

# **WHISCONIER MIDDLE SCHOOL**

## **PROGRAM OF STUDIES**



**2015-2016**

**Mr. Deane Renda, Principal**

**Ms. June Gordon, Assistant Principal, Grades 5-6**

**Mr. David Pepsoski, Assistant Principal, Grades 7-8**

17 West Whisconier Road, Brookfield, CT 06804  
[www.brookfieldps.org](http://www.brookfieldps.org)

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WMS

**Whisconier Middle School**

17 West Whisconier Road ~ Brookfield, CT 06804

Phone 203-775-7710 ~ Fax 203-775-7615

[www.brookfieldps.org](http://www.brookfieldps.org)

Summer 2015

Dear Parents/Guardians and Students:

This Program of Studies contains helpful information about the academic Program offered at the Whisconier Middle School. This document was prepared by the administration, guidance counselors, curriculum leaders, and teachers in order to provide you with course summaries and other pertinent information.

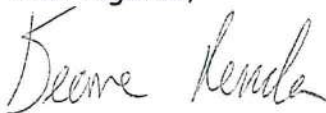
If you have questions or concerns about your child's academic program, please contact your child's guidance counselor when school is in session. Regular communications between teachers and parents is a key ingredient for your child's success at school, for example telephone calls, notes, e-mails, as well as appointments with school staff including teachers, counselors, and administrators. The middle school telephone number is (203) 775-7710 and the fax number is (203) 775-7615.

All report cards and progress reports are accessed through the parent portal. Additional details regarding the parent portal will be announced during open house. Please be sure to review this information with your child, help them celebrate their successes, and provide assistance with those courses that challenge them.

Whisconier Middle School offers the students of the Brookfield community a strong academic middle school program; our students are well prepared to achieve success in secondary school and beyond.

The staff of Whisconier looks forward to meeting with you during our Open Houses and Parent Conferences in the autumn, and we wish all our students good luck for a very successful school year!

Best regards,



Deane Renda  
Principal

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# WHISCONIER MIDDLE SCHOOL

## Mission/Vision Statement

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### Mission Statement

We at Whisconier Middle School will respect ourselves and one another, appreciate individual differences, and encourage one another to reach our potential.

### Vision Statement

The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress at Whisconier Middle School.

#### **I. Environment – Whisconier Middle School:**

- Provides a place where students feel comfortable, safe and accepted, allowing them to take the necessary risks to be successful
- Promotes open communication between parents, teachers and students, which encourages a sense of teamwork and cooperation
- Acknowledges and celebrates the achievements of students and staff in learning and leadership

#### **II. Academic Excellence – At Whisconier Middle School:**

- The curriculum promotes intellectual curiosity, creative thinking, and challenges students to reach their full potential
- High levels of achievement are accomplished through measurable academic standards aligned with the major instructional goals
- Focus is placed on character development which incorporates respect, social skills, and moral integrity into academic concepts
- The concept of teamwork through academic and extracurricular activities is developed

#### **III. Staff – Whisconier Middle School's staff:**

- Focuses on increased student achievement with instruction methods that reflect current research and proven effective classroom practices
- Supports the school's mission, vision, values and goals in attitude and action
- Models the importance of lifelong learning through their commitment to ongoing professional development
- Works to create conditions that promote student success
- Encourages colleagues and students in an atmosphere of support and respect
- Models professionalism through personal integrity, commitment, and ethical behavior
- Collaborates to improve student learning (instructional strategies, methods, and assessments)

#### **IV. Students – Whisconier Middle School's students:**

- Accept responsibility for their learning and their actions
- Set challenging goals and give their best effort to achieve high academic standards
- Behave toward other students and teachers in a manner consistent with good character (respectful, considerate, responsible and committed)
- Encourage each other in an atmosphere of support
- Become involved in school and community service

#### **V. Parents and Community Support – At Whisconier Middle School, the parents and/or community:**

- Play an active role in the academic education and character development of the students
- Form partnerships with teachers to demonstrate the importance of education
- Monitor their student's academic progress
- Are involved with the school by volunteering their time and/or service
- Are supportive of the school's vision, goals, and mission

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## Sex Discrimination - Title IX

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*What does Title IX mean to you? Title IX says:*

*"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial Assistance."*

The Brookfield Board of Education agrees to comply with Title IX of the Education Amendments of 1972 and regulations promulgated pursuant thereto. The Board designates the Supervisor of Special Education as school systems Compliance Officer. The Board shall, at the opening of school each year, notify all students, parents, and employees of the name, address, and telephone number of the Compliance Officer and procedures for processing individual or group grievances.

All individual or group complaints shall be addressed, in writing, to the Compliance Officer who shall be responsible for investigating all complaints. Upon investigation, the Compliance Officer shall effectuate any changes deemed necessary to eliminate any discrimination practices and shall inform the individual or group complainant, in writing, of this action within fifteen working days of the receipt of such complaint.

If the complainant is not satisfied with the actions of the Compliance Officer, within fifteen days, the complainant may appeal the actions of the Compliance Officer, in writing, to the Board of Education, including the remedy sought. The Board of Education shall hold a hearing within thirty days, and shall decide what, if any, remedies are necessary to eliminate the practices deemed discriminatory. The Board shall notify the complainant, in writing, of its decision within five working days after such hearing.

The Compliance Officer shall determine that a notice shall appear on all public announcements, bulletins, catalogues, application forms, and transcripts of the Brookfield School System that the Schools do not discriminate on the basis of sex. The Compliance Officer may be contacted by telephone at 775-7600, and written grievances may be sent to Whisconier Middle School, 17 West Whisconier Road, Brookfield, CT 06804.

**BROOKFIELD IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EMPLOYER AND DOES NOT DISCRIMINATE AGAINST ANY PERSON ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, GENDER, SEXUAL ORIENTATION, AGE, OR PHYSICAL DISABILITY.**

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## Introduction

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The Whisconier Program of Studies is a guide to the courses and programs available in the middle school. The purpose of this guide is to inform parents about their child's academic program consisting of both core courses and exploratory courses known as the Unified Arts Program.

All students are expected to take Health, Literacy, Mathematics, Physical Education, Science, Social Studies and World Language courses in grades 5 through 8. Some students needing more intensive instruction in reading may not be able to participate in either Social Studies and/or World Language.

The Unified Arts program provides middle school students with an opportunity to explore courses in Art, Twenty First Century Skills, Music, Technical Education, and Theatre Arts at some time during their four years at Whisconier. Band and chorus are also available for students who elect to participate.

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## School Counseling Department

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The school counselors at Whisconier are an important resource for both parents and students in answering questions about a student's academic program. Although there are a very limited number of choices in a middle school program, it is important that students are placed in the appropriate level of a course. The counselor can answer specific questions and respond to any concerns in regard to students' schedules.

The Whisconier Middle School counseling program is a student-centered program consistent with the developmental stages of learning. The approach is proactive and preventative. It is also responsive to the individual student when he or she has critical decisions to make or problems to solve.

School Counseling services are an integral part of the total educational experience, providing continuous assistance, support, and meaningful growth experiences for our students. School guidance complements the instructional program by helping students realize their potential and understand their academic and personal strengths or weaknesses. This realization empowers them to participate in their own development.



Service delivery in school counseling consists of individual guidance sessions; small group focus meetings; in class or large group structured presentations; consultation and support of parents and staff; coordination of services within the school and between the school, home, and wider community; and student case management.

## **Student Success Plan**

The Student Success Plan (SSP) is an individualized student driven plan that will be developed for each middle school student, with a school counselor's assistance, that includes academic, social, and career exploring goals. The counselors will administer, with the use of the Career Cruising Program (a web-based career exploration program), a learning style survey, personal interest inventory and a career key assessment. These inventories will help students to understand how they learn best and how to choose their high school courses based on the career cluster. This career profile will continue through 12<sup>th</sup> grade.

School counselors are assigned by grade and are an integral part of the teaching team. Counselors follow their students for a two-year period, providing continuity in communication and instructional needs.

### **School Counseling Personnel:**

Mrs. Alison FitzPatrick	8 <sup>th</sup> Grade
Mr. Alex Boianghu	7 <sup>th</sup> Grade
Ms. Marianne Graziano	6 <sup>th</sup> Grade
Mrs. Marie-Alana LaChance	5 <sup>th</sup> Grade

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## **Scientific Research Based Interventions (SRBI)**

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SRBI is a program that provides services and interventions to all students based on their academic and/or behavioral needs. The State of Connecticut Department of Education mandates that all school districts use this formalized process. When a need is identified using assessment data, appropriate interventions are implemented and monitored by school personnel to ensure the interventions are meeting the student's needs.

