

Sauk Prairie Middle School



Curriculum Guide

Revised Wednesday, June 17, 2009

Sauk Prairie Middle School

This curriculum guide has been compiled to present a general overview of the subject matter covered in each of the classes offered at Sauk Prairie Middle School. We hope this material assists you in understanding what your child(ren) will be taught in grades six, seven, and eight. We strive to provide a curriculum that meets the unique needs of the pre-adolescent.

Middle School Faculty

TABLE OF CONTENTS

Grade 6.....	3-4
English.....	4-5
Reading	6
Read 180	6
Social Studies – Grade 7 & 8.....	7
Math – Grade 7 & 8	8
Science – Grade 7 & 8.....	9
Technology Education – Grade 7 & 8.....	10
Family & Consumer Education – Grade 7 & 8.....	11
Art.....	12-13
Computers Applications (Grade 7) & Computer and Business Exploration (Grade 8).....	14
Foreign Language	15
General Music & Middle School Chorus	16
Band	16
Agriculture	17
Physical Education	17
Special Education.....	17
Extended Learning	18
English Language Learning	18
Guidance	19
Library.....	19

GRADE 6 CURRICULUM

SOCIAL STUDIES

Social Studies is the study of ancient civilizations in the Eastern Hemisphere. Regions are studied by using physical geography, history, economics, government, and achievements. The map skills unit incorporates the use of globes, time lines, graphs and other reference materials. News media is used for discussions on current events.

MATH

The math program emphasizes the use of problem solving, reasoning, making connections, and discovering while working both as individuals and as a members of a group. Topics of study include probability, fractions, decimals, percents, polygons and measurements. Computation skills are emphasized. Accelerated Math Computer Program used for individualized instruction.

LANGUAGE ARTS (READING/WRITING)

In reading we use fiction and non-fiction books as means to teach reading comprehension strategies and authors' writing techniques. The Diagnostic Reading Assessment (DRA) tool is used to differentiate instruction. Writing is taught across the curriculum through the writing process, report writing, poetry writing, characterizations, summaries, predictions, and journals. Grammar is taught as part of writing. Spelling curriculum, which is a continuation of the elementary school curriculum, focuses on a list of the most commonly used words in the English language.

SCIENCE

Students study life science which includes plants. Physical science, a major emphasis in sixth grade, includes a unit on forces at work and energy. In addition, reading, spelling, math and measurement are incorporated as students complete many hands-on investigations. A microscope unit, scientific method and taxonomy study are also presented. A research unit involving scientists is presented.

ART

Sixth grade art meets every day for two six-week blocks. The 6th grade art experience is designed to link art to other subjects including language arts and social studies. Emphasis is placed on developing skills of observation and utilizing the elements and principals of art. Students will begin to develop an appreciation of art as a study of human achievement, history, culture and values.

BAND

In 6th Grade Band we continue to build on the curriculum and fundamentals learned in 5th grade through our lesson books, and also pursue that through the concert music we select and perform. Band meets three times per week. We have two concerts in 6th grade. A Winter Concert in December and the Spring Concert in May. We expect one hour per week outside of school practice to learn and develop the skills discussed in class.

CHOIR

Sixth grade choir is a group choral experience with emphasis on simple part singing, exploring a variety of styles, confidence building in singing, and correcting breathing and vocal production. In addition, students will begin learning how to read music notation, rhythms and other foundations for the beginning singer. Students will be required to attend two performances during the school year, which includes a winter and a spring concert. Students are able to participate in both band and choir if they chose to do so. In addition, students are highly encouraged to take advantage of the offered summer voice lesson opportunity.



GRADE 6 CURRICULUM *continued*



GRADE 6 CURRICULUM

COMPUTER EXPLORATION

Computer Exploration will begin with keyboarding. The students will be introduced to the touch method of typing. A major emphasis is placed on the proper techniques of touch typing. Students will then begin applying their keyboarding skills to word processing. They will learn some of the basic word processing skills and documents using the Microsoft Word program. An introduction to the Internet and safety issues is also covered in this course. Computer Exploration meets everyday for two six-week blocks.

LIFE SKILLS

Students in this class will be studying many topics in the 10 areas of health. A strong emphasis will be Life Skills program which teaches Alcohol and drug resistance. Topics in this program include advertising, anxiety, social skills and assertiveness, self image and decision making. Adolescent development is studied which includes a discussion of developmental tasks important to this age. The child care unit will include all aspects of babysitting including developmental characteristics of children (infants-school age), and care giving activities including food, safety, play, and job etiquette. Human Growth and Development will also be covered. This unit primarily covers the physical and emotional changes this age group experiences. Fetal development is also discussed. This class meets opposite PE.

GENERAL MUSIC

General Music could more appropriately be called "Music Exploration." Students will explore many varied aspects of music including history, theory, contemporary issues and performances along with the prescribed text and accompanying recordings. Students will be exposed to various performances and music experiences through audio and videotape.

