students will review and further develop their keyboarding skill through the use of skill building activities. The numbers and symbols will be reviewed for proper fingering and spacing. Skill development on the 10-key pad will be taught. They will also learn how to use the appropriate commands and the proper setup for documents using Microsoft Word. The following topics will be covered:

1. Setting up reports with page numbers and references
2. Creating outlines using the outline feature
3. Setting up tables—create, edit, modify, add borders and shading
4. Learning multiple ways to cut, copy, paste, align text, set tabs, etc.
5. Choosing and changing font styles and sizes
6. Inserting clipart, borders, and WordArt
7. Newsletters and Timelines

## Assignment Expectations

In order to complete daily assignments, student attendance is important. An assignment(s) will be done every day in class. If a class is missed, the student is expected to make up the work in a timely manner.

## How will the Student be Evaluated?

Each student will be evaluated on completion of daily assignments.

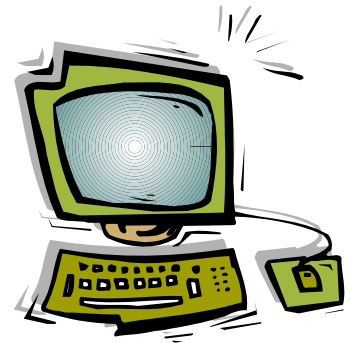
# Computer Exploration

## Description of Course

This class meets five days a week for nine weeks. This course is designed to introduce students to various applications that can be done using the computer.

## What is the Student to Learn?

Students will build upon the word processing functions learned in seventh grade. Using Excel, students will learn how to setup and format a basic spreadsheet. From the data entered, bar, line, and pie charts will be generated. A unit on desktop publishing will be included which will allow students to incorporate text and graphics to create posters, brochures, newspapers and gift certificates. A unit on web page construction will be included where students will learn how to properly design web pages using tables, hyperlinks, and clipart.



## Assignment Expectations

There are assignments that must be completed on a daily basis. Assignments vary depending upon the computer application being learned. Students are expected to use class time to complete the given assignment. If absent, the student is expected to make up the missed work during a study hall or before/after school.

## How will the Student be Evaluated?

Students will be graded on daily assignments.

# 7th Grade Family and Consumer Education

## Description of Course

Block class, five days a week, nine weeks, required. Family and Consumer Education for Grade 7 is intended to give students a simple overview of topics related to family and/or independent living.

## What is the Student to Learn?

Working together as a team is emphasized. Various hands on experiences including 5-6 food preparation labs support the topics we explore.

### 1. About Me

- Personal Portfolio
- Goal Setting

### 2. Sewing

- Safety
- Basic Sewing Equipment
- Hand sewing project
- Sewing on a button

### 3. Food Preparation

- Safety and Sanitation
- Kitchen Utensils and Appliances
- Measuring Techniques
- Reading a Recipe
- Demonstration and Preparation of Simple Foods
- Clean up

### 4. Etiquette

- Table manners
- Table setting

### 5. Child Care

- Being a Reliable Employee

- Communicating Effectively with Children
- Keeping Children Safe

## **Assignment Expectations**

Since all assignments, except the Home Experience Project, are completed in class, written assignments are to be completed thoroughly and handed in on time. Everyone participates during lab time. Bring a pen or pencil daily.

## **How will the Student be Evaluated?**

- ✓ In class activities/projects
- ✓ Home Experience Project
- ✓ Quizzes
- ✓ Labs – evaluated on cooperation, safety and sanitation, and the ability to follow the recipe.

# 8th Grade Family and Consumer Education

## Description of Course

Block class, five days a week, nine weeks, required.

Eighth grade Family and Consumer Education is intended to continue the overview of topics related to family and/or independent living started in Grade 7.

## What is the Student to Learn?

Team work is emphasized. Various hands on experiences including 5-6 food preparation labs support the topics we explore.

### 1. About Me

- Goal Setting
- Me T-shirt

### 2. Food Preparation

- Preventing food borne illness
- Reading recipes and terminology
- Math in the kitchen

### 3. Global Foods

- Influences on the foods we eat
- Compare and contrast foods from other countries

### 4. Sewing

- Safety
- Parts of sewing machine
- Review hand sewing
- Sewing machine project

## Assignment Expectations

Since all assignments are done in class, except the Home Experience Project, students will be expected to complete written assignments thoroughly and on time. Everyone participates during lab time. Bring a pen or pencil daily.

## How will the Student be Evaluated?

- In class activities/projects
- Quizzes
- Home Experience Project
- Labs – evaluated on cooperation, sanitation and safety, ability to follow a recipe.



# Junior High Chorus

## Description of Course

Junior High Chorus meets two days a week for two semesters. It is an elective class for Grade 7 and Grade 8.

