

# Templeton Middle School Course Catalog 2018-2019



N59 W22490 Silver Spring Dr.  
Sussex, WI 53089  
262-246-6477

*6<sup>TH</sup> Grade*

# TEMPLETON MIDDLE SCHOOL

◆ **Hamilton School District Mission**

*It is the mission of the Hamilton School District, a child-centered, progressive, pro-active organization, to ensure maximum level of achievement for each student through a respectful and active learning environment: a rigorous, relevant curriculum; and a highly qualified, caring staff in concert with our diverse community.*

◆ **Nondiscrimination Policy**

*“It is the policy of the Hamilton School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person’s sex, race, color, religion, national origin (including students with limited English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by Wisconsin Statute Section 118.13, or because of any other reason prohibited by state or federal laws or regulation. This policy also prohibits student discrimination on the basis of any reason prohibited by federal law, including Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability). The District shall provide for the reasonable accommodation of a student’s sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Any accommodations or program modifications granted under this policy shall be provided to students without prejudicial effect. Requests for accommodations for children with disabilities under Section 504 of the Rehabilitation Act shall be processed pursuant to the Section 504 Procedures. All District career and technical education opportunities will be offered to students on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.). Information regarding such program offerings and admission criteria are included in the Student Handbooks and Course Catalogs, which are posted on the District’s website ([www.hamilton.k12.wi.us](http://www.hamilton.k12.wi.us)) and available upon request from the School Guidance Office. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel. The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. Requests for religious accommodations shall be made in writing and approved by the building principal. The District encourages informal resolution of discrimination complaints. A formal complaint resolution procedure is available, however, to address allegations of violations of the District’s equal educational opportunities policy. Any questions concerning this policy, or policy compliance, should be directed to John Roubik, Director of Human Resources and Organizational Development, Hamilton School District, W220N6151 Town Line Road, Sussex, WI 53089, (262) 246-1973.”*

**Board of Education**

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**Brad Hoffmann, Principal**      [hoffbr@hamilton.k12.wi.us](mailto:hoffbr@hamilton.k12.wi.us)  
**Laura Montez, Associate Principal**      [montla@hamilton.k12.wi.us](mailto:montla@hamilton.k12.wi.us)

**Templeton Middle School Site Plan Tactics**

- *Tactic 1 – Templeton Middle School staff will research best practice in assessment and developing instructional strategies to increase achievement for all students.*
- *Tactic 2 – Templeton Middle School staff will research and develop building-wide and classroom-specific strategies to improve student social-emotional wellness.*

**Templeton Middle School Vision**

*“We, as a Templeton community, believe, that:*

*Templeton Middle School is, and must continue to be, a nurturing place that recognizes all needs of the middle school learner, not only from an intellectual viewpoint, but also from the perspective of positive emotional and social development;*

- *that student achievement and successful academic experiences for all students are our primary goals.*
- *that the curriculum we provide to our students should be activity based, stressing the interrelationships between content areas and relevant to real world experiences and the needs and interest of our students.*
- *that technology and its use must be curricularly integrated, and challenge our students to be increasingly technologically literate as they continue their education.*

*Finally, Templeton has been, and must continue to be, an educational environment that is welcoming to our total school community; students, staff, parents, families and community members.”*

## **REGISTRATION AND SCHEDULING PROCESS**

### **I. INFORMATION DISTRIBUTION AND PROCESS**

The TMS Course Catalog and Course Selection Information will be distributed to:

- current grade 5 students will receive Course Selection Information at their elementary school March 12-March 23, 2018
- current grade 6 students during the week of March 12, 2018
- current grade 7 students during the week of March 12, 2018

The 6<sup>th</sup> Grade Course Catalog will be distributed to students during their tour of Templeton Middle School in May.