PHYSICAL EDUCATION

Students will use a combination of basic skills and strategies in games and activities. A large emphasis will be placed on learning the rules to games, sportsmanship, teamwork, and cooperation. Areas of study: fitness concepts and testing of strength/flexibility/endurance, flag football, soccer, volleyball, badminton, tumbling, track and field, basketball, softball, cooperative games, and dance. PE meets opposite FCE/Health all year long.

TECHNOLOGY AND ENGINEERING

Technology and Engineering will be linked to what the students learn in math and science. The first unit in Technology and Engineering 6 is a design and sketching unit. Students will learn to sketch isometric and multi-view drawings of objects. They will design a Styrofoam object and then create it using the drill press and the Styrofoam cutter. In the technology unit the students will build and test an air racer and a paper car. In the electricity and magnetism unit a magnetic levitation vehicle and a propeller for a wind generator model will be built and tested.

SPANISH

In sixth grade Spanish, students will actively be introduced to the language through songs, games, and hands-on-activities. The thematic units will include informal greetings; days of the week/months/seasons; feelings; weather; numbers; colors and shapes; the Spanish alphabet; and a brief introduction to Spanish Culture.



ENGLISH

Classes are **heterogeneously grouped**, with about 24 students in each section. Students must have a **70 average or above to pass**, since the following year's work depends upon mastery of skills at the previous level. Grades are determined by tests, quizzes, daily work, written work, books reports and special projects.

Area of Study

Writing -

7th Grade

expository writing
writing lab
paragraphs/composition
research process

8th Grade

poetry
personal narratives, memoirs
essays, persuasion
paragraphs/composition
summaries
research report
sentence combining
short stories
opinion pieces
writing workshop

Literature -

four of the following:

True Confessions of Charlotte Doyle
Call of the Wild
The Crossing
A Wrinkle in Time
Where the Lilies Bloom
La Doctora
Tangerine
Walk Two Moons
Year of Impossible Goodbyes
Deathwatch
A Girl Named Disaster
Chinese Cinderella
Words By Heart
Homesick: My Own Story
Shabanu
White Mountains
Somewhere in Darkness
The Cay
Zlata's Diary
Taste of Salt
Timothy of the Cay
So Far From the Bamboo Grove
The Giver
Dragon's Gate

at least four of the following:

Shane
Johnny Tremain
To Kill A Mockingbird
Tom Sawyer
Across Five Aprils
The Brave
Nightjohn
Nothing But the Truth
The Outsiders
Stuck in Neutral
Whirligig
Witch of Blackbird Pond
Tales of King Arthur
Only Earth and Sky Last Forever



Study Skills -

Grades 7 & 8

note taking
summarizing
taking tests
dictionary/thesaurus
article critiques
time management
research skills

outlining
library skills
organization of time, materials, homework
memory clues

Grammar -

correct usage
8 parts of speech
diagramming

punctuation
conventions of the language

ENGLISH TARGETS

1. Students will identify and use appropriate study skills
2. Students will glean information (comprehension and vocabulary) from a variety of sources.
3. Students will use the writing process approach when writing narrative, expository and poetic forms.
4. Students will make oral presentations to a group.
5. Students will understand the author's intent.
6. Students will be introduced to terms of literature.
7. Students will know the parts of speech, correct punctuation, and proper usage.
8. Students will glean, process, and evaluate the speaker's message when listening.

READING

All 7th grade students will have one year of reading instruction emphasizing study skills and reading strategies needed to read middle level materials.

GOAL

Each student will achieve what approaches the limit of his/her capacity in:

1. Comprehension strategies
2. Word analysis strategies
3. Reading/study strategies
4. Independent reading

Information Covered:

Word attack strategies
Sequence
Mental imagery
Main idea
Supporting details
Inference
Prediction
Classifying
Categorizing
Using reference materials
Textbook reading
Note taking

Summarizing
Literary genres
Choosing reading material
Theme
Authors
Flashbacks/Foreshadowing
Plot chart
Leads and conclusions
Point of view
Conflict
Chart/Maps
Characterization

READ 180

READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program addresses students needs through adaptive and instructional software (a bank of computers in the classroom), high interest literature, and direct instructional reading skills. The class is 90 minutes long and replaces English. Mrs. Marquardt is the Lead Teacher supported by another teacher in each class segment. The program is also at SPS adopted in 05-06.

SOCIAL STUDIES

SOCIAL STUDIES – GRADE 7

The 7th grade curriculum uses the five themes of Geography to study the physical and cultural aspects of the world.

The five themes:

- Location
- Place
- Human Environment Interaction
- Movement and Regions

Basic Map Skills:

- Latitude & Longitude
- Revolution/Rotation
- Time Zones
- Physical Systems

Cultural Studies:

- Population
- World Religion
- Economics
- Government Units

Regional Studies:

- Latin America
- Africa
- Asia

SOCIAL STUDIES – GRADE 8

The 8th grade Social Studies curriculum uses a variety of themes, skills and resources to present U.S. history from pre-European contact to 1900. It also establishes the foundation for 9th grade history from 1900 to the present.