Students in junior high chorus will perform a variety of memorized music while learning ensemble skills such as balance, intonation, and three-part singing. Students are required to learn music theory, vocal technique, and basic sight-singing skills. In addition to classroom rehearsals, members are expected to participate in the fall pops concert, winter concert, annual choral festival, and spring/collage concert. Opportunities are also available for students wishing to perform solos or small group ensembles at the Wisconsin School Music Association's annual solo and ensemble festival. Students in junior high chorus are more likely to receive larger roles in the junior high musical. Lessons are required and additional vocal opportunities are available. Junior high chorus meets three days a week.

## What is the Student to Learn?

Students in junior high chorus will learn basic singing techniques and its relationship to a choral ensemble. Students will gain knowledge and understanding of music theory, harmony, rhythm, and sight-singing. Students in chorus will also learn the importance of working together towards a common goal.

The National Standards for Music Education Include:

1. Singing, alone and with others, a varied repertoire of songs.
2. Playing, along and with others, a varied repertoire of instrumental music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading music and notating their own music and that of others.
6. Listening to, analyzing and describing music.
7. Evaluate music and music performance.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.



## **Assignment Expectations**

Students are expected to actively engage in class participation, attend all lessons and performances, complete all assignments on time, mark music accordingly, and complete all written assignments using Six Train guidelines.

## **How will the Student be Evaluated?**

Grades are based on in-class participation, daily rehearsal preparation, written tests/quizzes, singing tests/quizzes, timely completion and quality of all assignments, and performance participation.

# Junior High Band

## Description of Course

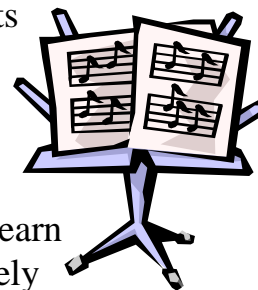
Through the careful selection, preparation, and performance of meaningful literature written for the wind band, students will gain a higher understanding and deep appreciation of music. Emphasis is placed on developing strong fundamentals of tone, intonation, rhythm, technique, and musical expression. Band meets three days a week for two semesters.

In addition to three concerts per year and the WSMA Large Group Festival, the Junior High School Concert Band also regularly provides music for parades, several athletic events and other school-related events throughout the year.

Students in band are also eligible and highly encouraged to participate in WSMA Solo and Ensemble.

## What is the Student to Learn?

Learning to play an instrument is a long-term process. Students participating in band will be continuing to work towards developing the best possible technique on their respective instruments to enable them to express themselves musically. Students in band will also continue to expand their knowledge and understanding of music theory and harmony. Students will also learn the importance of commitment, dedication, and working collectively towards a common objective.



The National Standards for Music Education include:

1. Singing, alone and with others, a varied repertoire of songs.
2. Playing, alone and with others, a varied repertoire of instrumental music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading music and notating their own music and that of others.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performance.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

## **Assignment Expectations**

Students are expected to actively engage in class participation, engage in regular and consistent practice habits outside of the classroom, complete all assignments on time, take careful notes when needed, and complete all written assignments using Six Trait guidelines.

## **How Will The Student Be Evaluated?**

Grades are based on in-class participation, daily rehearsal preparation, written tests, written quizzes, playing tests, playing quizzes, timely completion and quality of all assignments, and timely completion and quality of written assignments.

# Junior High General Music Appreciation

This largely independent, hands-on class provides a broad overview and introduction to many different aspects of music performance, history, composing/songwriting, and research.

## What is the Student to Learn?

Through various activities throughout the year, students enrolled in this class will meet the national music education standards, which include:

1. Singing, alone and with others, a varied repertoire of songs.
2. Playing, alone and with others, a varied repertoire of instrumental music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading music and notating their own music and that of others.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performance.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Performance units designed to address the standards will include piano keyboarding, percussion ensemble, and guitar. Music history units will include using the internet to research the lives and music of classical and jazz composers and artists. Also, through the use of the new Music Department Computer Lab, students will make a CD consisting of their very own original pop songs. They will also film, star in, and edit a music video based on their original song. Students will also view several videos throughout the year about various musical subjects including Broadway, Opera, Jazz, Classical, and more.

## Assignment Expectations

Students are expected to actively engage in class participation, stay on task, complete all assignments on time, take careful notes when needed, and complete all written assignments using Six Trait guidelines.

## How will the Student be Evaluated?

Grades are based on in-class participation, written tests, written quizzes, playing tests, playing quizzes, timely completion and quality of all assignments, and timely completion and quality of written assignments.

# Spanish 7

## **Description of Course:**

Spanish 7 is a nine week course that is part of the 7<sup>th</sup> grade block class. This course will introduce the student to the Spanish language and culture. Class will be activity centered emphasizing development of listening, speaking, reading and writing skills.

## **What is the Student to learn?**

The student will learn basic vocabulary needed to survive in the classroom. The student will participate in activities designed to develop listening, speaking, reading and writing skills. Activities will be culture based to develop students understanding of Hispanic culture.

## **Assignment Expectations:**

Students will be expected to practice and review daily material to prepare for the next day's lesson.

## **How will the Student be Evaluated?**

Grades will be based on combined assessment in the areas of listening, speaking, reading and writing.