Parents are encouraged to call the guidance counselors if they have any questions about the courses or the course selection process. Breakdown is as follows:

Mrs. Beth Buschmann, ext. 4152	Grade 6 & Grade 7
Mr. Terry Krause, ext. 4151	Grade 7 & Grade 8

***Online Course Selections are due on the following dates:***

Grade 6 – April 13, 2018

Grade 7 – April 13, 2018

Grade 8 – April 13, 2018

### **II. ALLIED ARTS ELECTIVE COURSE SELECTION**

**Grade 6** students have the opportunity to select one full year music elective that alternates every other day with Fitness Education. Music electives are:

- Chorus
  - General Music
  - Instrumental Music (Band)

**Grade 7** students have the opportunity to select one full year elective that alternates every other day with Fitness Education. Elective choices are:

- Art
  - Chorus
  - Family & Consumer Education (F/CE)
  - Instrumental Music (Band)

**Grade 8** students are able to select one daily full year elective and one alternate day elective opposite their Fitness Education. Grade 8 daily elective options:

- Art
  - German I
  - Spanish 1
  - Show Choir
  - Technology and Engineering
  - French I
  - Instrumental Music (Band)

**Grade 8** alternate day electives options:

- Art
  - Family & Consumer Education (F/CE)
  - Chorus
  - Instrumental Music (Band)
  - Drama
  - Intro to Business & Marketing

### **III. PARENTAL INPUT**

Parents who would like to provide information that relates to their child's educational needs in regards to registration, can write a letter to the principal by April 27.

**TEMPLETON MIDDLE SCHOOL  
COURSE OF STUDIES  
2018/2019**

GRADE 6	GRADE 7	GRADE 8
<b>ACADEMIC SUBJECTS</b>		
Communication Arts	Communication Arts	Communication Arts
Critical Literacy	Critical Literacy	Critical Literacy
Science	Science	Science
Social Studies	Social Studies	Social Studies
Mathematics	Mathematics	Mathematics
<b>ALLIED ARTS SUBJECTS</b>		
<b>QUARTER CLASSES – Meets Daily</b>		<b>FULL YEAR – Meets Daily</b>
Art	Exploratory German	<b><u>Elective (Select 1)</u></b>
Technology Essentials	Health	Art
Family & Consumer Education	Gateway to Technology & Engineering	Chorus
Exploratory French	Exploratory Spanish	French I
		German I
		Technology & Engineering
		Instrumental Music (Advanced)
		Spanish I

<b>FULL YEAR – Alternating Days (odd/even)</b>		
Fitness Education	Fitness Education	Fitness Education
<b>&amp;</b>	<b>&amp;</b>	<b>&amp;</b>
<b><u>Elective (Select 1)</u></b>	<b><u>Elective (Select 1)</u></b>	<b><u>Elective (Select 1)</u></b>
Chorus	Art	Art
General Music	Chorus	Intro to Business and Marketing
Instrumental Music	Family & Consumer Education	Chorus
	Instrumental Music	Drama
		Family & Consumer Education
		Instrumental Music (Advanced)

**PLEASE NOTE: PER REQUIREMENTS OF RESPONSE TO INTERVENTION (RTI):**

- Students scoring at or below the 40% in reading or math on Measure of Academic Progress (MAP) testing will be placed in RD/MA Intervention Support, during the Advisement period.
- Students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may also be placed in Structured Study, a guided study support class, in lieu of an allied arts or elective class.

# ACADEMIC ENRICHMENT and SUPPORT

## ENRICHMENT

### Enriched Classes

The philosophy of enriched classes is to help students effectively employ increasingly higher level thinking skills such as critical thinking, logic problem-solving and information acquisition as they master course content. In-depth skill/research work is also promoted in specific content areas. Students are identified to participate in enriched classes by achieving high scores on standardized tests and academic achievement/grades in class.

- Grade 6 – Advanced Math
- Grade 6 – Enriched Communication Arts
- Grade 7 – Pre-Algebra
- Grade 7 – Enriched Science
- Grade 7 – Enriched Communication Arts
- Grade 8 – Algebra
- Grade 8 – Enriched Communication Arts
- Grade 8 – Enriched Science

### Academic Support Classes

At times academic support intervention is necessary to help students demonstrate mastery of content material. The following are academic support classes at Templeton Middle School. Students are identified for participation in the appropriate support class based on Measure of Academic Progress (MAP) test scores, minimal or basic proficiency on the Badger Exam, standardized tests and grades in class.