Themes:

- Geography
- History
- Economics
- Cultural Diversity
- Democratic values and government
- Technology

Historical Scope:

- Pre-European Native Cultures
- Exploration
- Colonization
- American Revolution/Independence
- Settling the Continent
- Creating a New Nation
- Industrialization
- Civil War
- Reconstruction
- Westward Expansion

Skills:

- Test-taking
- Note-taking
- Reading textbooks for information
- Writing summaries
- Research skills
- Critical-thinking
- Presentations to Class

Sources:

- Exploring America's Past
- Biographies, historical fiction, non-fiction
- History of U.S.
- Documentaries
- Movies (parent permission will be acquired)

Grades:

- Quizzes
- Test
- Projects
- Papers

MATH

MATH – GRADE 7 & 8

Seventh and 8th graders at the Middle School are provided with the Connected Mathematics Project (CMP), published by Prentice Hall. CMP is an integrated, hands-on approach to math materials are broken up into eight smaller units for each grade level that include algebra, geometry, statistics and probability topics. This material challenges students with real life problems and applications, yet basic skills are still emphasized. This series also provides an excellent foundation for the students as they head on to the High School.

Accelerated 8th grade students are using the Core-Plus Contemporary Mathematics in Context program (IM-1). This is the same curriculum used in the high School Mathematics classes. This will help make the transition to high school a smooth one.

SUPPORT MATH 7 & 8

Students in the 7th and 8th grade **Support Math** classes are provided with an opportunity to improve their math skills. This 2-hour class will use the regular 7th & 8th grade CMP curriculum and students will be provided with time to work on homework and get help with questions that they have. Classes may also use the Accelerated Math program, which allows students to improve their skills at their own pace. Classes will also work on skills related to studying for math tests and quizzes.



SCIENCE

SCIENCE - GRADE 7

The 7th grade year is a study of environmental science, cells and heredity, and chemistry. The common goal throughout all of these units is to challenge students to process information in a logical manner and think as scientist to make keen observations, inferences, and predictions about the natural world in which we live.

While participating in 7th grade science students will:

Scientific process/method

- Design and perform valid experiments, understanding the importance of controls and variables.
- Understand the difference between observations, valid inferences, predictions, and conclusions.

Environmental science

- Gain knowledge of basic vocabulary and understand of the connectedness of all things in nature.
- Understand important cycles present in the environment (water, nitrogen, carbon and oxygen)
- Learn to value biodiversity and understand how diversity of species evolves.
- Realize the relationship humans have with their environment (habitat loss, introduction of invasive species, pollution, overpopulation, over consumption)
- Investigate the many facets of global climate change.
- Examine current issues in environmental science.
- Investigate our local environment and natural resources.

Cells and Heredity


- Learn the structure and function of cells and cell organelles.
- Understand the structure and function of the genetic material within the cell (DNA and RNA)
- Investigate Mendelian genetics (Punnet squares, probability, monohybrid and dihybrid crosses)
- Examine modern human genetic and genetic disorders.
- Survey current topics and developments in cell biology and genetics (gene manipulation, GMO crops, new technologies)

Chemistry

- Learn how to measure and describe matter.
- Explore the states of matter.
- Understand the basic subatomic particles that make up all atoms.
- Discover that the elements are organized in a Periodic Table that makes sense of the structure and properties.
- Learn how atoms bond together to form compounds.
- Perform experiments that explore how chemicals interact.

SCIENCE - GRADE 8

The 8th grade science curriculum is Earth Science. The students will be exposed to many more lab and hands-on experiences than in previous years. Exposure to the 8th grade science program will, hopefully, stimulate a higher level of thinking in most students.

Students are challenged to consolidate previously learned science knowledge, gain in this knowledge, and use this knowledge to set up and solve problems and be able to communicate this knowledge to others.  Students are also being prepared for the challenge of high school science which will, hopefully, produce a well-rounded, scientifically literate person.

Major points of emphasis in the 8th grade are:

1. Develop problem solving and critical thinking skills.
2. Physical characteristics of the Universe, stars and our solar system.
3. Physical characteristics of the Earth.
4. The Earth as a dynamic system undergoing constant change.
5. The geological and biological history of the Earth, including the study of rocks, minerals and fossils.
6. Physical characteristics of the atmosphere.
7. The processes used in weather forecasting.
8. Review scientific method.



TECHNOLOGY EDUCATION

TECHNOLOGY EDUCATION- GRADE 7

Most 7th grade students will be taking Technology Education for a 12-week trimester. The Technical Education Program is concerned with industrial, technological, and engineering principals. The goals of the Tech Ed program are :

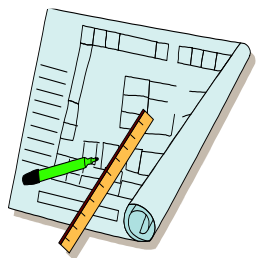
- To develop attitudes of proper and safe use of tools and machines,
- To develop an appreciation of good workmanship, materials, and design,
- To develop elementary skill in using basic tools and machines,
- To acquire problem-solving techniques through planning, researching, developing and constructing a project,
- To develop awareness of the need to follow a procedure in performing a task,
- To explore occupational areas as a basis for selecting a career and understanding the pursuits of others.