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## **Common Core State Standards**

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The Common Core State Standards Initiative is a state-led effort to establish a single set of clear education standards for English-language arts and mathematics that states can share and voluntarily adopt. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them.

Students who are college and career ready are characterized as being able to do the following:

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.

- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

According to the Common Core State Standards Initiative, the Standards

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

Helpful Common Core websites:

<http://www.cgcs.org/domain/72>

<http://www.corestandards.org/>

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## School Attendance

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Whisconier School hours for students are 7:55 a.m. - 2:40 p.m.

Connecticut state law requires parents to make sure that their children between the ages of 6 to 16 attend school regularly.\* Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence. We are extremely proud of the many students who have excellent attendance records and honor students who have achieved a perfect attendance for the year.

*\*Connecticut General Statute 10-15c allows the board to vote on admitting to school any child under five years of age.*

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## Homework

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The following homework guidelines are for students in most of Whisconier's regular courses. If your student is enrolled in any higher-level courses, the time spent on homework may increase. In addition, students may be assigned long-term projects above the every night homework expectations. Teachers discuss time management strategies concerning these projects. Please understand that your student may have an opportunity to complete some of his/her homework in school during his/her extended learning time (ELT), as well. Parental support in helping your student successfully complete his/her homework is



important to your child's academic success, but he/she needs to complete the homework himself/herself. Homework on the weekends will be avoided as much as possible.

Grade 5: All fifth grade students are expected to spend an average between 1 and 1.5 hours per night on homework.

Grade 6: All sixth grade students are expected to spend an average between 1 and 1.5 hours per night on homework.

Grade 7: All seventh grade students are expected to spend on average between 1.5 and 2 hours on homework per night.

Grade 8: To continue to prepare students for high school, all students are expected to spend on average between 1.5 and 2 hours per night on homework.

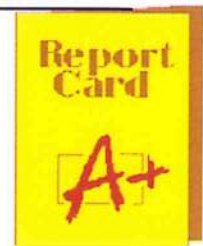
***\*\*\* READING at home every day is an important part of all middle school students' academic program.***

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## Report Cards

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Report cards are issued four times a year, generally in early November, late January, April, and June. All report cards are accessed through the parent portal on the district website.



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## Progress Reports

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Student progress can be monitored through the parent portal regularly. Staff update the information by the 15<sup>th</sup> and 30<sup>th</sup> of each month. Progress reports are available four times per year, approximately halfway between each marking period. Parents are encouraged to contact the teacher and guidance counselor if there are any questions regarding academic achievement.

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## Assessment and Grading System

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### Letter Grades

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A+	97 - 100	C+	77 - 79
A	93 - 96	C	73 - 76
A-	90 - 92	C-	70 - 72
B+	87 - 89	D+	67 - 69
B	83 - 86	D	65 - 66
B-	80 - 82	F	0 - 64
		Inc.	Incomplete
		P	Pass

\*Incomplete becomes an F if the work is not made up in two weeks' time from the closing date for report cards.

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### Criteria for Grading

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Students will receive grades, which reflect their performance in a number of areas. These may include the following:

- Classwork
- Homework
- Tests and quizzes
- Reports and projects
- Class participation, allowing for variation because of individual differences
- Other student activities or products appropriate to the particular subject and student

Note: conduct, attitude, and attendance are important and may be reported separately; however, they shall not be considered as criteria in calculating academic grades. These guidelines are based on the grading policy of the Board of Education.

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### Honor Roll Criteria

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Students will be included on the honor roll if they achieve an average of B+ (87.0) or better in all courses except band and receive no grade below a C.

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## President's Awards of Educational Excellence

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At the end of 8<sup>th</sup> grade, selected students are eligible to receive the President's Award for Educational Excellence. Student selection is based on the following criteria:

- Honor roll in 2015/2016 (8<sup>th</sup> grade) through the third quarter  
Honor roll in 2014/2015 (7<sup>th</sup> grade)  
Honor roll in 2013/2014 (6<sup>th</sup> grade)
- Teachers' recommendations of outstanding achievement supported by exemplary student work.
- On or above grade level score on DRP for grades 6, 7 and fall of 8<sup>th</sup> grade (Degrees of Reading Power)

This criteria is developed by the United States Department of Education in partnership with the National Association of Elementary School Principals and the National Association of Secondary School Principals.

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## Parent Conferences

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Either parents or teachers can request parent conferences. Arrangements for parent/teacher/student conferences can be made through the teacher or guidance counselor. School-wide parent conferences are scheduled in November and March. Specific dates are listed on the [district calendar](#). Staff members will make their best effort to return telephone calls and emails in a timely fashion. Parents should contact an administrator if a time period elapses without a teacher response.

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## Vacation/ Make-up Work Policy

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Students who miss school because of vacation are deemed to have an unexcused absence. Teachers are not required to provide students with work and assignments prior to their absence. The teacher could not possibly repeat all the lessons a child would miss. However, a copy of the assignments the student is required to make up upon returning will be given to the student. It is the student's responsibility to find out what work was missed. The student has twice the number of school days missed to make up the work/assignments and give them to the teacher.

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## Promotion/Acceleration/Retention

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The guiding philosophy when considering promotion, acceleration and retention shall be what is in the best interest of the student.



The Board of Education, dedicated to the continuous development of each student enrolled in its schools, shall establish and maintain high academic standards for each grade and monitor student performance in a continuous and systematic manner. The superintendent shall establish a system of grading and reporting academic achievement to students and their parents and guardians. This system shall determine when promotion and graduation requirements are met. The decision to promote or retain a student, shall be based on consideration of the following: performance in the curriculum, attendance, performance on the CMT and CAPT assessment and on other testing instruments, social and emotional development, and what is deemed to be in the best interest of the student.

School staff shall identify, as early as possible, students in danger of failing and at risk for retention and notify parents of their concerns. This identification shall also include those students who fail to meet the remedial standards of the CMT and CAPT assessment programs. Prior to deciding on retention for a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance. Opportunities provided for supplemental and remedial instruction to assist the student in overcoming academic deficiencies may include, but are not limited to, tutorial programs, basic skills instruction, summer school, instruction during school vacations or during weekend programs, peer tutoring or mentoring.

A recommendation for retention or acceleration is a critical decision, one which requires frequent and informed discussion among parents, teachers and administrators so that they may weigh carefully the advantages and disadvantages to the student before any decision is made. Discussions shall center around child, family and school factors that indicate for or against retention.

After consultation with appropriate staff and parents, the final decision for promotion, retention, and acceleration shall be made by the building administrator. A Planning and Placement Team has the ultimate jurisdiction over the placement of a special education student and a PPT shall determine promotion, retention and graduation utilizing modified criteria in accordance with State Statute.

Students shall be placed at an instructional level that will ensure the likelihood of continued success and, at the same time, provide a challenge. The majority of students will spend the normally allotted time to progress through the curriculum. A small number of students may benefit from spending additional time at a particular level or may need to have their instructional assignment scheduled across grade levels.

Occasionally students demonstrate mastery of nearly all the skills and objectives at the present and/or subsequent levels. These students may profit from accelerating, spending less than one year at one level. Instructional provisions shall be made for these students.

Progress toward high school graduation shall be based on the student's successful completion of courses necessary to earn the required number of credits, and meeting the credit distribution requirements.

Cf 6146.01 - Grading

Legal Reference: Connecticut General Statutes  
 10-76, Children Requiring Special Education  
 10-221(b) Boards of Education to Prescribe Rules

P.A. 99-288 An Act Concerning Education Accountability

Policy Adopted: 8/15/94 BROOKFIELD PUBLIC SCHOOLS  
 Revised: 5/6/92 Brookfield, Connecticut  
 Revised: 5/17/2000  
 Policy Approved: 1/2/2002

## Program of Studies

Sequence of Math courses:

<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 9</i>
<i>Common Core Math 5</i>	<i>Common Core Math 6 Advanced</i>	<i>Common Core Math 7 Advanced</i>	<i>Common Core Algebra Honors</i>	<i>Honors Geometry</i>
	<i>Common Core Math 6</i>	<i>Common Core Math 7</i>	<i>Common Core Algebra Advanced</i>	<i>Geometry</i>
			<i>Common Core Math 8</i>	<i>Algebra</i>

Sequence of World Language courses:

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Introduction to Spanish	Introduction to Spanish	Spanish IA	Spanish IB	Spanish I or II Academic
				Spanish II Honors
		French IA	French IB	French I or II Academic
				French II Honors

## WMS Math Policies

### **Mathematical Computations:**

Here at WMS we encourage and accept a variety of calculation methods. Students are expected to become proficient in at least one algorithm (calculation method) for each mathematical operation. When assessing a computation skill (add, subtract, multiply, divide) it is the answer that we are grading not the method used to get the answer. The following algorithms: lattice, partial product, partial sum, trade first subtraction, and partial quotient are taught and used by most students because they are efficient and easy to learn and understand. When WMS math students perform calculations they should be using their knowledge of place value, estimation and mental math skills to determine if an answer is reasonable. Any method that is both efficient and accurate will be accepted as a method used to complete calculations.

