

# 2022-23 Course Catalog

Grade 7



Templeton Middle School



# Hamilton School District

W220 N6151 Town Line Road  
 Sussex, WI 53089  
 (262) 246-6471

<b><u>Board of Education</u></b>	
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## **Hamilton School District Mission**

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

### **Notice of Nondiscrimination**

The Hamilton School District provides equal educational and employment opportunities. The District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal laws or regulations, in any of its programs or activities, applications for admission, or employment.

The District is required by Title IX and Part 106 of Title 34 of the Code of Federal Regulations not to discriminate on the basis of sex in the education programs or activities operated by the District, and this requirement extends to admission and employment. The District provides equal access to the Boy Scouts and other designated youth groups.

The District has designated and authorized the following individual as the person responsible for coordinating the District's efforts to comply with and carry out its responsibilities under Title IX and other state and federal nondiscrimination laws, including investigation of any complaints alleging a violation of Title IX or other discrimination:

Title IX Coordinator:  
 John Roubik  
 Director of Human Resources and Organizational Development  
 Hamilton School District  
 W220N6151 Town Line Road  
 Sussex, WI 53089  
 (262) 246-1973.

Any questions regarding Title IX may be referred to the Title IX Coordinator or to:  
 U.S. Dept. of Education, Office for Civil Rights  
 230 S. Dearborn, 37<sup>th</sup> Floor  
 Chicago, IL 60604  
 (312) 730-1560 or [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)

Please refer to School Board Policies [411 - Equal Educational Opportunities](#) and [411.2 - Discrimination and Harassment Prohibited](#) for additional information regarding the District's student nondiscrimination policies and procedures, including information regarding the accommodation of sincerely held religious beliefs, the nondiscriminatory offering of career and technical education opportunities, equal educational access for homeless students, and requests for accommodations under Section 504 of the Rehabilitation Act."

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## REGISTRATION AND SCHEDULING PROCESS

The process of registration and scheduling affords the student many opportunities to consult with parents, counselors, and staff members. The process is:

### INFORMATION DISTRIBUTION

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

- Current grade 6 students during the week of March 7, 2022
- Current grade 7 students during the week of March 7, 2022

Parents are encouraged to call the school counselors if they have any questions about the courses of the course selection process.

- Mrs. Beth Buschmann, x4152      7th Grade
- Mr. Steve Gross, x4151      8th Grade

Online Course Selections are due on the following dates:

- Grade 7      April 14, 2022
- Grade 8      April 14, 2022

### REQUIRED EXPLORATORY CLASSES

Grade 7 students will experience 9 weeks of German, 9 weeks of Spanish, 9 weeks of French, and 9 weeks of Applied Engineering and Technology. Each class meets daily. Each class rotates quarterly. Description of classes is on page 15.

### ALLIED ARTS ELECTIVE COURSE SELECTION

Grade 7 students can select one full year elective that alternates every other day with Fitness Education. Description of classes is on page 14. Elective choices are:

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

### PARENTAL INPUT

Parents who would like to provide information that relates to their child's educational needs, can write a letter to the principal by April 29, 2022.

## SERVICES AVAILABLE TO STUDENTS

**COUNSELORS** - Middle school counselors can be very helpful people to work with in helping students reach their academic, social, and emotional potential. Counselors are trained to facilitate personal development and work with students in planning, decision-making, educational and career planning, and personal/social concerns. They do this through individual counseling, small group counseling, and large or small group guidance. Counselors have knowledge of graduation requirements and what is needed each year to fulfill those requirements. They can assist students in career decision-making by providing current information on career path requirements, employment trends, and how individual skills and interests affect their choices.

**TEACHERS** – While at Templeton Middle School, students will have an opportunity to take many different courses in several areas. The teachers of Templeton are experts in their areas of instruction. Oftentimes teachers are called upon to make recommendations regarding course sequence and ability placement. Should students have questions involving course content or placement in an area of skill, any teacher would be able to help them or, at the very least, direct them to the instructor who can provide more expertise. At any time, students are encouraged to ask questions of the staff, but especially during the crucial process of selecting course work for the following year.