The units in Tech Ed 7 include hands-on, project oriented activities. Students in this class will learn the basics of sketching and drafting and how to draw multiviews and pictorials. The design and model unit uses computers and the Autocad software Inventor to draw three dimensional objects. The modeling activity is a compressed air dragster. The students design their dragsters on Inventor, construct them in the lab and test them for speed performance.

The electricity unit includes electrical principals, working with electrical components, meter usage, and safety. Students will learn how to wire electronic circuits and switching circuits and the relationship between voltage, current and resistance.

Simple machines will be studied and model mechanical gear systems will be built.

In the bridge unit students will design a bridge on the computer then construct and test a craftstick bridge.



TECHNOLOGY EDUCATION - GRADE 8

- **Manufacturing:** Students learn about raw materials, processes, industrial materials, and products. They follow a plan of procedure and a working drawing to construct metal products.
- **Problem Solving:** Students build and test electric cars. This develops problem solving skills in students as they build, troubleshoot, and test their cars. Students identify problems and causes, learn to find appropriate solutions and check their own results.

Woodworking: Students construct a project that introduces them to safety skills, tools, machines, and working cooperatively. Working on the project allows the students to participate in the planning, development, and production of the product.

Water Bottle Rocketry: Rocketry principals and design will be explored. A rocket will be made from recycled materials and be tested for flight performance.

Monorail Crash Test Vehicle: Students will design a rocket powered vehicle that will require paint ball 'passengers' to be carried as fast as possible and survive a crash. Crumple zones and safety features will be designed into the vehicle. The 'crash' will be videotaped to see how well they perform.

GATEWAY TO TECHNOLOGY

Gateway To Technology (GTT) is an eighth grade semester elective that is the middle school part of the national Project Lead The Way pre-engineering program.

GTT has four units that emphasize applied math and applied science that relate directly to engineering and engineering technology. The unit activities give students hands-on experience in problem solving, teamwork, and project-based learning.

GTT Units:

1. Design & Modeling: Students use computer engineering software to design, develop, and test product prototypes. Hand tools and power equipment are used in the making of the prototypes.
2. The Magic Of Electrons: Electricity and digital electronics are explored as students study electricity and work with electronic circuits. Students work with electronic components and bread board wiring to test their electronic circuits.
3. The Science Of Technology: Students apply scientific principles and concepts of simple machines and energy to solve real-world problems. Students work with Fischer-Technik simple machine components and build a Rube Goldberg device.
4. Automation & Robotics: Students design and build automated systems that use the principles of electronics, physics, and robotics to gain an understanding of machines and mechanisms.

FAMILY AND CONSUMER EDUCATION (FCE)

FCE – GRADE 7

FCE 7 is part of the **Allied Arts** curriculum.

This 12-week class will teach students skills they will use throughout life. Units include: LifeSkills, Career Exploration, Human Growth and Development, and Foods.

LifeSkills: This two-week program will reinforce skills that were taught in sixth grade. Topics include drug and alcohol abuse, advertising, communication skills, assertiveness, social skills, resolving conflicts, and resisting peer pressure.

Career Exploration : In this unit the students examine their values, interests, and personality types. Students then research a career of their choice to see if it may be a good fit for him/her.

Human Growth and Development: This unit will review information taught in sixth grade. In addition, using curriculum called Values and Choices, students will learn about values and relationships that relate to sexuality.

Foods: In this unit students will learn kitchen basics and safety. Students will learn how to eat for his or her best health. Basic nutrition, diet fads, and eating disorders are discussed.



FCE-GRADE 8

Students in this quarter class will be studying three topics.

Students will look at the food area and study both their personal nutritional health needs and study the food service industry. Students learn cooking skills and an emphasis is placed on employee skills needed in a variety of jobs.

The third level of Life Skills, The alcohol and drug prevention program will also be taught.

A five to seven day Human Growth and Development unit is another unit covered. Topics include abstinence, assertiveness—saying “no,” positive relationships, warning signs of negative relationships and teen pregnancy.

FCE/HEALTH—GRADE 6

Students in this class will be studying many topics in the 10 areas of health. A strong emphasis will be Life Skills program which teaches Alcohol and drug resistance. Topics in this program include Advertising, Anxiety, Social Skills and Assertiveness, Self Image and Decisions making. Adolescent development is studied which includes a discussion of developmental tasks important to this age. The child care Unit will include all aspects of babysitting including developmental characteristics of children (infants-school age), and care giving activities including food, safety, play, and job etiquette. Human Growth and Development will also be covered. This unit primarily covers the physical and emotional changes this age group experiences. Fetal development is also discussed.