- English Language Learner (ELL)
- STAR Math Grade
- Advisement
- \*Structured Study
- \*Response to Intervention Support

- \* Students scoring at or below the 40% in reading or math on Measure of Academic Progress (MAP) testing will be placed in RD/MA RtI Support, during the Advisement period.
- \* Students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may be placed in Structured Study, a guided study support class, in lieu of an allied arts class.

# ACADEMIC CORE SUBJECTS

## Communication Arts

### I. COURSE DESCRIPTION

6th grade communication arts develops skills and concepts in the areas of reading, writing, speaking and listening. Emphasis is placed on the writing process, sentence variety, language/word study, grammar skills, and vocabulary development. Traits of quality writing is incorporated throughout the course. Students also apply critical thinking and analysis to both fictional and expository texts.

### II. UNITS OF STUDY

- Personal
- Creative
- Expository
- Persuasive

### III. LEARNING TARGETS

- Students will use the writing process to produce pieces focusing on development, organization and style.
- Students will logically and appropriately present evidence to analyze and synthesize various ideas and will listen attentively in order to build on the ideas of others.
- Students will choose vocabulary, style and conventions appropriate to the task and audience.
- Students will study and apply appropriate grammar use and vocabulary, with a focus on Greek and Latin Roots.
- Students will practice literacy skills to strengthen reading, writing, listening, speaking and critical thinking.

### IV. DISCIPLINARY LITERACY

- fiction, non-fiction, poetry, dialogue, parts of speech, 6+1 traits of writing, figurative language, kinds of sentences, thesis, Greek and Latin root words, affixes, forming opinions, reflection, evaluation

### V. 21<sup>st</sup> CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Media Literacy
- Disciplinary Literacy

### VI. SUMMATIVE ASSESSMENTS

- Written pieces (essays, stories, poems, etc.), oral and visual presentations, word study assessments

### VII. TEXTBOOK/MATERIALS

- *Literature Grade 6*, Holt and McDougall

# ACADEMIC CORE SUBJECTS

## CRITICAL LITERACY

### I. COURSE DESCRIPTION

Grade 6 Critical Literacy views students as active participants in the reading process and invites them to move beyond passively accepting the text's message to question and examine the text. Students will be immersed in informational and literary text and given opportunities to develop their critical thinking, writing and literacy skills.

### II. UNITS OF STUDY

- Critical Literacy will incorporate the various core disciplines focusing on an essential question for each quarter:
- Communication Arts: How do our experiences shape us?
- Math: How does food production, consumption, and waste affect our society?
- Science: How are we, as humans, impacted by disease?
- Social Studies How do new ideas and technologies influence cultural change?

### III. LEARNING TARGETS

- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking and critical thinking skills.
- Students will purposefully write, read, discuss and react to multiple mediums of communication.
- Students will read, interpret, and critically analyze informational and literary text to question, examine or dispute the author's claims or message.
- Students will develop and support arguments with evidence supported by multiple sources and mediums.
- Students will read and discuss literary and informational text to understand human experience
- Students will read to acquire information

### IV. DISCIPLINARY LITERACY

- Will be infused within units of study. See section II

### V. 21<sup>st</sup> CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Media Literacy
- Disciplinary Literacy

### VI. SUMMATIVE ASSESSMENTS

- Students will complete a variety of formative and summative assessments.

### VII. TEXTBOOK/MATERIALS

- *Literature* Grade 6 Holt and McDougall
- Expository reading selections
- Daily Reading Practice, excerpts
- Tradebooks



# MATHEMATICS

## I. COURSE DESCRIPTION

The grade 6 math curriculum focuses on the six strands of mathematics developed by the National Council of Teachers of Mathematics and the Common Core State Standards. These strands include: mathematical processes, number operations and relationships, geometry, measurement, statistics and probability, and algebraic relationships. This course stresses real world applications of mathematics, which include basic computational and diversified problem solving skills.