**ADMINISTRATION** - Administrators can aid the student in a variety of ways, should the student or parent so desire. The administration works directly with the registration and scheduling process. If there are questions or concerns that cannot be answered by the administration, they will direct them to the professionals who can. An administrator is also able to work with students on a variety of concerns should other avenues be unavailable.

**SPECIAL SERVICES** - The middle school offers a variety of services for students with special needs as determined by federal and state law. Social workers, special education instructors, psychologists, and other special needs services are available. Contact an administrator or counselor if a need for special services is suspected.

Administrative Offices (262) 246-6477	Ext	Email
Attendance Line/Absences	4150	<a href="mailto:Templetonattendance@hamilton.k12.wi.us">Templetonattendance@hamilton.k12.wi.us</a>
Health Room/Medications/Illnesses at School	4154	
Student Services Department	4150	

Principal	Brad Hoffmann	4149	<a href="mailto:hoffbr@hamilton.k12.wi.us">hoffbr@hamilton.k12.wi.us</a>
Associate Principal	Cody Leland	4148	<a href="mailto:lereco@hamilton.k12.wi.us">lereco@hamilton.k12.wi.us</a>
Athletic Director	Rhonda Watton	4212	<a href="mailto:watrh@hamilton.k12.wi.us">watrh@hamilton.k12.wi.us</a>
Library/IMC	Anita Paque	4157	<a href="mailto:paquan@hamilton.k12.wi.us">paquan@hamilton.k12.wi.us</a>
Police Liaison Program – Student Resource Officer	Officer Leah Estes	1189	<a href="mailto:estele@hamilton.k12.wi.us">estele@hamilton.k12.wi.us</a>
School Counselor, 7th Grade	Beth Buschmann	4152	<a href="mailto:buscbe@hamilton.k12.wi.us">buscbe@hamilton.k12.wi.us</a>
School Counselor, 8th Grade	Steve Gross	4151	<a href="mailto:grosst@hamilton.k12.wi.us">grosst@hamilton.k12.wi.us</a>
Social Worker	Cheryl Johnson	4159	<a href="mailto:johnch@hamilton.k12.wi.us">johnch@hamilton.k12.wi.us</a>
School Psychologist	Dr. Rebecca Ribar	4185	<a href="mailto:ribare@hamilton.k12.wi.us">ribare@hamilton.k12.wi.us</a>

# COURSE OF STUDY

## Grade 7

### **Academic Subjects**

Communication Arts  
Mathematics  
Science  
Social Studies  
Critical Literacy

### **Allied Arts Subjects**

#### Quarter Classes Daily

Exploratory German  
Exploratory French  
Exploratory Spanish  
Applied Engineering and Technology

#### Full Year Alternative days – A/B

Fitness Education  
and

#### Elective – select 1

Art  
Chorus  
Music Studio  
Family and Consumer Education  
Instrumental Music

## Grade 8

### **Academic Subjects**

Communication Arts  
Mathematics  
Science  
Social Studies  
Critical Literacy

### **Allied Arts Subjects**

#### Full Year Daily Elective – select 1

Art  
Chorus  
French I  
German I  
Spanish I  
Applied Engineering and Technology  
Instrumental Music – Advanced

#### Full Year Alternative days – A/B

Fitness Education  
and

#### Elective – select 1

Art  
Chorus  
Music Studio  
Family and Consumer Education  
Instrumental Music - Advanced  
Introduction to Business and Marketing  
Drama

### **PLEASE NOTE**

All students have the opportunity to grow as learners based on individual needs in the classroom.