ART

GOALS FOR ARTISTIC DEVELOPMENT

Art in the middle school (6th-8th grade) creates experiences that prepare students to identify, generate and solve aesthetic problems throughout their lives. Students will also experience the design process and apply it to a real world problem. They will learn to communicate their visual ideas for a new or improved product such as a toy design. This will be in conjunction with a unit on art and design careers. Art and design career opportunities are booming as the 21st century finds that people educated in the visual arts are needed for designing environments, communications, transportation systems, products and architecture!

Observation: Drawing reveals observations that would not have occurred by simply looking. The purpose of drawing is to help in the process of careful, analytical thinking. This is critical in developing a student's ability to observe, and therefore critique and analyze components of everyday life. This ability is essential in medicine, science, geography, social sciences, travel and life in general.

Memory: Visual memory can be strengthened by practice and exercise. Drawing forces concentrated observation and a conscious effort to remember what is seen.

Imagination: Students are encouraged to go beyond what they have already seen. Often when students are given the opportunity to draw what they want they are really drawing from memory. Students need to be aware that they are easily influenced by visual material and ideas. If they are not aware of the influence and power of ideas from their environment or culture, they may come to believe that the ideas are their own..

Innovation: Innovation is one of the hardest skills to develop because children are given so few opportunities to practice. Students in art are encouraged to create their own visual problems. Learning about the creative process and strategies for transforming information give the student opportunities for generating original solutions.

Interaction: Students will have experiences with many kinds of materials to discover the relationship of material to meaning of an artwork. They will discover their potentials and limitations of the material and apply problem solving skills. Interacting with materials is sometimes replaced with other electronic forms of entertainment, but is a valuable experience relating to math and physics concepts.

Reflection: Students are encouraged to create works of art that reflect on experiences from their own lives. When they look at their own work they should be able to understand what they were trying to communicate and evaluate if they did so in an ef-

ART – GRADE 6

Sixth grade art meets everyday for two six-week blocks that rotate with music and keyboarding. The 6th grade art experience is designed to link art to other subjects including language arts, social studies, science and math. Emphasis is placed on developing skills of observation and utilizing the elements and principals of art. Students will begin to develop an appreciation of art as a study of human achievement, history, culture and

ART – GRADE 7

7th grade art is one-third of the Allied Arts program and meets everyday for twelve weeks.

Creativity can be learned! Students will learn strategies that lead to innovative results. These are necessary skills for other academic areas. They will be asked to explore original solutions to a variety of art problems. Studio experiences will include drawing, painting, ceramics and sculpture. Each experience will allow students to express themselves as a unique individual. Part of the art experience for seventh graders will be to visit the River Arts Center Gallery to learn how to interact with visual art. The study of art history will introduce styles of the 20th century and the ideas behind them. **They will learn why art makes us think, how it changes our perspective, celebrates our culture,**

ART

ART - GRADE 8

8th grade students may elect 2-dimensional art, 3-dimensional art or both. These programs are designed to further each student's artistic growth in all areas including creativity, perception, mastery of techniques and art viewing.

The main emphasis of these classes is to develop student self-confidence. Students will learn ways to take in and process information, communicate ideas, improve retention and memory, and be a more successful student.

Both classes meet every day for one semester each. Students electing both 2D and 3D art may have one class each semester or both classes during one semester. Besides visiting the River Arts Center Gallery, students will be taking a trip to the Elvhem and Madison Museum of Contemporary Art.

ART (Two-Dimensional)

This class does not require any prior talents or skills. Students at any level will feel great accomplishment.

Anyone can learn to draw. Students will continue to learn tricks for seeing. These perceptual skills are needed for all other academic areas. A variety of drawing materials will be explored including charcoal, pastel and ink. They will learn to see and understand color. Acrylic and oil painting techniques will be taught. Students will gain an appreciation for both abstract and realistic painting styles.

Basic photography techniques and dark room processes will be introduced. Students will also have experience with digital photography and computer applications for art planning and production. Matting and mounting techniques will also be used for presentation of finished work.

The study of art history will include styles of twentieth century masters. We will be taking trips to the River Arts Center Gallery where students will be exposed to a variety of different contemporary art forms as well as learning about art exhibition.

ART (Three-Dimensional)

The creative expression of personal ideas using various three-dimensional materials is the main objective of this course. An awareness of three dimensional space and design is the first step to developing a critical eye for the world we live in. Those who are able to see, and understand space will be those who notice where we can improve our land use, our transportation systems, the spaces in which we work and live, and objects for our personal and industrial use. The artist/designer is important in our society that values not only what is functional, but also what is beautiful.

Units of study include:

Sculpture in terms of form, technique, and content. Whether using an additive or subtractive method of sculpting, the emphasis will be on expressing an idea either realistically or through abstraction.

Design as it relates to 3-dimensional space including architectural, environmental, and product design. Problem solving skills will be enhanced through various methods. For example, students will design and create a working ceramic fountain while studying the concept of "form vs. function."

Pottery both on the potter's wheel, and with various hand-building methods. Again the emphasis is not only learning new techniques, but also self-expression. A slab-built platter with carved images reflecting hopes, fears, or dreams is just one example.