Paper and pencil expectations (without calculators) are the following:

- In grades 5-8 addition and subtraction up to 4 digits, this includes whole numbers and decimals.
- In grades 5-7 multiplying and dividing at least 1 digit times 3 digit or 3 digit divided by 1 digit, this includes whole numbers and decimals.
- In grade 8 multiplying at least 2 digits by 3 digits and dividing at least 3 digits by 2 digits, this includes whole numbers and decimals.

Calculators:

- Calculators are an essential tool for mathematical instruction and computation.
- Calculators are the most efficient and accurate tool for students to use on: class work, homework, quizzes, tests, and problem solving when working with any numbers that exceed the paper and pencil guidelines from above.
- Using the calculator does not eliminate the requirement of the student showing their work or explaining their answer.

## Remedial Support Programs

### Math Lab Program

The purpose of math lab is to provide support for students struggling with specific math skills and/or improving daily classroom performance. Using the most recent assessments in math classes, we identify students who had difficulty on various concepts assessed. These students attend math lab classes and will miss a limited number of UNAH/PE/Health classes. The math lab teacher tracks students' progress, which is periodically shared with teachers and parents throughout the school year. The Math Lab also provides an opportunity for students to independently request help from the math lab teacher on current classroom topics that are taught. It is important that all WMS students become stronger and more confident math students.

### Remedial Reading Program

The purpose of the remedial reading program is to provide additional literacy support to 5<sup>th</sup> and 6<sup>th</sup> grade students during extra learning time (ELT). The remedial reading teacher provides extra support and/or direct reading instruction with flexible groups during ELT time. In addition, the teacher assists in identifying and tracking the progress of remedial students through administering the QRI - Qualitative Reading Inventory and comparing other data, which is periodically shared with grade-level teams and parents throughout the school year.

### Developmental Reading Program

The purpose of the developmental reading program is to provide additional direct reading instruction to students who need to develop stronger reading skills. This instruction could focus on developing phonemic awareness (which refers to an understanding about the smallest units of sounds that make-up the speech stream/phonemes) and addressing phonological awareness which encompasses longer units of sound; i.e., syllables, onset and rhymes. The focus could also be to continue to develop reading comprehension strategies. Improved reading fluency and comprehension skills will be an expectation. Progress will be assessed via periodic development reading assessments (QRI and DRP). A small number of 5<sup>th</sup>/6<sup>th</sup> grade students will be required to participate in this program based on test scores and teacher recommendations. Students who participate in this program will take this class in lieu of Spanish and/or Social Studies. Grade level social studies content will also be incorporated to teach reading comprehension skills.

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## Grade 5

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### Overview

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The fifth grade academic program strives to weave a solid core of academic curricula with a transitional experience for students entering a middle school environment. To facilitate this transition, students, teachers, and parents work together as a team to foster independence, develop organizational skills, encourage responsibility, and promote accountability. Common Core curricula include literacy (for a double period), social studies, math, world language and science. The Unified Arts Program includes 21<sup>st</sup> Century Skills, Technical Education, Theater Arts, Music, Art, Health and Physical Education.

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### Grade 5 Literacy

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Literacy 5: The fifth grade Literacy program is based on the CT Core Standards and focuses on developing our students' fluency and proficiency in reading, writing, speaking, listening, viewing, and thinking. The students explore and respond to a variety of contemporary and classic genres of literature. Students will make and revise predictions, generate questions, read for facts, infer and conclude, identify main ideas and supporting details, and utilize figurative language. They will also analyze characters, plot, purpose, setting and sequence. The students will use a variety of strategies to develop an extensive vocabulary. Students will also write for a variety of purposes, focusing on expository skills, the writing process, and standard conventions of English. These include sentence structure, punctuation and capitalization, and grammar mechanics.



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### Grade 5 Common Core Mathematics

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The Whisconier fifth-grade math program begins with a review of mathematical concepts and skills such as addition, subtraction, place value and multiplication and division concepts are taught and applied to problem-solving.

The focus of the math curriculum for the year will be on the Common Core State Standards Mathematical Practices below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning





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## Grade 5 Science

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The fifth grade program introduces students to Life and Physical Science. Students will explore the following: the scientific method, nervous system, the human senses, light, sound, movement of earth-moon-sun, watersheds - Connecticut/Long Island Sound, and landforms.

Methods of instruction include but are not limited to discussions, labs, exploratory activities, projects, field trips, and video presentations.



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## Grade 5 Social Studies

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The students will expand their knowledge of basic United States and world geography. They will study American History from when early explorers came to America through the creation of the new nation. Students are introduced to note taking skills and the research process.



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## Grade 5 World Language

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The goal of our 5th grade Spanish program is to have a communication-based program in which courses are vertically aligned and are based on the following World Language Standards:

- **Communication:** communicate in languages other than English
- **Cultures:** gain knowledge and understanding of other cultures
- **Connections:** connect with other disciplines and acquire information
- **Comparisons:** develop insight into the nature of language and culture, and
- **Communities:** participate in multilingual communities at home and around the world

The course will integrate the Common Core State Standards in reading, writing, speaking and listening introducing the Advanced Placement themes of Families and Communities, Beauty and Aesthetics, and Global Challenges. Topics will include Physical Characteristics, Personality Traits, Emotions, Family Members and Friends, Geography, Nationalities, Numbers, and Weather.

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## Grade 6

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### Overview

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The goal of the sixth-grade program is to promote and engage active and enthusiastic learners in an atmosphere of support and respect. Critical thinking and problem-solving skills are honed and strengthened in crafted, unique learning experiences. Expectations of ownership of independent learning skills are clearly defined in preparation of students for transition to a higher level of learning. Students are challenged with the responsibility of learning in a rigorous academic environment that harnesses their energy in a spirit of community. Physical, emotional, intellectual, and social developmental changes in the growth process continuum are recognized and monitored in home-school communication. It is the collaboration among student, parent, and teacher that will bring about personal and academic achievement, success, and happiness for our students.

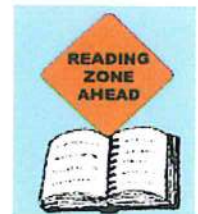
All sixth-grade students will take academic classes in Literacy (for a double period), Mathematics, Social Studies, World Language and Science. In addition, students rotate through three of the following unified arts electives: Theatre Arts, 21 Century Skills and Technical Education. All students take Music, Art, Health, and Physical Education.

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### Grade 6 Literacy

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Our sixth grade Literacy program is based on the CT Core Standards and focuses on helping students develop into independent, life-long, enthusiastic readers and writers. Students attend literacy classes daily. Through many genres of literature, vocabulary is developed, thinking skills are sharpened, and oral communication is improved.



Students continue to implement many skills, such as summarizing, comparing and contrasting, drawing conclusions, and generating questions; identifying main ideas and supporting details in exposition and key events, main characters, and setting in narration; determining the author's audience, purpose, and point of view; and making predictions.

Other skills, which are addressed in sixth grade, include proofreading and editing for grammar and usage, spelling, and punctuation and capitalization. Process writing skills are developed in many writing genres, such as personal narratives, descriptions, expositions, persuasions, and research. As students become more focused in their writing skills, they also address tone, purpose, and writing for a specific audience.

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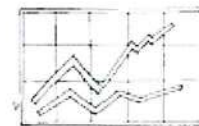
## Grade 6 Mathematics

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### Common Core Math 6

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The Wisconsin Grade 6 math program emphasizes units of fractions and decimals. This encompasses all basic computation and concepts of fractions and decimals. Additional units include ratios and proportions, the number system, expressions and equations, geometry, and statistics and probability. Throughout all units, problem-solving strategies are emphasized.