#### Academic Support

- ELL
- Structured Study
- Math and/or Reading Intervention

\*Response to Intervention (RtI) guidelines include students who score low on a combination of Fastbridge, Forward Exam, and classroom assessments in math and/or reading. These students will be considered for math and/or reading intervention support during advisement.

\*Students receiving U's in core academic (house classes) may be placed in Structured Study support class, in lieu of an allied arts (elective) class.

## ACADEMIC ENRICHMENT AND SUPPORT

### ENRICHED CLASSES

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

- Grade 7 Pre-Algebra
- Grade 7 Enriched Science
- Grade 7 Enriched Communication Arts

### ACADEMIC SUPPORT CLASSES

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

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

\*Response to Intervention (Rtl) guidelines include students who score low on a combination of Fastbridge, Forward Exam, and classroom assessments in math and/or reading. These students will be considered for math and/or reading intervention support during advisement.

\*\*Students receiving U's in core academic (house classes) may be placed in Structured Study support class, in lieu of an allied arts (elective) class.

# ACADEMIC CORE SUBJECTS

## COMMUNICATION ARTS

### COURSE DESCRIPTION

Grade 7 Communication Arts builds on grade 6 as a reading, writing, speaking/listening, and language arts course. Emphasis is placed on the writing process, sentence variety, language/word study, grammar skills, and vocabulary development. Traits of quality writing is incorporated throughout the course. Students also apply critical thinking and analysis to both fictional and expository texts.

### UNITS OF STUDY

- Narrative
- Poetry
- Research
- Argumentative

### LEARNING TARGETS

- Students will read and analyze a variety of texts to determine meaning and interpret content and structure appropriate to the text's purpose and audience.
- Students will use the writing process to produce written pieces in which the development, organization, and style are appropriate to the tasks, purpose and audience.
- Students will logically and appropriately present evidence or support to analyze and synthesize various ideas to the task, purpose and audience; students will listen attentively in order to build on others' ideas.
- Students will choose vocabulary, syntax, and conventions to communicate appropriately to the task, purpose and audience.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

### DISCIPLINARY LITERACY

- narrative, dialogue, figurative language (alliteration, onomatopoeia, imagery, rhyme, repetition, personification, simile, metaphor, personification), stanza, line break, point of view, parts of a story (characters, setting, plot, exposition, rising action, climax, falling action, resolution), theme, thesis statement, expository, inquiry, transition, cohesive, plagiarism, summarizing, paraphrasing, citation, fact, opinion, evaluate, thesis statement, point of view, propaganda, persuasion, 6 trait writing (conventions, ideas and content, organization, sentence fluency, voice, word choice), types of sentences (simple, compound, complex), parts of speech (nouns, verbs, pronouns, adverbs, adjectives, interjections, conjunctions, prepositions).

### 21<sup>ST</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Global Awareness
- Information Literacy
- Media Literacy
- ICT Literacy

### SUMMATIVE ASSESSMENTS

- Written Pieces (narratives, literary analyses, research papers, etc.), oral and visual presentations, vocabulary assessments, grammar assessments.

### TEXTBOOK/MATERIALS

- Literature Grade 7, Holt and McDougall
- Daily Grammar Practice, D. Burnette



# ACADEMIC CORE SUBJECTS

## MATHEMATICS

### COURSE DESCRIPTION

Grade 7 Math curriculum continues to focus on the six strands of mathematics developed by the National Council of Teachers of Mathematics and the Common Core State Standards. These strands include mathematical processes, number operations and relationships, geometry, measurement, statistics and probability, and algebraic relationships. This program stresses computational, problem solving and real-life applications of math.