Art History including the study of modern architecture and the styles of Modern Art. While learning the techniques of two-point perspective, students will design their own unique architectural forms. Along with the visit to the art museums in Madison, a tour of Monona Terrace and the Overture Center enhances the study of architecture.



COMPUTERS

COMPUTER LITERACY I - GRADE 7

12-week class

This course is designed to help students become better users of the computer, more efficient with working over the Internet, and more familiar with various software applications. We will reinforce correct keyboarding skills using the touch-typing techniques on the computer to build speed and accuracy. We will also explore a variety of software used for word processing, creating spreadsheets & databases, creating graphical publications, using multimedia, and researching across the Internet.

The following units will be incorporated into the class:

- A 3-week keyboarding unit to develop better keying technique with speed and accuracy on the keyboard.
- A 3-week word processing unit to improve students' abilities to type up personal reports, letters, etc.
- A 2-week spreadsheet/database unit to help students learn how to use a calculating spreadsheet and create graphs/charts from their data.
- A 1-week desktop publishing unit
- A 1-week multimedia unit to help students learn how to create a slide presentation on the computer.
- A 1-week Internet researching unit to help guide students on how to effectively search the net for information.

Throughout the course, students will be exposed to a wide variety of computer terminology. Computers are everywhere, and our students will learn the importance of becoming competent with using them.

COMPUTER & BUSINESS EXPLORATION - GRADE 8

1 semester - meets every day (Elective)

The objectives of this course are to build upon the computer skills already introduced in 7th grade as well as giving the students an opportunity to explore various aspects of running a business. Students will work with the following software Publisher, Hot Dog Stand, and various other packages. Throughout the semester students will explore the dynamics of work in a business world.

Students will explore the business system through the creation of their own business. They will experience the challenges of running a business in today's ever-changing economy.

COMPUTER LITERACY II - GRADE 8

9-week class



The learning goals of this course are to build upon the skills introduced in our 7th grade Computer Literacy 1 Class and to further explore working with multi-media applications. We want to encourage students to become more efficient with using computers in their every day tasks. At the same time, our goal is to improve their technical vocabulary and also their knowledge of the various kinds of technologies out there today.

All students will have the opportunity to work with scanners, flash memory sticks, CDs and DVDs, digital cameras, digital camcorders, and photo editing software. Students will be completing short units on word processing, spreadsheets, databases, Internet and cyber safety, multimedia presentations, and digital video slide shows or movies.

We will be using the Microsoft Office Software Suite (Word, Excel, Access, Publisher, Outlook and PowerPoint) for some of the units and Pinnacle Studio Plus (ver. 9.4) for movie editing.

FOREIGN LANGUAGE

SPANISH 7 - 12 WEEKS EXPLORATORY

The main objectives of the exploratory level of foreign language are: to pronounce Spanish with vigor and clearness; to learn a basic vocabulary; to become familiar with the structure of the Spanish language; to communicate with others on basic topics; and to build a cultural awareness of Spanish speaking countries.

Academic Thematic Units:

1. Benefits of taking a foreign language
2. The Spanish alphabet
3. Spanish Greetings
4. Colors/Shapes
5. Numbers
6. Weather/Seasons
7. Days of the week/months of the year
8. Classroom objects/commands
9. Family members
10. Clothing
11. Classroom objects and commands

Academic Cultural Units:

1. Hispanic Heritage Month
2. Mexican Independence Day
3. Day of Dead
4. Navidad
5. Cinco de Mayo
6. Ethnicity boards on Famous Hispanics/Latinos

Cultural units will follow the sequence of the time of the school year.

SPANISH 8 - 18 WEEKS

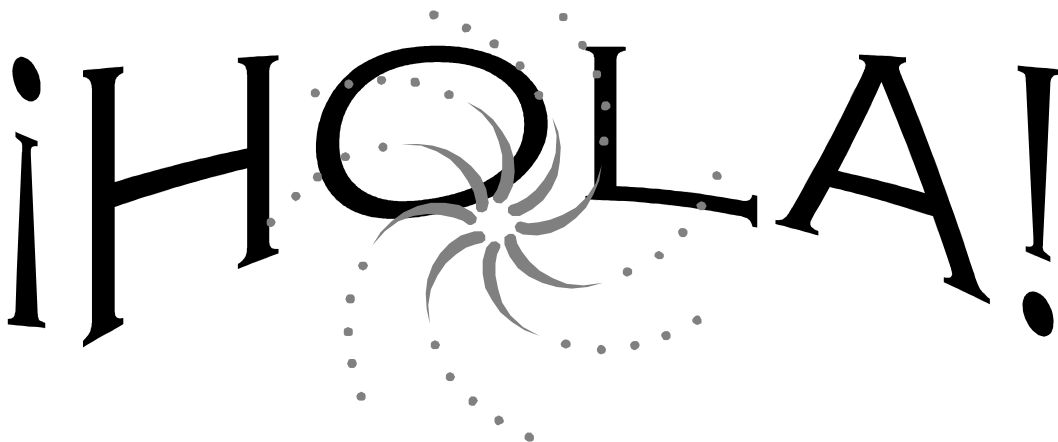
Spanish 8 is an elective course for the middle school students. This course is a continuation of Spanish 7 and uses the skills learned to attain more of the Spanish language with accuracy.