The focus of the math curriculum for the year will be on the Common Core State Standards Mathematical Practices below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning



*Selection: Teacher recommendation and compliance with the criteria standards will determine placement in sixth grade mathematics.*

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### Common Core Math 6 Advanced

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In this accelerated math course the students review fractions, decimal concepts and computation. The students will learn division of fractions and decimals. Additional units include ratios and proportions, the number system, expressions and equations, geometry, and statistics and probability. Problem solving is emphasized throughout all major units.

The focus of the math curriculum for the year will be on the Common Core State Standards Mathematical Practices below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning



*Selection: Teacher recommendation and compliance with the criteria standards will determine placement in the sixth grade mathematics.*

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## **Grade 6 Science**

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The sixth grade program is an activity-centered opportunity for students to learn and implement the scientific method within the curriculum's units of study. The main topics of ecology, weather, and astronomy, are further defined and enhanced with experiences with energy and power, simple machines, the metric system, technology, and science-related current events. This sixth year in Brookfield's science curriculum represents the final course in the study of general elementary science.

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## **Grade 6 Social Studies**

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The sixth-grade social studies curriculum begins with students taking on the role of geographers to develop an understanding of the five themes of geography: place, location, movement, human-environment interaction and region. They will explore the world and learn about concepts including climate, natural resources, landforms, and demographics. They will demonstrate their learning by deciding where in the world and why to build a new amusement park.

The rest of the year will be a world tour of Africa, China, and India through current events.

Students will develop a global perspective and use 21<sup>st</sup> century skills to help them understand their role in the world.

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## **Grade 6 World Language**

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The goal of our 6th grade Spanish program is to continue to have a communication-based program in which courses are vertically aligned and are based on the following World Language Standards:

- **Communication:** communicate in languages other than English
- **Cultures:** gain knowledge and understanding of other cultures
- **Connections:** connect with other disciplines and acquire information
- **Comparisons:** develop insight into the nature of language and culture, and
- **Communities:** participate in multilingual communities at home and around the world

The course will integrate the Common Core State Standards in reading, writing, speaking and listening introducing the Advanced Placement themes of Families and Communities, Beauty and Aesthetics, and Global Challenges. Topics will include Music, Literature, Visual Art, Food, Daily Life, Holidays and Celebrations, School, Capitals and Countries, Demographic Information, Personal Interests, Health and Fitness, and Parts of the Body.

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## Grade 7

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### Overview

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Seventh grade is a transition year where students are expected to function as independent learner with minimal guidance.

With this focus in mind, students are given more responsibility and accountability within the core curriculum areas including Literacy, Mathematics, Science, Social Studies, World Language or Literacy Workshop. They will continue to explore applied and fine arts through the following Unified Arts electives: 21<sup>st</sup> Century Skills, Technical Education, Theater Arts. All students take Music, Art, Health and Physical Education. Student success is contingent upon participation, motivation, and work ethic.

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### Literacy 7 - Topics

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#### *Reading Themes:*

- Survival/adventure
- Cultural awareness
- Interpersonal relationships
- Overcoming obstacles

#### *Literacy 7 Standards:*

- Reflect on the text to make judgements about its meaning and quality
- Make and confirm or revise predictions
- Use a variety of strategies to develop an extensive vocabulary
- Identify and use main ideas and supporting details, in informational texts, or elements, such as key event, main characters, and setting in narratives
- Write effectively in descriptive, narrative, expository, and persuasive modes
- Proofread and edit for grammar, spelling, punctuation, and capitalization

#### **Additional Reading Skills:**

- Comprehension
- Context clues
- Interpretation
- Summary
- Literary analysis

#### **Additional Writing Skills:**

- Point of view
- Voice
- Supporting opinion
- Organization
- Revision
- Audience
- Pre-writing strategies

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## Literacy 7

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Literacy 7 is based on the CT Core Standards and focuses on core and optional novels and includes the study of short stories, poetry, and non-fiction. It is designed to instruct students in the study of literature and effective writing, speaking, and listening. Another important focus is to improve creative and expository writing skills and emphasizes persuasive writing skills. Students will express, develop, and substantiate their ideas and experiences in oral and written language.

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## Literacy Workshop I

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In addition to taking Literacy 7, selected students take this course *in lieu* of a World Language.

The reading workshop is designed for students in need of personalized instruction in which they will be provided the highest challenge according to their abilities. Small class size and individualized instruction enable these students to concentrate on improving their basic Literacy skills.



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## Grade 7 Mathematics

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### Common Core Math 7

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The Whisconier 7<sup>th</sup> grade math program transitions students from arithmetic to more algebraic thinking. The course content includes, but is not limited to, the following topics: Operations and Rational Numbers, Expressions and Equations, Ratios and Proportional Relationships, Geometry, Statistics, and probability. More rigorous use of fractions, percents, and proportions in both algebraic and geometric applications will be covered.

The focus of the math curriculum for the year will be on the Common Core State Standards Mathematical Practices below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning



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## Common Core Math 7 Advanced

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This accelerated course will include all of the topics: Operations and Rational Numbers, Expressions and Equations, Ratios and Proportional Relationships, Geometry, Statistics, and probability. More rigorous use of fractions, percents, and proportions in both algebraic and geometric applications will be covered. Skill instruction in this class will be very fast-paced so that ample time may be devoted to problem solving and a deeper exploration of algebraic topics.

The focus of the math curriculum for the year will be on the Common Core State Standards Mathematical Practices below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning



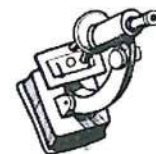
*Selection: Teacher recommendation and compliance with the criteria standards designated for this class.*

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## Grade 7 Science

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The seventh-grade program is an introduction to Life Science. Areas of study include the scientific method, characteristics of living things, cells, plants, evolution, genetics and skeletal/muscular, digestive, circulatory and respiratory/excretory human body systems.



The emphasis is placed on the scientific process, which encompasses microscope usage, dissection, application of scientific method, taxonomy, problem solving, proper lab technique, and interpretation and analysis of data.

An integral part of this program is the use of technology to develop the skills of questioning, experimenting, observing, recording, analyzing, and researching. Students are made aware that technology is science used in practical ways. Instructional emphasis is placed on Internet usage, presentations by means of Power Point, electronic portfolios, and computerized graphing and lab reporting.

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## Grade 7 Social Studies

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Students in grade 7 will resume their study of American history where fifth grade left off - with the Treaty of Paris that ended the French and Indian War. Through the lenses of conflict, revolution, freedom, change and system, students will come to understand what motivated colonists to fight for independence and win their freedom from England, the establishment of a democratic form of government and what characteristics effective leaders possess. Primary source documents will play a role in understanding how our country works even today. The course of study will end with the westward expansion and Age of Jackson. The seeds of civil war will be planted for the following year.

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## World Language

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### Spanish 7<sup>th</sup> Grade

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The goal of our 7th grade Spanish program is to continue to have a communication-based program in which courses are vertically aligned and are based on the following World Language Standards:

- **Communication:** communicate in languages other than English
- **Cultures:** gain knowledge and understanding of other cultures
- **Connections:** connect with other disciplines and acquire information
- **Comparisons:** develop insight into the nature of language and culture, and
- **Communities:** participate in multilingual communities at home and around the world

The course will integrate the Common Core State Standards in reading, writing, speaking and listening building on the Advanced Placement themes of Families and Communities, Beauty and Aesthetics, and Global Challenges.

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## French IA

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This course is designed for students with no previous study in French. The goal of the 7th grade French program is to have a communication-based program in which courses are vertically aligned and are based on the following World Language Standards:

- **Communication:** communicate in languages other than English
- **Cultures:** gain knowledge and understanding of other cultures
- **Connections:** connect with other disciplines and acquire information
- **Comparisons:** develop insight into the nature of language and culture, and
- **Communities:** participate in multilingual communities at home and around the world





The course will integrate the Common Core State Standards in reading, writing, speaking and listening building on the Advanced Placement themes of Families and Communities, Beauty and Aesthetics, and Global Challenges.

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## Grade 8

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### Overview

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The eighth grade is a transition year for students. The focus is on the continued development of becoming an independent learner. Students are expected to take responsibility for the completion of work when due, seek assistance from available resources, and be able to self-advocate and communicate their needs to others. Academic performance at this level is a determiner of Grade 9 placement recommendations at Brookfield High. As models for the rest of the school, students are expected to demonstrate appropriate social interactions and self-disciplined behavior.