### UNITS OF STUDY

- Algebraic Reasoning
- Integer Operations and Combining Like Term Variables
- Solving One and Two Step Equations
- Equations in Two Variables – Graphing Lines
- Percent Proportions and Ratios
- Perfect Squares and Square Roots
- Area and Volume
- Data Analysis
- Probability

### LEARNING TARGETS

- Students will solve problems involving ratios, proportions and percentages.
- Students will solve problems involving number theory concepts.
- Students will add, subtract, multiply, and divide decimal and fractions values.
- Students will analyze geometric shapes and concepts
- Students will work with algebraic expressions and equations.
- Students will communicate logical arguments to show why a result is logical.
- Students will translate verbal models into algebraic expressions and equations.
- Students will interpret story problems to create algebraic equations to solve.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

### DISCIPLINARY LITERACY

- commutative property, associative property, distributive property, algebraic equations, variable, constant, coefficient, inverse property, solution, algebraic expressions, verbal models, proportion, ratio, percent, sum, difference, quotient, product, ordered pair, y-axis, x-axis, order of operations, area, perimeter, volume, cones, prisms, pyramids, estimation, approximate, check, reasonable.

### 21<sup>ST</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Financial Literacy

### SUMMATIVE ASSESSMENTS

- Quizzes, topic tests, common assessments, and projects.

### MATERIALS

- TI30x or TI30xII calculator

# ACADEMIC CORE SUBJECTS

## Pre-ALGEBRA

### COURSE DESCRIPTION

Grade 7 Advanced Math curriculum is designed to prepare students with the necessary skills to be successful in Algebra. Students are expected to communicate math knowledge orally and in writing. This curriculum will continue to focus on the six strands of mathematics developed by the National Council of Teachers of Mathematics. These strands include mathematical processes, number operations and relationships, geometry, measurement, statistics and probability, and algebraic relationships. Special focus will be placed on solving, applying, and graphing both one-step and two-step equations, and critical thinking, and problem-solving skills.

### UNITS OF STUDY

- Variables, Expressions, and Integers
- Solving Equations
- Multi-Step Equations and Inequalities
- Factors, Fractions, and Exponents
- Rational Numbers and Equations
- Ratios, Proportions, and Probability
- Percent
- Linear Functions
- Real Numbers and Right Triangles
- Measurement, Area, and Volume
- Data Analysis
- Angle Relationships and Transformations

### LEARNING TARGETS

- Students will be able to demonstrate critical thinking in various problem-solving applications.
- Students will be able to demonstrate their understanding of relationships between numbers and/or variables.
- Students will be able to demonstrate computation and operation skills.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

### DISCIPLINARY LITERACY

- Numerical expression, variable expressions, opposites, coefficient, like terms, constant terms, equation, inequality, Distributive Property, Commutative Property, Associative Property, rational number, reciprocal, percent of change, interest, simple interest, compound interest, principal, Pythagorean Theorem, perfect square, polygon, stem-and-leaf plot, frequency table, box-and-whisker plot, factorial, dependent events, independent events

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

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Financial Literacy

### SUMMATIVE ASSESSMENTS

- Quizzes, topic tests, common assessments, and projects.

### MATERIALS

- TI30x or TI30xII calculator

# ACADEMIC CORE SUBJECTS

## CRITICAL LITERACY

### COURSE DESCRIPTION

Grade 7 Critical Literacy expands, strengthens, and deepens skills previously taught in Grade 6. Critical Literacy views students as active participants in the reading process and invites them to move beyond passively accepting the text's message to questions and examine the text. Students will be immersed in informational and literary text and given opportunities to develop their critical thinking, writing, and literacy skills.

### UNITS OF STUDY

- Critical Literacy will incorporate the various core disciplines focusing on an essential question for each quarter.
- Communication Arts: How does imagination influence our understanding of ourselves and the world around us?
- Math: How are we impacted by data in our world?
- Science: How do science issues influence our society?
- Social Studies: How do visual representations show the impact of historical issues on our world today?

### LEARNING TARGETS

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

### DISCIPLINARY LITERACY

- Will be infused within units of study. See **UNITS OF STUDY** section.