The main objectives of the elective level of foreign language are: to pronounce Spanish with clarity and accuracy; to increase their basic vocabulary; to build a cultural awareness of Hispanic speaking countries/build global awareness; and to communicate effectively both orally and in written work.

The academic and cultural units are interwoven for conversational activities in the target language and also oral and written presentations. Paired activities are a major part of the classroom hours.

The highlight of the elective Spanish course is an International Fair. Students spend one quarter researching a country of high interest to them. During the second quarter, the focus is on how to present the information and to design posters for the Fair. The International Fair project promotes global awareness — one of the Wisconsin Academic Foreign Language Standards.

There are four special education programs available to help meet the needs of a diversity of students. To qualify for services, students must meet established federal guidelines. The programs to meet student needs are in the following areas: Learning Disabilities, Cognitive Disabilities, Emotional Disabilities, and Speech and Language Disabilities.



CHORUS PROGRAM

Every student is encouraged to develop his or her voice through participation in chorus. While participation in some form of music is required by district policy and state mandated at the 6th grade level, both 7th and 8th grade chorus are elective. Currently, all choruses are mixed groups and meet two times per week. The groups sing a wide variety of music in various styles. Students enrolled will be expected to participate two or three times per year in concerts if they progress satisfactorily through the course of study.

Additional concerts or festivals may be arranged for some groups throughout the school year. Students in 7th and 8th grade are expected to attend sectional rehearsal during study halls at the discretion of the director.

Emphasis in chorus classes is placed on attaining an understanding of group discipline, proper vocal production, musical taste and overall musical knowledge. Students will also be exposed to various music enrichment activities throughout the school year.

Students entering 6th grade chorus will experience unison and part singing. Seventh grade chorus continues the music learning process. Eighth grade chorus will further develop skills previously learned. The 8th grade choruses traditionally have three concerts and a day of concerts for the elementary schools in the spring.

Seventh and 8th grade students interested in further involvement in singing are strongly encouraged to participate in the **WSMA Solo & Ensemble Festival**. Seventh & 8th grade students can become involved in the middle school musical. Seventh and 8th grade music students can also elect to become involved in **Middle Level Motion**, the middle school competitive show choir.



BAND PROGRAM

The Middle School Band program is designed to give an instrumentalist the opportunity to improve their own personal skills, participate as part of a group, and to develop their musical understanding through a wide range of repertoire and performance mediums.

There are three bands at the Middle School. The Badger Band is made up of 7th graders; and the Eagle Band is made up of 8th graders. The 6th grade band meets two times per week for 40 minutes each. The Badger Band meets three periods per week with one lesson scheduled during a study hall. Eagle Band meets three times per week with one lesson also scheduled during a study hall.

Additional participation options are available to all band students in 7th and 8th grades. They are Solo and Ensemble Festival, and the back-up band to Middle Level Motion, the middle school competitive show choir.

All bands will perform two concerts per year. The Eagle Band performs at a high school winter athletic event. Eagle Band and Badger Band learn marching fundamentals in the spring. Both groups and/or individuals also perform at various times in the community when requested. The Eagle Band will take part in a district elementary concert tour in the spring, and a clinic experience during the fall or winter.

All band students are required to take horns home on the weekend. A failure to do so, and if they do not make up the time, will affect their grade. One hour of practice outside of class is required per week.

There are no fees except for supplies, such as reeds or oil, etc.



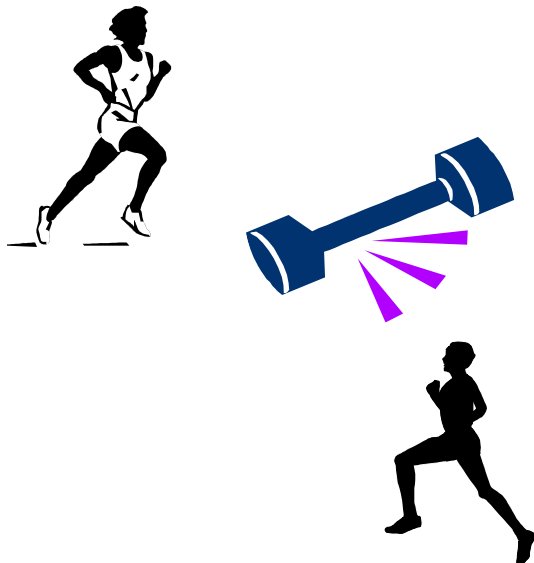
AGRICULTURE LEADERSHIP

Together we will explore over 300 career opportunities in agriculture, conservation, fish and wildlife, plant science and horticulture, forestry, pets and animal science, food science, FFA and leadership and agriculture safety. Opportunities come through hands-on activities, a field trip to see agriculture in action, in-house presentations and processing your own agriculture treats.