# Spanish I

## Description of Course

**Grades:** 8-12

**Prerequisite:** C+ in English

Course objective: Develop listening, speaking, reading and writing skills, to be able to meet survival needs in the classroom and to react in a limited way in a social situation without complications. Students will understand and answer in oral and written form a structured question about real, personal experiences. Students will show in oral and written form some spontaneity and creative language usage in Spanish.

Program develops communicative proficiency in listening, speaking, reading and writing. A cultural strand develops inter-cultural understanding. Learning is facilitated through large and small group activities and pair work dealing with real-life discussions and student-centered dialogue.

The student text, workbook and additional practice sheets reinforce the vocabulary and grammar presented through dialogues. Videos and CDs using native speakers sharpen the student's ear and accustom them to the sound of the natural spoken language. The course follows the ACTFL guidelines. The course is organized around topics, situations and functions to personalize the grammar component.

## What is the Student to Learn?

The student will develop listening, speaking, reading and writing skills to be able to meet survival needs in the classroom and to react in a limited way—in a social situation without complications. Students will understand and answer in oral and written form a structured question about real, personal experiences, Student will show in oral and written form some spontaneity and creative language usage in Spanish.

The culture, geography, and history of the Spanish-speaking world are also examined.

## Assignment Expectations

Student will have an assignment almost every night and several quizzes per week.

## How will the Student be Evaluated?

Grades will be based on combined assessment in the areas of listening, speaking, reading and writing.

# Technical Education 7

## Description of Course

The Tech Ed Block is an exciting chance for students to have a hands on learning experience. The block class meets daily for nine weeks and is intended to give students a glimpse into the exciting world of tomorrow by studying the technology and engineering of today.

## What is the Student to Learn

Students will be exposed to new and exciting fields of study such as sketching, CAD, Engineering and Constructing and Manufacturing.

## Assignment Expectations

The students will be expected to complete several drawings both by hand and generated by computer. There will also be several shop activities and written self-reflections.

## How will the Student be Evaluated

Students will be evaluated on assignments, classroom activities and written self-reflections.



# Technical Education 8

## Description of Course

This course meets 5 days a week for 9 weeks. This course is designed to expose students to the concepts of industry while participating in a variety of learning experiences.

## What is the Student to Learn?

The students will advance their knowledge and skill in engineering, electronics, foundry, metalworking, CAD, 3D Modeling, screen printing, aerospace, robotics, career exploration, and research and development.

## Assignments Expectations

The students will be expected to complete all written and hands on work inn the learning modules. Work must be done neatly and accurately. Students will also be expected to keep a clean and safe module area. Most work will be done in class.

## How will the Student be Evaluated?

Students will be evaluated on written and hands on work done in learning modules, lab cleanliness, and class participation.



# Developmental Guidance

## Course Description

The school counselor facilitates the classroom comprehensive school counseling curriculum through regular meetings with the students during regular education classes.

## Seventh Grade

Students discuss the myriad of personal, social, academic and emotional issues associated with the transition from elementary school to junior high school. Students also learn about their roles and responsibilities as students. Through use of videos, discussion and activities, 7<sup>th</sup> grade students will address AOD (alcohol and other drug) issues, stress management, decision-making, conflict resolution, family and friend relationships, bullying/cyber bullying and communication.

In addition, students will learn, evaluate, and discuss career awareness through the use of WisCareers. This program will allow students to explore their career interests, the path needed to get there, and aid in the development of their Individual Learning Plan.

## Eighth Grade

Videos, activities and discussion are used to address AOD (alcohol and other drug) issues, stress, bullying, teasing, self-esteem, relationships, conflict resolution, peer pressure, and teacher/student relations with the eighth grade students.

Students also use WisCareers to explore careers of interest, discuss high school path options, and will continue to develop their Individual Learning Plans. 8<sup>th</sup> graders will also take part in 8<sup>th</sup> Grade Individual Planning Conferences with the school counselor.

# Jr. High Peer Tutors

**Grade 8    One or Two Semesters    Recognition on Transcript    Elective**

Meets: One or two days a week

Jr. High Peer Tutors is an opportunity for 8<sup>th</sup> grade students to work with either elementary students during their After School Study, or with other junior high students. It is an after school activity that requires one or two days per week. **Students who Peer Tutors at the elementary school must provide their own transportation.** Requirements to be a Peer Tutor are: **3.6 GPA, written recommendation by a teacher, and parent approval.** The student will not receive a grade; however, recognition of being a Peer Tutor will be on the student's transcript.

Applicable students will be asked to sign up with Ms. Quast in the fall.

# NONDISCRIMINATION

It is the policy of the Williams Bay School District that no person may be denied admission to any public school in this district or be denied participation in, the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreation or other program or activity because of the person's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, handicap or homeless status.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure (see Policy 411) is available, however, to address allegations of violations of the policy in the Williams Bay School District.

Any questions concerning this policy should be directed to:

Frederic C. Vorlop  
District Administrator  
Williams Bay School District  
Williams Bay, WI 53191  
(262) 245-6224