## II. UNITS OF STUDY

- Number Sense and Algebraic Thinking
- Decimal Operations
- Fraction Operations
- Integer Operations
- Equations
- Ratios and Proportions
- Percents
- Geometric Figures and Angle Measures
- Measurement and Area
- Surface Area and Volume

## III. LEARNING TARGETS

- Students will evaluate mathematical information, identify relationships and test reasonableness of answers
- Students will explain verbally and in writing, mathematical concepts, procedures and ideas
- Students will apply ratios and proportions to a variety of situations
- Students will express equivalent forms of fractions, decimals and percentages
- Students will solve single variable, one step equations
- Students will compare/order integers
- Students will recognize and use commutative, distributive, associative and transitive properties
- Students will add and subtract mixed numbers and fractions with unlike denominators
- Students will collect, display and interpret data
- Students will identify geometry topics such as congruent construction and parallel lines
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking and critical thinking.

## IV. DISCIPLINARY LITERACY

- sum, difference, quotient, product, area, perimeter, expression, number sentence, relationship, acute, obtuse, right, bar graph, line graph, circle graph, axis, positive, negative, variable, numerator, denominator, fraction, mixed number, improper fraction, proportion, ratio, estimation, compare, combination, probability, accurate, reasonable, property, equation, greatest, least

## V. 21<sup>st</sup> CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Financial Literacy

## VI. SUMMATIVE ASSESSMENTS

- Graded Assignments, Quizzes, Chapter Tests, Common Assessments, Semester Exams, and Projects

## VII. MATERIALS

- TI30x or TI 30xII Calculator

# SCIENCE

## I. COURSE DESCRIPTION

The grade 6 science curriculum focuses on students discovering and exploring the nature of science as they participate in the scientific method of inquiry. Students will also develop an understanding of a wide range of topics in Earth and space science. This thematic curriculum places emphasis on NGSS concepts of inquiry .

## II. UNITS OF STUDY

- Science Inquiry (Claim/Evidence/Reasoning)
- Space Systems
- History of Earth
- Earth's Systems
- Weather and Climate
- Human Impacts

## III. LEARNING TARGETS

Students will:

- Ask questions & define problems
- Plan & carry out investigations
- Use mathematical & conceptual thinking to analyze data
- Engage in an argument from evidence
  - defend an explanation
  - collaborate with peers in searching for the best explanation
- Develop & use models
  - construct mental & conceptual models to represent & understand phenomena
  - use models to explain & predict behaviors of systems, or test a design
- Analyze & interpret data
  - use tables, graphs, spreadsheets, etc. to display & analyze data
  - recognize patterns in data & see relationships between variables
  - revise initial hypothesis when the data doesn't support it
- Construct explanations & design solutions
- Obtain, evaluate & communicate information
  - communicate findings clearly & persuasively
  - evaluate the validity of the findings of others

## IV. DISCIPLINARY LITERACY

- Claim, evidence, reasoning, variable, data, observation, inference, analyze, evaluate

## V. 21st CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem solving
- Creativity/Innovation
- Information Literacy
- Media Literacy

## VI. SUMMATIVE ASSESSMENTS

- Science labs, quizzes, tests, projects

## VII. TEXTBOOK/MATERIALS

- Resources (to be determined) as appropriate to the topic

## SOCIAL STUDIES

### I. COURSE DESCRIPTION

Students will investigate the rise and fall of ancient civilizations located in the Middle East and Europe. Developing an understanding of the six key elements of GRAPES (Geography, Religion, Achievements, Politics, Economy, and Social Structure) will lead students to evaluate the possible reasons for a rise or fall in a civilization.

### II. UNITS OF STUDY

- Archaeology
- Mesopotamia
- Egypt
- Israel
- Greece
- Rome

### III. LEARNING TARGETS

- Students will explain and apply the six key elements of GRAPES.
- Students will compare and contrast needs, political systems, and experiences common to people/cultures of the modern and ancient world.
- Students will identify contributions early civilizations have made to the modern world.
- Students will identify causes of cultural changes.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking and critical thinking.

### IV. DISCIPLINARY LITERACY

- Students will read and write like social scientists.