PHYSICAL EDUCATION

Physical Education in grades 7 and 8 is a required class. The classes are organized to stress the development of physical fitness in a healthy, positive manner.

The curriculum teaches students about basic knowledge in the areas of aerobic fitness, as well as how to increase strength and improve flexibility. All of these concepts would be approached through various games, exercises or the use of different types of apparatus.



SPECIAL EDUCATION

Students with special needs are educated in the least restrictive environment as much as possible. Support from special education staff is available for both these students and regular education staff. It is realized that even though these students may learn differently, they are similar to the general population in most ways.

Speech & Language Disabilities: Speech disabilities are characterized by defects in oral-motor skills affecting the production of speech. Language disabilities are characterized by a delay in receptive (i.e. listening or reading) or expressive (i.e. speaking or writing) language skills.

Learning Disabilities: Students with learning disabilities have severe trouble learning or demonstrating academic skills in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation and mathematical reasoning.

Emotional Disabilities: Students must exhibit social, emotional or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects the student's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills. The student must demonstrate severe, chronic and frequent maladaptive behavior in school and at least one other setting (home or community).

Cognitive Disabilities: The students level of functioning in the areas of cognitive ability, adaptive behavior and academic skills qualifies the student to receive special ed support.

EXTENDED LEARNING

EXL is multifaceted support system for students who experience chronic difficulties in achieving academic success.

GOALS

- The primary goal of this program is to support students in the regular classroom.
- Experiment with alternative instructional practices and structures to better meet the needs of students who are not successful in the present settings.
- This is not a special education program, but rather students are supported in the mainstream and complete work with little or no modifications.
- Hard work and encouragement to succeed creates the drive for the student to apply to all areas of life.

The ultimate goal is a responsible, independent and lifelong learner.

The program provides:

- Assessment and screening of At-Risk and High Risk students
- Program planning to meet each student needs/ learning styles

The primary goal of the Sauk-Prairie K-12 guidance and counseling program is to promote a nurturing environment which helps the students achieve personal growth and academic success.



ENGLISH LANGUAGE LEARNING

Middle School students in grades 6, 7, and 8 whose native language is other than English, have the opportunity to receive English language support in the core subjects of science, math, social studies, and English. For them, instruction in the English language is offered within the context of academic classes.

Offering English language instruction to English Language Learners (ELL's) within the context of a particular academic class, allows language development to occur without interrupting students continued learning of concepts in the academic areas.

This language support is offered in two ways. An ELL teacher may attend the same classes as an ELL to become familiar with vocabulary and concepts of a particular academic class, and to explain that information using visuals, gestures, and simplified speech patterns to ensure ELL's understanding of the subject matter. Also, the ELL teacher may work with ELL's on assigned homework and projects during study halls and/or after classes each day of the school week.



GUIDANCE

The Counselors have contact with all the students in the Middle School in one or more of four settings.

1. individual counseling
2. groups
3. classroom presentations
4. parent-student-teacher meetings

Major issues in these student contacts are:

1. decision-making skills
2. problem-solving strategies

The Counselors are also responsible for several other programs and services:

- referrals to appropriate community resources and agencies
- orientation of fifth grade to the Middle School
- meeting weekly with teachers during team planning time
- monitoring the needs of at-risk students.
- meeting weekly with Pupil Service Team
- assisting teams with standardized testing.
- sixth grade classroom guidance.
- consultation with parents and teachers

LIBRARY

The major goals of the Middle School library are to promote an interest in reading and to develop life-long skills in finding information.

In an effort to promote reading the library provides the following:

- a) a collection of materials appropriate for adolescent interest and needs;
- b) book talks in classroom settings informing students of books on a variety of topics;
- c) a voluntary reading competition program called Battle of the Books;
- d) a Book Fair;
- e) displays of reading materials.

To encourage and teach life-long research skills, the librarian works closely with classroom teachers so that students will need to use library materials to complete classroom assignments. Students are taught up-to-date searching strategies and become familiar with automated library catalogs, the internet and other reference materials available both in print and computer resources.

THE SAUK PRAIRIE SCHOOL DISTRICT DOES NOT DISCRIMINATE AGAINST PUPILS ON THE BASIS OF SEX, RACE, RELIGION, ORIGIN, NATIONAL ANCESTRY, CREED, PREGNANCY, MARITAL OR PARENTAL STATUS, SEXUAL ORIENTATION, OR PHYSICAL, MENTAL, EMOTIONAL, OR LEARNING DISABILITY. NO STUDENT MAY BE DENIED ADMISSION TO ANY SCHOOL IN THIS DISTRICT, OR BE DENIED PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE DISCRIMINATED AGAINST IN ANY CURRICULAR, EXTRACURRICULAR, PUPIL SERVICES, RECREATION, OR OTHER PROGRAM. FEDERAL LAW PROHIBITS DISCRIMINATION IN EMPLOYMENT ON THE BASIS OF AGE, RACE, COLOR, NATIONAL ORIGIN, SEX, RELIGION, OR HANDICAP.