All eighth-grade students will take courses in Physical Science, Social Studies, Math, Literacy, and World Language or Literacy Workshop. Math and World Language are progressive from year to year. Also, students will choose three exploratory courses from the following electives: Art, 21<sup>st</sup> Century Skills, Theater Arts, Music, and Technical Education.

Students in Grade 8 are given information on alternative high school options. Students are encouraged to discuss and explore these options at home and in school to identify their future educational and career goals. A free public high school education is available at Henry Abbott Technical School for the trades and at Nonnewaug High School, which offers a vocational-agricultural program, in addition to the programs offered at Brookfield High School.

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### Grade 8 - Literacy

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Our Literacy 8 program is based on the CT Core Standards and is designed to instruct students in the study of literature and effective writing, speaking, and listening. It provides an overview of the genres of literature found in fiction and nonfiction writing, focusing on personal response, recognition of literary conventions, interpretation of meaning, and evaluation of quality. Applying rules of standard English grammar to their writing, students will write and present material in a variety of forms, including persuasive, expository, and creative, in order to enhance their oral and written communication skills. Literacy 8 prepares students to meet the expectations of high school English courses.



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## Literacy Workshop II

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In addition to taking Literacy 8, students take this course *in lieu* of a World Language. Literacy workshop is designed for students in need of personalized instruction in which they will be provided the highest challenge according to their abilities. Small class size and individualized instruction enable these students to concentrate on improving their basic Literacy skills.



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## Grade 8 Mathematics

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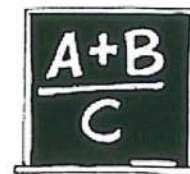
### Common Core Math 8

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The Whisconier eighth grade Common Core Math 8 class helps students be fully prepared to take Algebra in high school. The topics covered include: Patterns in Numbers, Patterns in Algebra, Side and Angle Relationships, Ratio, Proportion and Percentages, Surface Area and Volume, Patterns and Functions, Statistics and Permutations. The students will also be instructed on the appropriate use of a scientific calculator in this course.

The focus of the math curriculum for the year will be on the Common Core State Standards Mathematical Practices below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning



*Selection: Teacher recommendation and compliance with the criteria standards will determine placement in 8<sup>th</sup> grade mathematics.*

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## Common Core Algebra Advanced

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The Whisconier Algebra class is an accelerated program, which encompasses all of elementary algebra. Content includes the use of variables in algebra; the use of addition, subtraction, multiplication and division in operating on equations and inequalities; slopes and lines; exponents and powers; polynomials; factoring; quadratic equations and square roots; linear systems and elementary functions. Scientific and graphing calculators are used extensively. Students will be required to use the tools of algebra to solve high-level problems. After successfully completing this course, students will be ready for a course in geometry in Grade 9.

The focus of the math curriculum for the year will be on the Common Core State Standards Mathematical Practices below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

*Selection: Teacher recommendation and compliance with the criteria standards will determine placement in 8<sup>th</sup> grade mathematics.*

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## Common Core Algebra Honors

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The Common Core Algebra Honors program at Whisconier is an accelerated math program, which will include Algebra One topics necessary for continued success in Honors Geometry and Honors Algebra II. Content includes, but is not limited to, simplification of algebraic expressions and finding solutions for equations and inequalities. The course progresses through the study of linear equations, emphasizing all the characteristics of linear equations and graphs of these equations. The course concludes with the studies of solving systems of equations and operations with polynomials. Instruction of new material is fast-paced so that there will be time for adequate problem solving, exploration of concepts, and presentation by students of their own mathematical applications. This course is designed for the math student who has consistently demonstrated the highest aptitudes and applications of math concepts and computations.

The focus of the math curriculum for the year will be on the Common Core State Standards Mathematical Practices below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning



*Selection: Teacher recommendation and compliance with the criteria standards designated for this class.*

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## Grade 8 Science

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Eighth-grade science, which is an introductory course in the physical sciences, affords students the opportunity to explore scientific concepts, ideas, and theories through hands-on experiences. A background is given in the areas of physics and chemistry. Metric measurement, atomic structure, simple machines, chemical reaction, magnetism, and electricity are examples of topics taught. Students are involved in various types of small and large group activities. Methods of instruction include lectures, filmstrips and videos, lab activities, project work, textbook assignments, group discussions, and supplementary worksheets. Stress is placed on developing the student's ability to effectively utilize lab materials in small group situations.



Incorporation of mathematical skills is emphasized throughout the curriculum. These skills are an integral part of the student's ability to learn concepts presented. Examples of skills needed to be successful are converting fractions to decimals, percents, ratios and proportions, and working with equations.

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## Grade 8 Social Studies

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The primary objective of this course is to instill in the students an appreciation and understanding of American History from the time period of the Constitution to 1900. Students study the social, political, cultural, physical, and economic aspects that have shaped the history of their country.

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## Grade 8 World Language

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### Conversational Spanish

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This course concentrates on basic conversational skills. The students will be responsible for learning: the alphabet and sounds, numbers, vocabulary, basic verbs, weather, time, etc. In addition, the class will discuss various aspects of Hispanic culture and its fluency in today's world.

*Selection: teacher recommendation.*

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### Spanish 8<sup>th</sup> Grade

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This course is a continuation of 7<sup>th</sup> grade Spanish. There will be a greater concentration on grammar and advanced sentence structure. Students will be expected to produce paragraphs and conversations in the target language. Cultural information is presented throughout the year. Upon successful completion (a 75 average or more), students will be



recommended for Spanish II or Spanish II Honors in high school.

The goal of the 8th grade Spanish program is to have a communication-based program in which courses are vertically aligned and are based on the following World Language Standards:

- Communication: communicate in languages other than English
- Cultures: gain knowledge and understanding of other cultures

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## French 1B

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This course is a continuation of French IA. The goal of the 8th grade French program is to have a communication-based program in which courses are vertically aligned and are based on the following World Language Standards:

- Communication: communicate in languages other than English
- Cultures: gain knowledge and understanding of other cultures
- Connections: connect with other disciplines and acquire information
- Comparisons: develop insight into the nature of language and culture, and
- Communities: participate in multilingual communities at home and around the world



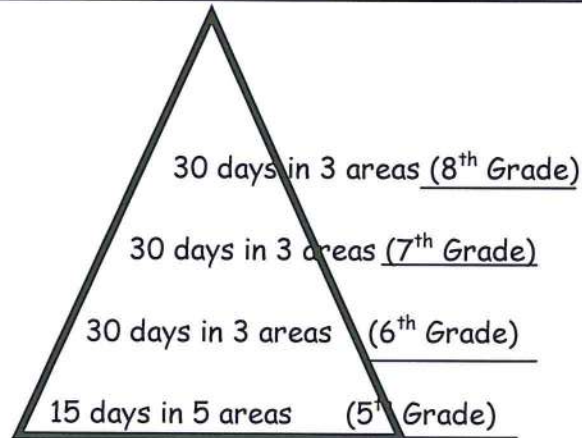
The course will integrate the Common Core State Standards in reading, writing, speaking and listening building on the Advanced Placement themes of Families and Communities, Beauty and Aesthetics, and Global Challenges.

Upon successful completion, students will take French II or French II Honors in high school.

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## Unified Arts Program

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PE/Music Classes: Students in grades 5, 6, and 7 meet on an every other day rotation. Students' cycle through five 18 day rotations.

For grade 5 Health there are two consecutive 15 day rotations. For 8<sup>th</sup> grade in PE/Health there are five 18 day rotations.

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## Art

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and effort.

The main goal of the Whisconier Art program is to prepare all middle school students for further art training on the secondary school level. Therefore, the program's emphasis is placed on the development of genuine art skills rather than on the completion of many minor art projects. Craftsmanship and quality are stressed. Students are expected to approach the class with serious attitude

Students are exposed to a wide range of materials during their art unit. These materials include drawing pencils, ink, markers, oil pastel, charcoal, water colors, tempera, acrylic paint, and craft media (i.e. beads, fibers, paper mache, plaster). Materials for class are furnished, with the exception of regular #2 pencils.

Instruction is given in the characteristics and proper use of art materials. Students will explore a variety of art media during their art rotation and will be exposed to many art historical references spanning Prehistory to Contemporary Art. Students will be using technology throughout the course, and digital citizenship will be integral to their art unit.

**5<sup>th</sup> Grade:** Emphasis is placed on the proper use of tempera paint, crayon, and pencil. The art techniques of proportion, perspective drawing, graphic enlargement, and color mixing

are demonstrated. The influences of Norman Rockwell, Inuit design and primitive art (i.e. cave painting, Egyptian) are explored.