### V. 21<sup>st</sup> CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Information Literacy
- Media Literacy

### VI. SUMMATIVE ASSESSMENTS

- Tests
- Quizzes
- Projects
- Common Assessments

### VII. TEXTBOOK/MATERIALS

- History Alive!: The Ancient World, Houghton-Mifflin

# ALLIED ARTS – REQUIRED

## FITNESS EDUCATION

### I. COURSE DESCRIPTION

Students will develop personal and social responsibility while learning various movement skills in order to achieve and maintain a physically healthy lifestyle.

### II. UNITS OF STUDY

- Team and Individual Fitness and Sports-Related Activities
- Fun with F.I.T.T. (Fitness Components, Comprehension, and Application)
- Cooperative Activities and Team Building
- Human Growth and Development (co-ed.)

### III. LEARNING TARGETS

- Students will develop/maintain competency in a variety of movement skills in order to successfully participate in various physical activities that promote fitness.
- Students will use fitness assessments to set realistic and attainable personal fitness goals.
- Students will comprehend the benefits of physical fitness and how exercise improves physical health.
- Students will use critical thinking skills to solve challenges involving cooperative activities.
- Students will show value toward fitness education by displaying proper sportsmanship, communication and teamwork.

### IV. DISCIPLINARY LITERACY

- sports skills, fitness terminology, goal setting, communication, cooperation, teamwork, creativity, F.I.T.T. Principle, track and field events, human growth and development vocabulary, internet safety

### V. 21<sup>st</sup> CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving (Goal Setting)
- Creativity/Innovation

### VI. SUMMATIVE ASSESSMENTS

- Quarter 1 Written Assessment (Team Fitness Activities, Fitness Testing Comprehension, and Goal Setting)
- FitnessGram Fitness Tests – Quarters 1, 2 and 4 (Push Ups, Mile Run, PACER, Curl Ups)
- Components of Fitness/F.I.T.T. Principle Written Assessment (Quarter 2)
- Human Growth and Development Written Materials (Quarter 3)
- Goal Setting Reflection Written Assessment (Quarter 4)

### VII. TEXTBOOK/MATERIALS

- Proper athletic footwear
- Templeton gym uniform
- SCHOOL LOCK (must be purchased at TMS)

# ALLIED ARTS

## (\*) Required – Exploratory Classes

9 Weeks Each

- Art
- Technology Essentials
- Exploratory French
- Family & Consumer Education

## Alternate Day Elective Options

Alternates with Fitness Education:

### Chorus

Grade 6 Chorus is a basic level performance based class. No audition or previous experience is necessary. Students in Chorus will be required to participate in occasional evening performances throughout the year.

### General Music

Variety is the key for 6<sup>th</sup> grade general music students. Students learn about music through a combination of playing instruments, singing, listening, creating, discussing and writing. Students use many types of instruments, including drums, xylophones, hand bells, rhythm instruments, and keyboards. Units may include composing music, playing drums, and studying Native American, Latin American, and American Folk music, classical music and popular music.

### Instrumental Music (Band)

6<sup>th</sup> grade instrumental music is a continuation of the instruction begun in 5<sup>th</sup> grade band. It gives the student the opportunity to learn music through performance on a traditional band instrument. Through this, students are exposed to a large variety of styles and genres of music. The program is two-phased consisting of like instrument group lessons and full instrumental band. Band lessons are scheduled during the school day. Students will miss portions of other classes to participate in lessons.

Students are encouraged to begin instrumental music instruction prior to middle school. Students who did not participate in 5<sup>th</sup> grade band are strongly encouraged to participate in private lessons and/or summer band lessons to complement school instruction.

Students are required to participate in occasional after school rehearsals and two evening concerts.

### Please note: Per requirements of Response to Intervention (RtI):

- Students scoring at or below the 40% in reading or math on Measure of Academic Progress (MAP) testing will be placed in RD/MA Intervention Support, during the Advisement period.
- Students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may also be placed in Structured Study, a guided study support class, in lieu of an allied arts or elective class.