### 21<sup>ST</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Disciplinary Literacy

### SUMMATIVE ASSESSMENTS

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

### TEXTBOOK/MATERIALS

- Expository reading selections
- Daily reading practice, excerpts
- Grade level trade books
- Narrative reading selections

# ACADEMIC CORE SUBJECTS

## SCIENCE

### COURSE DESCRIPTION

Grade 7 Science curriculum is an inquiry-based program, which covers **life science**. The curriculum emphasizes concepts and skill development.

### UNITS OF STUDY

- Human Biology and Health
- Cell and Heredity
- Environmental Science
  - matter, energy in organisms and ecosystems
  - interdependent relationships in ecosystems
  - natural selection and adaptations

### LEARNING TARGETS

- Students will ask questions and define problems
- Students will plan and carry out investigations
- Students will use mathematical and conceptual thinking to analyze data
- Students will engage in an argument from evidence, which includes defending an explanation and collaborating with peers in searching for the best explanation
- Students will develop and use models, which will include constructing mental and conceptual models to represent and understand phenomena and use models to explain and predict behaviors of systems, or test a design
- Students will analyze and interpret data, which will include using tables, graphs, spreadsheets, etc. to display and analyze data, recognizing patterns in data and see relationships between variables, and revising initial hypothesis when the data doesn't support it
- Students will construct explanations and design solutions
- Students will obtain, evaluate, and communicate information, which will include communicating findings clearly and persuasively and evaluating the validity of the findings of others

### DISCIPLINARY LITERACY

- Constraints, claim, evidence, reasoning

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

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Information Literacy

### SUMMATIVE ASSESSMENTS

- Science labs, quizzes, tests, and projects.

### TEXTBOOK/MATERIALS

The following may be utilized within the classroom:

- Environmental Science, Prentice Hall
- Human Biology and Health, Prentice Hall
- From Cells to Organisms, Lab-Aids
- Online readings

# ACADEMIC CORE SUBJECTS

## SOCIAL STUDIES

### COURSE DESCRIPTION

Grade 7 Social Studies students will learn about European history from the Middle Ages through World War II. Starting with the Middle Ages students will learn how individuals rely and depend on each other in order to maintain structure. After the bubonic plague devastates most of Europe, culture is revived during the Renaissance. During the French Revolution students will learn how the absolute power of the monarchy caused a major revolution which brought about significant changes in France. The Industrial Revolution will expose students to many changes that occurred as a result of the rise of factories. WWI and WWII allow students to examine the causes and effects of war, and how these two significant world wars have greatly impacted many nations across the world.

### UNITS OF STUDY

- Middle Ages
- Renaissance
- French Revolution
- Industrial Revolution
- World War I
- World War II

### LEARNING TARGETS

- Students will identify the rise and fall of Feudalism in the Middle Ages.
- Students will explain the major changes in art, science, religion during the Renaissance.
- Students will evaluate the political, economic, and social causes of the French Revolution
- Students will describe the social, economic, and environmental effects of the Industrial Revolution
- Students will analyze the growth of militarism, alliance system, and nationalism in the early 20<sup>th</sup> century, and how this led to WWI
- Students will identify the major leaders, events, causes, and effects of WWII.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

### DISCIPLINARY LITERACY

- Monarch, strike, industrialization, urban, rural, propaganda, nationalism, revolution, feudalism, alliances

### 21<sup>ST</sup> CENTURY SKILLS

- Creativity
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Document based questions
- Agree/Disagree questions
- Google Resources (classroom, apps, etc.)

### SUMMATIVE ASSESSMENTS

- Written assignments, quizzes, tests, projects, research paper.

### TEXTBOOK/MATERIALS

- Related supplementary materials
- World History Connections to Today, Prentice Hall
- Supplementary books for each unit published by *Teacher Created Materials*

# ***ALLIED ARTS - Required***

## **FITNESS EDUCATION**

### **COURSE DESCRIPTION**

Grade 7 Fitness will expand on the grounding principles of fitness education as students continue to explore and identify the importance of healthy fitness levels. Students will participate in a variety of activities that promote skill development, physical fitness, and personal and social growth.