**6<sup>th</sup> Grade:** Emphasis is placed on the proper use of art media such as tempera, crayon, and colored pencil. The art techniques of blind contour drawing, self-portraiture, landscape drawing, still life drawing and painting, and light and shadow are demonstrated. Graphic design concepts are reviewed (i.e. line, texture, color). The influences of Medieval art and the French Impressionist art movements are explored.

**7<sup>th</sup> Grade:** Emphasis is placed on the proper use of art media such as water color paint and paper mache. The art techniques of collage, mosaic, water color wash, and glass beading are demonstrated. The influences of African art, European Surrealism (1930), and Pablo Picasso are explored.

**8<sup>th</sup> Grade:** Emphasis is placed on the proper use of art media such as tempera paint, acrylic paint, printing ink, plaster, and wire. The art techniques of simple animation, acrylic painting, plaster fresco painting, and linoleum block carving/printing are demonstrated. The influences of Egyptian art and 19<sup>th</sup> / early 20<sup>th</sup> century European masters (i.e., Munch, M.C. Escher, Picasso) are explored.

#### ***Grade 8 Elective: Painting, Printing and Projects***

This art course covers acrylic painting on canvas, linoleum block printing and pretty much any craft project that an individual student may wish to explore. Students of all ability levels will find their art comfort zone. The primary goal is to enjoy the creative process and "de-mystify" the wonderful world of art.

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## **21<sup>st</sup> Century Skills**

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The goal of this program is to provide students with the opportunity to enhance their digital literacy skills and to allow students to compete in our digital, global community. The curriculum would focus on information and media literacy, as well as information and communication technology. Students will learn how to access and evaluate information sources. This will allow them to research more effectively in their content courses. They will also learn how to discern the point of view and purpose of the messages they see. They will also learn about digital citizenship and the ethical and legal implications of using other people's creations. Finally, they will learn how to use technology tools creatively and collaboratively. The goal would be to prepare our students to effectively use available resources and technology to improve their learning and prepare them for their high school experience and beyond.

**Grades 6 and 7:** Sixth and seventh graders will build upon the knowledge they gained in fifth grade in three areas. The first is Digital Safety and Security during which they will learn how to determine what information is being collected by applications they use, and how

to protect their privacy. The second is Digital Citizenship when they will explore the ethical use of intellectual and creative works. Finally in the Information and Research unit they will learn how to use advanced search techniques to help them find reliable information from digital sources. They will learn to find primary sources in digital collections. They will also learn how to detect bias in websites by uncovering an author's purpose and perspective. They will then complete a collaborative information research project that will require them to use their critical thinking and problem solving skills and use technology to present their findings.

**Grade 8:** The eighth graders will focus on sharing their voices and opinions with both the local and global community safely, effectively and responsibly. They will choose topics that are important to them and their peers. They will express themselves through blogging, using the written word, and multimedia. They will connect either individually or as a group with a students from another parts of the world or country to share ideas. Lastly, they will also learn some programming basics using Scratch from MIT to create either an animation or simple game.

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## Library Media Skills

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The Library Media Skills program will develop students' abilities to "mine" information from various resources and to present this information using various media. This program has no regularly scheduled classes, no test, and no grades. The instruction of library skills will be integrated into the curriculum, using student's projects and research assignments as opportunities to instruct. Students will be taught a particular skill, as they need it.



In the fifth grade, students will learn to navigate the library, use the online catalog to see what is available, use "ready-reference" sources such as an almanac, and produce a video, using the single-camcorder technique.

In the sixth, seventh and eighth grades, students will perfect their skills with PowerPoint, practice with the web, engage in various forms of research, employ digital video editing, and perhaps use a form of technology that has yet to be invented.

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## Health

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The health education program at Whisconier Middle School grants students the opportunity to acquire information essential for the promotion, maintenance and protection of their health. Physical, mental, and social health concepts are explored to help students make decisions with a positive impact on their health and well-being.

As per Connecticut General Statute section 10-19, the teaching about alcohol, nicotine, drugs and acquired immune deficiency syndrome shall be taught every academic year to pupils



in grade K-12. As per Connecticut General Statute section 10-16e, no student is required to participate in the family life education unit offered in school. A written notification to the principal by the student's parent or legal guardian shall be sufficient to exempt the student from the family life education unit in its entirety or from any specified portion of the family life education unit. Students opted out of this instruction will be required to complete an alternative assignment. Students in grades 5 and 7 will examine environmental health. Students in grades 6 and 8 will explore consumer health. The opt out letter may be found in the student handbook.

**5<sup>th</sup> Grade:** The health education program for the fifth grade covers four units. The injury prevention unit will emphasize the importance of safety and stress reduction skills. The healthy, active lifestyle unit will blend knowledge of nutrition with consumer health skills. The substance abuse prevention unit focuses on the gateway drugs (alcohol, tobacco, and marijuana) while reinforcing refusal skills needed to resist negative peer pressure. The human growth and development unit offers an introduction to the physical, emotional, and social changes that occur in puberty. In addition, fifth grade students will examine the skills needed to make friends and maintain those relationships.

**6<sup>th</sup> Grade:** The health education program for sixth grade builds upon knowledge and skills acquired in grade five. The sixth grade program includes four units. The injury prevention unit will focus on an introduction to first aid. The healthy, active lifestyle explores the relationship between nutrition and fitness. The substance abuse prevention unit concentrates on health problems associated with drug use/misuse as well as refusal skills needed to resist negative peer pressure. The human growth and development unit explores the role of the immune system and HIV infections and reviews the male or female reproductive systems.

**7<sup>th</sup> Grade:** The health education program for seventh grade builds upon knowledge and skills acquired in grade six. The seventh grade program includes four units. The injury prevention unit shifts its focus to personal safety where students will explore various topics and situations and how to best respond to them. The healthy, active lifestyle unit considers the impact of media on body image and food selection. Students will identify coping methods other than using food. The substance abuse prevention unit continues its theme with the impact of drug use/misuse. The human growth and development unit reviews the male and female reproduction systems and the impact of male/female teen relationships. Sexually transmitted infections/diseases including HIV highlight the consequences of being sexually active at a young age. Abstinence, as the only safe way to protect from unplanned pregnancies and contracting a sexually transmitted infection/disease, is emphasized.

**8<sup>th</sup> Grade:** The health education program for eighth grade builds upon knowledge and skills acquired in grade seven. The eighth grade program includes four units. The injury prevention unit will explore the issues surrounding depression and suicide prevention. The healthy, active lifestyle unit reviews the recommended dietary guidelines, and ways to include healthy food options even when eating out. The substance abuse prevention unit will focus on the impact of drugs and the law. Students will identify the risks associated with being in the

company of others who use/misuse drugs. The human growth and development unit shifts its focus to conception, gestation, labor, and birth. Students will explore the role of contraception in prevention of conception. Abstinence is stressed as the only safe method of preventing unplanned pregnancies and contracting sexually transmitted infections/diseases. Students will identify and practice refusal skills to help them remain abstinent. Students will review the non-sexual and sexual modes of HIV transmission, identify the bodily fluids, which may carry HIV and examine the myths associated with HIV transmission.

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## Music

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### General Music



**Grade 5:** Students in grade 5 have music twice during the school year. *General music 1* is with Ms. Vogel, and *General music 2* is with Mrs. Grace. In *GM1* students learn how to play the keyboard at a beginner level. Students learn how to read and notate music in *C* position, and master playing both hands for some of their favorite pieces. In *GM2* students learn the different elements of music through movement and dance. Mrs. Grace uses music mapping to teach form, as well as dynamics and emotion in music. Students create their own movement activities through dance and body percussion.

**Grades 6 & 7:** Students in 6th and 7th grade general music will also have music twice. In *GM1* they will learn the basics of note reading and apply their skills to electric keyboards. They will also perform for their peers in informal class mini-recitals. Cooperative learning is emphasized and is a major component of the grade given in this class. The teacher's intention is to develop basic musicianship that will lead to an increased participation and appreciation for the arts. In *GM2* students will continue to apply their knowledge note reading in a "percussion ensemble" style class. Emphasis will be on rhythm and dynamics which will be performed on various percussion instruments. Song form will also be discussed. Students will take part in several music composition activities during which they will apply their musical knowledge in creative ways.

**General Music 2 Grade 7:** Students will continue to apply their knowledge of note reading and composition using *Garage Band* with an Ipad. This new initiative will allow students to experiment with the different elements of composition as well as learn how to master the *Garage Band* program.