### **UNITS OF STUDY**

- Team and Individual Fitness and Sports-Related Activities
- Applied Fitness (Fitness Components, Comprehension, and Application)
- Cooperative Activities and Team Building
- Jump Rope Skills and Dance
- Health related concepts including human growth and development

### **LEARNING TARGETS**

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

### **DISCIPLINARY LITERACY**

- Sports skills, fitness terminology, goal setting, communication, cooperation, teamwork, creativity, F.I.T.T. principle, lifetime family and social activities

### **21<sup>st</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Goal Setting

### **ASSESSMENTS**

- Fitness Tests – pushups, mile run, PACER, curl ups
- Team Fitness Activities and Fitness Testing Comprehension Written Assessments
- Benefits of Fitness/F.I.T.T. principle application Written Assessment
- Progress Reflection Written Assessment
- Goal Setting Reflection Written Assessment

### **TEXTBOOK/MATERIALS**

- Proper athletic footwear to safely move in (no sandals, slides, boots)
- Proper athletic/fitness clothing to comfortably move in

# ALLIED ARTS - Electives

## REQUIRED EXPLORATORY CLASSES

Grade 7 students will experience 9 weeks of German, 9 weeks of Spanish, 9 weeks of French, and 9 weeks of Applied Engineering and Technology. Each class meets daily. Each class rotates quarterly.

## ALTERNATE DAY ELECTIVE OPTIONS

### ART

Grade 7 Art will provide a rigorous curriculum integrating content skills such as math, language arts, science, and social studies, while students are creating artwork and becoming familiar with artists and a variety of artistic genre.

### CHORUS

Grade 7 Chorus is an intermediate level performance-based class. No audition or previous experience is necessary. Students in Chorus will be *required* to participate in occasional evening performances throughout the year.

### MUSIC STUDIO

Grade 7 Music Studio is an elective class that meets every other day for the entire year. Students are involved in listening, analyzing, composing and improvising music. An emphasis is placed on creating, responding to and performing music through an exploratory, hands-on, project-based approach that includes guitar, keyboards, handbells, computer composition and World Music drumming. Students will learn computer programs like Garageband and iMovie to create their own multimedia projects.

Music Studio is a class for the student who wishes to continue to learn about music in a classroom setting rather than participating in a performance group. There are no evening concert requirements, and no prior experience is needed.

### FAMILY AND CONSUMER EDUCATION (F/CE)

Grade 7 Family and Consumer Education are: basic cooking and nutrition. Student will gain a deeper understanding of how to read recipes, measure ingredients correctly, follow step by step direction, and work cooperatively while cooking. In the nutrition unit students will evaluate MyPlate as well as the benefits of each nutrient, participate in inquiry research and prepare healthy meals. Students will also analyze nutritional values of recipes.

### INSTRUMENTAL MUSIC (Band – Intermediate)

Grade 7 Instrumental Music expands on the principles and skills learned in grade 6 band. Through this, students are exposed to a large variety of styles and genres of music. The program is two-phased consisting of like instrument group lessons and full instrumental band. Band lessons are schedule during the school day. Students will miss portions of other classes to participate in lessons.

Students must have previous band experience, either through participate in grade 6 band, private lesson instruction, or permission from the instructor.

Student are *required* to participate in occasional after school rehearsals, two evening concerts, and the Wisconsin School Music Association District Solo/Ensemble Festival.

## PLEASE NOTE

\*Response to Intervention (RtI) guidelines include students who score low on a combination of Fastbridge, Forward Exam, and classroom assessments in math and/or reading. These students will be considered for math and/or reading intervention support during advisement.

\*Students receiving U's in core academic (house classes) may be placed in Structured Study support class, in lieu of an allied arts (elective) class.