**Grade 8:** Students will be able to choose from three electives in 8th grade - Beginning Guitar, Intro to Percussion/Drumset, or Electronic Music. Students taking Beginning Guitar will learn to read and play guitar music in both standard and tablature notation. Students will also learn to play all of the "open" major and minor chords as well as "bar" chords. Students taking Intro to Percussion will learn to read rhythms up to 16<sup>th</sup> notes and will apply these

rhythms to various percussion instruments including the drumset. Students will begin to develop the "4-way independence" needed to perform on a drumset. Students who choose the Electronic Music course will learn how to compose music using the Garage Band program that can be found on most Apple computers and iPads. Students are required to come to class each day with a pair of drumsticks and a practice pad. Due to the limited number of iPads available to us students will work in pairs and there is a strict cap on how many students can take the course each semester.

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## Band

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Students will learn to perform music of various styles and levels of difficulty. Accomplishments on their instruments will be based on their preparation at home via practicing, which will be monitored by the instructor. It is expected that once students make a commitment to band or chorus that they follow-through until their concert performances. Band and chorus is a team activity and everyone's participation is important for a successful concert. Performances are a very important part of each student's experience. Therefore, all performances are mandatory unless special circumstances are discussed with the band director. Failure to attend any performance will result in lowering the student's grade.



**Grade 5:** Students review and build on their basic music skills using the *Standard of Excellence* method book. The second half of the year focuses on reading and performing full band arrangements.

**Grade 6:** Students will study and perform various band arrangements. This course focuses on the skills of the individual player as well as the art of ensemble playing.

**Grade 7, 8** students will be given band music, chromatic exercises, major scales up to three flats and three sharps, rhythm exercises, and basic music terminology.

Students in grades 5-8 will also attend small group lessons on their instruments. These lessons are 30 minutes long and are during ELT once a week.

5th, 6th, 7th, and 8th grade band rehearsals will meet one day a week.

Students who display competent performance skills will be able to participate in band concerts. Band students will perform in the winter and spring concerts as well as the Memorial Day Parade. Band students are graded with a letter grade and/or comment on their report card. The grade will be based on their attendance, conduct, effort, attitude, participation, home practice, and playing ability. Attendance at all band functions is an important part of the grade.

*Please note: students will not be able to drop band after the following dates: for 1st semester after October 1 and for 2nd semester after March 1 without the approval of the Principal.*

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## Chorus

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Chorus is available for all students in grades 5 - 8. Emphasis is placed on the importance of teamwork and ensemble skills. Other major concepts covered include melody, harmony, rhythm, vocal blending, and the basics of singing.



5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade chorus: meets one day per week during activity period.

Choruses are not auditioned and all students are encouraged to join. Students will prepare and perform a winter and spring concert.

Attendance and commitment to the chorus is expected of all members.

Small group chorus lessons also meet one day per week during ELT. Chorus students will perform in the winter and spring concerts as well as the Bock and Blu Concert. Chorus students are graded with a letter grade on their report card. The grade will be based on their attendance, conduct, effort, attitude, participation, and singing skills. Attendance at all chorus functions is an important part of the grade.

*Please note: students will not be able to drop chorus after the following dates: for 1<sup>st</sup> semester after November 1 and for 2<sup>nd</sup> semester after March 1 without the approval of the Principal.*

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## Physical Education

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It has been proven that an active lifestyle contributes positively to a person's physical and mental health. Scientific research shows that these benefits include strengthening the heart, lungs, bones, muscles; reducing stress; lessening the risks for heart disease; increasing flexibility; and increasing self-esteem. The goals of the Physical Education Department are for students to demonstrate an understanding of the importance of physical fitness and for maintaining healthy, active lifestyles. This is achieved through group games, movement activities, modified sports, problem-solving tasks, warm-ups, and cardio-vascular activities. At this early age, we try to instill in our students habits and attitudes that will encourage them to become active now and for the rest of their lives.

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## Performance Art

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Performance Art is also offered to all students. Eighth graders take this class as an elective and students in grades five, six and seven take this as part of their Unified Arts rotation. This class is not performance based but rather is exploratory in nature. Students do have opportunities to perform in an informal classroom setting both individually and in groups through planned and spontaneous activities.



The social concepts of communication, collaboration, self-esteem, risk taking, and evaluation of completed work are explored in conjunction with how they apply to both the theater and daily life. Students will learn that the arts offer all of us enjoyment as both an audience as well as a performer.

The basic elements of theater production, stage presence, proper voice projection, dramatic history, script writing skills, directing and stage movements are the core topics of this course. The technical aspects of costumes, props, and scenery are also addressed.

**Grade 5:** Emphasis for the fifth grade students is on public speaking skills, stage vocabulary and basic acting and presentational skills. Activities include acting games, speech writing and collaborative creative projects.

**Grade 6 and 7:** Emphasis for sixth and seventh grades is on refining and expanding upon skills learned in grade five. The use of special effects, various performance techniques, and costumes and props are introduced. Students develop an understanding of the origins of Theatre and its connection to culture, literature and modern entertainment. Activities include developing and performing original scripts, acting exercises, costume design, and literary research.

**Grade 8:** This course includes more advanced theatre techniques, improvisational theatre games and performance opportunities and is considered to be the culmination of the previous years. Students develop an understanding of the audition process, they create original scenes, and continue their knowledge of dramatic literature. Advanced acting techniques, dramaturgy, and Shakespearean theater are the main components of the course. These topics are addressed through performance, peer critique, multi-media and literary research and analysis.

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## Technology/Engineering Education

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Technology/Engineering Education is problem-based learning utilizing math, science and technology principles. It is the heart of STEM education! In a word, it is about INNOVATION! It is about how people think! It is how to apply technology in the solutions of problems facing society. The aim is to solve problems and create opportunities within a realistic context. That context can start with the student's everyday environment and progressively move into more global issues. It is 21st century thinking!

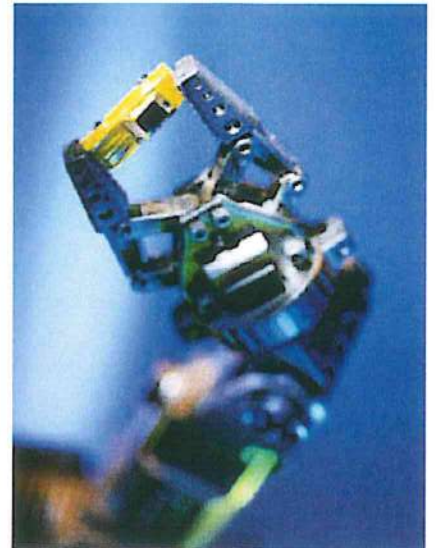
Technological/Engineering studies involve:

- Designing, developing, and utilizing technological systems;
- Open-ended, problem-based design activities;
- Cognitive, manipulative, and effective learning strategies;
- Applying technological knowledge and processes to real world experiences using up-to-date resources;
- Working individually as well as in a team to solve problems.

**Fifth Grade** students have a fast-paced introduction to technology and the engineering design process. Students will define technology, analyze how it affects their lives, and learn how to apply the design process to any task. A focus is also put on creativity and developing our "creative genius." Students will engage in two short-term design activities centered on problem solving, technical drawing, and invention.

**Sixth and Seventh Grade** students will focus on transportation technologies, fabrication techniques, safe use of tools, and further application of the engineering design process. Students will engage in a design/build activity focusing on one of the transportation environments. A brief introduction to manufacturing will also be covered.

**Eighth Grade** students will continue to explore up-to-date manufacturing and fabrication techniques through the safe use of tools and materials in problem solving. Students will engage in several real world, current, design-based activities. They will have the opportunity to experience working in a team, designing and building their own skate boards from 1/16<sup>th</sup> inch maple veneer.



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## **Special Services**

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### **Special Education**

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Each identified special education student is assigned a special education teacher as his/her monitor. The special education monitor collaborates with grade level staff to foster academic achievement. Special Education services are delivered in regular education classes, resource room, and/or small group settings.

Special Education programs/classes are designed with the intent of providing the most effective instruction possible for special needs students in the least restrictive setting. Programs/classes are designed to be flexible and may be added or deleted as needs change.

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### **Resource Program**

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Selected students in need of additional support are provided assistance in a resource room on an individual or small group basis. Students' individual goals determine the focus of the academic skills covered as well as the amount of resource time provided. Resource assistance is offered during corrective time. The resource program is available to students who are under an Individual Education Plan (IEP) as determined by the Planning and Placement Team (PPT).

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### **Individualized Literacy Program**

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This approach to Literacy and Reading is designed for students with marked differences in Literacy skills, who have been identified at a Planning and Placement Team meeting (PPT) as needing this program. Small class size and individualized instruction enable students to concentrate on improving their skills and achieving their Individualized Education Plan (IEP) goals. This program is available to special education students on a need basis in Grades 5 through 8. Student need is determined at a PPT where appropriate instructional goals are then developed.

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### **Individualized Math Program**

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This course is designed to provide special education students with specific instruction and practice in math based on the student's Individualized Education Plan (IEP). Small class size and individualized instruction are provided to help students achieve IEP goals. This program is available to special education students on a need basis in Grades 5 through 8. Student need is determined at a Planning and Placement Team (PPT) where appropriate instructional goals are then developed.

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## **Life Skills**

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The Life Skills class is an individualized program that focuses on functional academics and daily living skills.

Student plans are created to increase levels of independence with the skills necessary for successful functioning in the school, home and community environments.

Students also continue to foster communication skills naturally through an emphasis on developing their relationships with peers and adults in multiple contexts.

During the years at Whisconier Middle School, students will participate in a variety of community outings to allow them to apply their skills while staff continue to assess performance to inform the next steps of development/growth.

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## **School Psychology Services**

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The school psychologist provides psycho-educational evaluation and assessment of children's school functioning and educational experiences. Individual and group counseling and/or skills training are designed to guide students in identifying and developing their strengths. The psychologist also consults and collaborates with school personnel and/or parents to design interventions for educational, emotional, behavioral, and familial problems.

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## **Speech-Language Services**

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The Speech-Language pathologist tests, diagnoses, and plans appropriate therapy programs for students identified with speech, language, and hearing needs, as determined by the P.P.T. The Speech-Language pathologist, as part of the Diagnostic Team, collaborates with special and regular education staff and advocates for students with community and professional agencies.

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## **Occupational and Physical Therapy Services**

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Occupational and Physical Therapy services are provided to those students who require them to access their special education program. Services include evaluation, therapy, and collaborative consultation with grade level teams.

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## **School Social Worker**

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School social workers are a link between home, school, and community. They are members of an educational team (teachers, administrators, special education staff, counselors, and parents) that supports students' academic, social and emotional success. The



focus to provide assistance for students and their families around the following issues: school attendance, financial, medical, emotional and/or family issues. The support may include: individual/group counseling to help students cope with stress or loss, improve a student's ability to make smart decisions and develop interpersonal relationships, and to utilize school and community resources.

## Mission Statement of the Brookfield Public Schools

The Brookfield School District is a dynamic learning community dedicated to providing a superior educational experience which challenges, supports and prepares every student for success in a changing world.

### Our Vision:

1. All students actively engage in and take responsibility for their learning.
2. All students are challenged to excel, and their achievements are celebrated.
3. All students respond intelligently and compassionately as they develop a sense of identity and a sense of community.
4. Parents, educators, staff and community leaders serve as role models for respectful behavior toward all.
5. Members of the community actively engage in supporting the schools' continuing success and efforts to improve.
6. The community provides sufficient financial resources to achieve the mission and objectives.
7. All teachers actively engage in providing the highest quality educational experience for every child.
8. Effective leadership motivates and inspires the creative and intellectual capacity of all members of the learning community.
9. A broad range of programs addresses the needs and interests of every student.
10. Programs are assessed and continuously improved to meet the changing needs of learners.
11. All students and staff effectively use technology as a tool for teaching and learning.
12. State of the art facilities, resources and equipment support the attainment of optimal student success.

### In Pursuing this Mission and Vision, We Believe:

- ❖ Communication: we believe frequent civil dialogue strengthens the community.
- ❖ Collaboration: we believe students, parents, and teachers working and learning together maximizes our success.
- ❖ Respect: we believe a community that values differences and individual dignity is central to a creative and healthy environment.
- ❖ Excellence: we believe all members of our learning community are capable of achieving excellence.
- ❖ Responsibility: we believe accountability for one's actions is central to an effective learning community.
- ❖ Adaptability: we believe an openness to change stimulates improvement and continuous growth.
- ❖ Trust: we believe confidence in and reliability on the actions of others results in an effective, cohesive learning community.
- ❖ Citizenship: we believe involvement in the greater community enriches the educational experience for all.

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**WHISCONIER MIDDLE SCHOOL**  
**2015/2016**  
**Test Dates**

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September	Grades 5-8	DRP (Degrees of Reading Power)
		QRI #1 (Qualitative Reading Inventory for selected students)
		Writing Prompt
		Multiplication Times Tables
		STAR Math Assessment
January	Grades 5-8	QRI #2 (for selected students)
		STAR Math Assessment
March/April	Grades 5-8	Smarter Balanced Test
	Grades 5 & 8	CMT Science Test
April	Grades 5-8	Math Placement Tests
		Multiplication Times Tables
May	Grades 5-8	DRP (Degrees of Reading Power)
		Writing Prompt
		QRI #3 (for selected students)

# BROOKFIELD PUBLIC SCHOOLS 2015-2016 SCHOOL CALENDAR

August 2015 (1)						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015 (19)						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015 (21)						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015 (19)						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015 (17)						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## IMPORTANT DATES:

**August 24<sup>th</sup> - 26<sup>th</sup>** - New Teacher Orientation  
**August 27<sup>th</sup>** - Teacher Work Day/Convocation  
**August 28<sup>th</sup>** - PD Day- No school for students  
**August 31<sup>st</sup>** - First Day of School-full day  
**September 4<sup>th</sup>** - PLC Day- Early Dismissal  
**September 7<sup>th</sup>** -- Labor Day  
**September 14<sup>th</sup>** - Rosh Hashanah  
**September 23<sup>rd</sup>** - Yom Kippur  
**October 12<sup>th</sup>** - Columbus Day  
**November 25<sup>th</sup>** - PLC- Early dismissal  
**November 26<sup>th</sup> - 27<sup>th</sup>** Thanksgiving Recess  
**December 23<sup>rd</sup>** - PLC- Early dismissal  
**December 24<sup>th</sup> - 31<sup>st</sup>** - Holiday Recess  
**January 1<sup>st</sup>** - Holiday Recess  
**January 18<sup>th</sup>** - Martin Luther King Day  
**February 15<sup>th</sup> - 16<sup>th</sup>** - President's Holiday- No School for Students  
**February 17<sup>th</sup> - 19<sup>th</sup>** - PD Days- No School for Students  
**March 25<sup>th</sup>** - Good Friday  
**April 15<sup>th</sup>** - PLC Day- Early Dismissal  
**April 18<sup>th</sup> - 22<sup>nd</sup>** - Spring Recess  
**May 27<sup>th</sup>** - PLC Day- Early Dismissal  
**May 30<sup>h</sup>** - Memorial Day  
**June 15<sup>th</sup>** - Last day of school-Early dismissal

### OPEN HOUSES (all open houses begin at 6:30pm)

CES- 9/8 & 9/10  
 HHES- 9/15, 9/24 & 9/28  
 WMS- 9/9, 9/17 & 21  
 BHS- 9/3

### FALL CONFERENCE DATES- (early dismissal)

Grades 9-12- 11/11 (daytime)  
 Grades 9-12- 11/12 (evening)  
 Grades 5-8- 11/20 (daytime)  
 Grades 5-8- 11/19 (evening)  
 Grades K-4- 12/2 & 12/4 (daytime)  
 Grades K-4- 12/1 & 12/3 (evening)

### SPRING CONFERENCE DATES

(early dismissal)  
 Grades 9-12- 3/23  
 Grades 5-8- 3/10  
 Grades K-4- TBD

**IF MORE THAN 5 DAYS ARE LOST DUE TO EMERGENCY CLOSINGS PRIOR TO FEBRUARY BREAK, EXCESS DAYS (OVER 5) WILL BE DEDUCTED FROM THE END OF FEBRUARY BREAK. ANY REMAINING DAYS THAT ARE LOST WILL BE MADE UP AFTER THE LAST DAY OF SCHOOL. AFTER JUNE 30<sup>TH</sup>, DAYS WILL BE DEDUCTED FROM THE END OF APRIL RECESS.**

**182 STUDENT DAYS      APPROVED: 1/21/15**  
**187 TEACHER DAYS**  
**190 NEW TEACHER DAYS**

January 2016 (19)						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2016 (16)						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21/28	22/29	23	24	25	26	27

March 2016 (22)						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016 (16)						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016 (21)						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016 (11)						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		